

Twice Born Ministry

# **LG-302: Koine Greek Survey II: Verbs & Syntax**

Course Code: LG-302

Credit Hours: 3

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

## Course Description

### LG-302: Koine Greek Survey II: Verbs & Syntax

#### Course Description

Participles; infinitives; clause analysis

This course is part of **Layer 2 — Theology & Ministry** in the Twice Born Ministry Bible School catalog. It develops college-level competence aligned with historic evangelical systematic theology (Grudem/Ryrie/Chafer lineage) and KJV study standards.

#### Course Details

#### Learning Outcomes

Upon completion, students will be able to:

Define and biblically defend key terms and doctrines covered in the syllabus.

Exegete representative passages using literal-grammatical-historical method.

Connect this course's themes to the broader storyline of Scripture (creation → fall → redemption → glorification).

Apply doctrine to personal holiness, local church ministry, and evangelistic witness.

Complete written, oral, and collaborative assessments demonstrating mastery at 70% or higher.

#### Module Structure

Each lesson includes exposition, historical theology notes, application, discussion prompts, and module-aligned quizzes. Assignments require research, ministry projects, and peer interaction where noted.

#### Assessment Overview

- **Module quizzes:** 10 questions each (multiple choice + short answer); keys provided.
- **Assignments:** 3–4 graded projects with rubrics.
- **Group projects:** 2 collaborative exercises.
- **Final exam:** Comprehensive short and extended responses.
- **Video supplements:** 3–5 instructor scripts for optional video production.

## Christian Guardrails

- • King James Bible as citation standard.
- • Christ-centered, gospel-proclaiming instruction.
- • Respectful engagement with other traditions without compromising essential doctrines.
- • No completion of academic work on behalf of others; AI tools may assist study but not replace original exegesis and reflection.

## Instructor Notes

Professor Shepherd AI instructor shortcode: [tb\_ai\_instructor course\_code="LG-302"]

*Twice Born Ministry Bible School — Layer 2 Theology & Ministry*

## Course Modules

# LG-302 — Lesson 1: Koine Greek Survey II: Verbs & Syntax: Alphabet and Pronunciation

## Introduction

Welcome to Lesson 1 of **Koine Greek Survey II: Verbs & Syntax**. In this session we examine **Koine Greek Survey II: Verbs & Syntax: Alphabet and Pronunciation**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Languages** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Koine Greek Survey II: Verbs & Syntax: Alphabet and Pronunciation** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### ### Main Theme: Koine Greek Survey II: Verbs & Syntax: Alphabet and Pronunciation

In John 1:1, the term Logos carries rich semantic range—word, reason, message. Greek exegesis clarifies why John chose this term to identify Christ as the eternal Word. Such precision guards against vague theology and strengthens preaching.

Proverbs 25:2 observes, "It is the glory of God to conceal a thing: but the honour of kings is to search out a matter." Language study is kingly work—patient investigation of what God spoke in Hebrew, Aramaic, and Greek. Tools (lexicons, grammars, concordances) serve the text, not replace prayerful reading.

The New Testament was written in Koine Greek—the common language of the eastern Mediterranean. Studying Greek allows students to evaluate translations, trace argument structures in Pauline epistles, and appreciate verbal aspects in narrative texts. Hebrew opens the poetry of Psalms, the parallelism of Proverbs, and the prophetic cadences of Isaiah.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Koine Greek Survey II: Verbs & Syntax: Alphabet and Pronunciation**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Romans 1:16-17**. Paul is not ashamed of the gospel because it is God's power unto salvation. Righteousness is revealed from faith to faith—justification by faith stands as the article by which the church stands or falls. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Jude 3-4** complements the lesson theme: Contend earnestly for the faith once delivered. Apologetics and ecclesial vigilance belong together—false teachers creep in unnoticed. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle,

and apocalyptic each contribute distinct lenses.

### ***Word Study Hint***

Select one theologically loaded term from **Koine Greek Survey II: Verbs & Syntax: Alphabet and Pronunciation** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## **Common Questions and Objections**

Students routinely ask hard questions when studying **Koine Greek Survey II: Verbs & Syntax: Alphabet and Pronunciation**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## **Application for Life and Ministry**

Knowledge without obedience puffs up (1 Corinthians 8:1). **Koine Greek Survey II: Verbs & Syntax: Alphabet and Pronunciation** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Koine Greek Survey II: Verbs & Syntax: Alphabet and Pronunciation** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 1 Summary:** We examined **Koine Greek Survey II: Verbs & Syntax: Alphabet and Pronunciation** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*Soli Deo gloria.*

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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# LG-302 — Lesson 2: Basic Vocabulary Building

## Introduction

Welcome to Lesson 2 of **Koine Greek Survey II: Verbs & Syntax**. In this session we examine **Basic Vocabulary Building**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Languages** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Basic Vocabulary Building** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### ### Main Theme: Basic Vocabulary Building

In John 1:1, the term Logos carries rich semantic range—word, reason, message. Greek exegesis clarifies why John chose this term to identify Christ as the eternal Word. Such precision guards against vague theology and strengthens preaching.

The New Testament was written in Koine Greek—the common language of the eastern Mediterranean. Studying Greek allows students to evaluate translations, trace argument structures in Pauline epistles, and appreciate verbal aspects in narrative texts. Hebrew opens the poetry of Psalms, the parallelism of Proverbs, and the prophetic cadences of Isaiah.

Proverbs 25:2 observes, "It is the glory of God to conceal a thing: but the honour of kings is to search out a matter." Language study is kingly work—patient investigation of what God spoke in Hebrew, Aramaic, and Greek. Tools (lexicons, grammars, concordances) serve the text, not replace prayerful reading.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Basic Vocabulary Building**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Ephesians 1:3-14**. The triune God blesses, chooses, redeems, and seals according to His gracious will. This passage integrates election, adoption, and inheritance in doxological prose. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### ***Secondary Passage***

**Jude 3-4** complements the lesson theme: Contend earnestly for the faith once delivered. Apologetics and ecclesial vigilance belong together—false teachers creep in unnoticed. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### ***Word Study Hint***

Select one theologically loaded term from **Basic Vocabulary Building** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## **Common Questions and Objections**

Students routinely ask hard questions when studying **Basic Vocabulary Building**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## **Application for Life and Ministry**

Knowledge without obedience puffs up (1 Corinthians 8:1). **Basic Vocabulary Building** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Basic Vocabulary Building** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 2 Summary:** We examined **Basic Vocabulary Building** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

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## Ministry Case Study

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## Supplemental Reading and Reflection

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## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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# LG-302 — Lesson 3: Grammar Foundations

## Introduction

Welcome to Lesson 3 of **Koine Greek Survey II: Verbs & Syntax**. In this session we examine **Grammar Foundations**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Languages** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

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Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Grammar Foundations** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Grammar Foundations

Proverbs 25:2 observes, "It is the glory of God to conceal a thing: but the honour of kings is to search out a matter." Language study is kingly work—patient investigation of what God spoke in Hebrew, Aramaic, and Greek. Tools (lexicons, grammars, concordances) serve the text, not replace prayerful reading.

The New Testament was written in Koine Greek—the common language of the eastern Mediterranean. Studying Greek allows students to evaluate translations, trace argument structures in Pauline epistles, and appreciate verbal aspects in narrative texts. Hebrew opens the poetry of Psalms, the parallelism of Proverbs, and the prophetic cadences of Isaiah.

In John 1:1, the term *Logos* carries rich semantic range—word, reason, message. Greek exegesis clarifies why John chose this term to identify Christ as the eternal Word. Such precision guards against vague theology and strengthens preaching.

#### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Grammar Foundations**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

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## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Ephesians 1:3-14**. The triune God blesses, chooses, redeems, and seals according to His gracious will. This passage integrates election, adoption, and inheritance in doxological prose. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

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### *Word Study Hint*

Select one theologically loaded term from **Grammar Foundations** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Grammar Foundations**. Pastoral theology addresses minds and hearts.

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**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Grammar Foundations** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

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## Supplemental Reading and Reflection

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## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

# LG-302 — Lesson 4: Syntax Patterns

## Introduction

Welcome to Lesson 4 of **Koine Greek Survey II: Verbs & Syntax**. In this session we examine **Syntax Patterns**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Languages** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Syntax Patterns** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### ### Main Theme: Syntax Patterns

The New Testament was written in Koine Greek—the common language of the eastern Mediterranean. Studying Greek allows students to evaluate translations, trace argument structures in Pauline epistles, and appreciate verbal aspects in narrative texts. Hebrew opens the poetry of Psalms, the parallelism of Proverbs, and the prophetic cadences of Isaiah.

Proverbs 25:2 observes, "It is the glory of God to conceal a thing; but the honour of kings is to search out a matter." Language study is kingly work—patient investigation of what God spoke in Hebrew, Aramaic, and Greek. Tools (lexicons, grammars, concordances) serve the text, not replace prayerful reading.

In John 1:1, the term *Logos* carries rich semantic range—word, reason, message. Greek exegesis clarifies why John chose this term to identify Christ as the eternal Word. Such precision guards against vague theology and strengthens preaching.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Syntax Patterns**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Jude 3-4**. Contend earnestly for the faith once delivered. Apologetics and ecclesial vigilance belong together—false teachers creep in unnoticed. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Romans 1:16-17** complements the lesson theme: Paul is not ashamed of the gospel because it is God's power unto salvation. Righteousness is revealed from faith to faith—justification by faith stands as the article by which the church stands or falls. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Syntax Patterns** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Syntax Patterns**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Syntax Patterns** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Syntax Patterns** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 4 Summary:** We examined **Syntax Patterns** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*Soli Deo gloria.*

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

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## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

# LG-302 — Lesson 5: Reading Simple Passages

## Introduction

Welcome to Lesson 5 of **Koine Greek Survey II: Verbs & Syntax**. In this session we examine **Reading Simple Passages**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Languages** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Reading Simple Passages** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Reading Simple Passages

The New Testament was written in Koine Greek—the common language of the eastern Mediterranean. Studying Greek allows students to evaluate translations, trace argument structures in Pauline epistles,

and appreciate verbal aspects in narrative texts. Hebrew opens the poetry of Psalms, the parallelism of Proverbs, and the prophetic cadences of Isaiah.

In John 1:1, the term Logos carries rich semantic range—word, reason, message. Greek exegesis clarifies why John chose this term to identify Christ as the eternal Word. Such precision guards against vague theology and strengthens preaching.

Proverbs 25:2 observes, "It is the glory of God to conceal a thing: but the honour of kings is to search out a matter." Language study is kingly work—patient investigation of what God spoke in Hebrew, Aramaic, and Greek. Tools (lexicons, grammars, concordances) serve the text, not replace prayerful reading.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Reading Simple Passages**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Hebrews 1:1-4**. God spoke by prophets, then by His Son who is heir of all things and exact impress of His person. Christology and revelation converge: the fullest word is a Person. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Colossians 1:15-20** complements the lesson theme: Christ is preeminent in creation and redemption—firstborn, reconciler, head of the body. Against false teaching, Paul exalts Christ's sufficiency. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Reading Simple Passages** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note

semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Reading Simple Passages**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Reading Simple Passages** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Reading Simple Passages** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 5 Summary:** We examined **Reading Simple Passages** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*Soli Deo gloria.*

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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## Supplemental Reading and Reflection

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## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

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## Ministry Case Study

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## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

# LG-302 — Lesson 6: Parsing and Analysis

## Introduction

Welcome to Lesson 6 of **Koine Greek Survey II: Verbs & Syntax**. In this session we examine **Parsing and Analysis**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Languages** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Parsing and Analysis** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### ### Main Theme: Parsing and Analysis

The New Testament was written in Koine Greek—the common language of the eastern Mediterranean. Studying Greek allows students to evaluate translations, trace argument structures in Pauline epistles, and appreciate verbal aspects in narrative texts. Hebrew opens the poetry of Psalms, the parallelism of Proverbs, and the prophetic cadences of Isaiah.

In John 1:1, the term Logos carries rich semantic range—word, reason, message. Greek exegesis clarifies why John chose this term to identify Christ as the eternal Word. Such precision guards against vague theology and strengthens preaching.

Proverbs 25:2 observes, "It is the glory of God to conceal a thing: but the honour of kings is to search out a matter." Language study is kingly work—patient investigation of what God spoke in Hebrew, Aramaic, and Greek. Tools (lexicons, grammars, concordances) serve the text, not replace prayerful reading.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Parsing and Analysis**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Jude 3-4**. Contend earnestly for the faith once delivered. Apologetics and ecclesial vigilance belong together—false teachers creep in unnoticed. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### ***Secondary Passage***

**Romans 1:16-17** complements the lesson theme: Paul is not ashamed of the gospel because it is God's power unto salvation. Righteousness is revealed from faith to faith—justification by faith stands as the article by which the church stands or falls. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### ***Word Study Hint***

Select one theologically loaded term from **Parsing and Analysis** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## **Common Questions and Objections**

Students routinely ask hard questions when studying **Parsing and Analysis**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## **Application for Life and Ministry**

Knowledge without obedience puffs up (1 Corinthians 8:1). **Parsing and Analysis** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Parsing and Analysis** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 6 Summary:** We examined **Parsing and Analysis** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*Soli Deo gloria.*

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

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# LG-302 — Lesson 7: Exegesis Preparation

## Introduction

Welcome to Lesson 7 of **Koine Greek Survey II: Verbs & Syntax**. In this session we examine **Exegesis Preparation**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Languages** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Exegesis Preparation** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Exegesis Preparation

The New Testament was written in Koine Greek—the common language of the eastern Mediterranean. Studying Greek allows students to evaluate translations, trace argument structures in Pauline epistles, and appreciate verbal aspects in narrative texts. Hebrew opens the poetry of Psalms, the parallelism of Proverbs, and the prophetic cadences of Isaiah.

Proverbs 25:2 observes, "It is the glory of God to conceal a thing: but the honour of kings is to search out a matter." Language study is kingly work—patient investigation of what God spoke in Hebrew, Aramaic, and Greek. Tools (lexicons, grammars, concordances) serve the text, not replace prayerful reading.

In John 1:1, the term Logos carries rich semantic range—word, reason, message. Greek exegesis clarifies why John chose this term to identify Christ as the eternal Word. Such precision guards against vague theology and strengthens preaching.

#### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Exegesis Preparation**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Jude 3-4**. Contend earnestly for the faith once delivered. Apologetics and ecclesial vigilance belong together—false teachers creep in unnoticed. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Hebrews 1:1-4** complements the lesson theme: God spoke by prophets, then by His Son who is heir of all things and exact impress of His person. Christology and revelation converge: the fullest word is a Person. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Exegesis Preparation** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Exegesis Preparation**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Exegesis Preparation** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Exegesis Preparation** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 7 Summary:** We examined **Exegesis Preparation** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*Soli Deo gloria.*

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

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emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

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# LG-302 — Lesson 8: Guided Translation Lab

## Introduction

Welcome to Lesson 8 of **Koine Greek Survey II: Verbs & Syntax**. In this session we examine **Guided Translation Lab**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Languages** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Guided Translation Lab** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### ### Main Theme: Guided Translation Lab

In John 1:1, the term *Logos* carries rich semantic range—word, reason, message. Greek exegesis clarifies why John chose this term to identify Christ as the eternal Word. Such precision guards against vague theology and strengthens preaching.

The New Testament was written in Koine Greek—the common language of the eastern Mediterranean. Studying Greek allows students to evaluate translations, trace argument structures in Pauline epistles, and appreciate verbal aspects in narrative texts. Hebrew opens the poetry of Psalms, the parallelism of Proverbs, and the prophetic cadences of Isaiah.

Proverbs 25:2 observes, "It is the glory of God to conceal a thing: but the honour of kings is to search out a matter." Language study is kingly work—patient investigation of what God spoke in Hebrew, Aramaic, and Greek. Tools (lexicons, grammars, concordances) serve the text, not replace prayerful reading.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Guided Translation Lab**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Jude 3-4**. Contend earnestly for the faith once delivered. Apologetics and ecclesial vigilance belong together—false teachers creep in unnoticed. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**1 Peter 2:4-10** complements the lesson theme: Believers are living stones in a spiritual house, a holy priesthood offering spiritual sacrifices. Ecclesiology and identity merge in worship language. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Guided Translation Lab** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Guided Translation Lab**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Guided Translation Lab** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Guided Translation Lab** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 8 Summary:** We examined **Guided Translation Lab** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*Soli Deo gloria.*

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

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## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

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## Ministry Case Study

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# LG-302 — Lesson 9: Word Study Methods

## Introduction

Welcome to Lesson 9 of **Koine Greek Survey II: Verbs & Syntax**. In this session we examine **Word Study Methods**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Languages** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Word Study Methods** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Word Study Methods

The New Testament was written in Koine Greek—the common language of the eastern Mediterranean. Studying Greek allows students to evaluate translations, trace argument structures in Pauline epistles,

and appreciate verbal aspects in narrative texts. Hebrew opens the poetry of Psalms, the parallelism of Proverbs, and the prophetic cadences of Isaiah.

Proverbs 25:2 observes, "It is the glory of God to conceal a thing: but the honour of kings is to search out a matter." Language study is kingly work—patient investigation of what God spoke in Hebrew, Aramaic, and Greek. Tools (lexicons, grammars, concordances) serve the text, not replace prayerful reading.

In John 1:1, the term Logos carries rich semantic range—word, reason, message. Greek exegesis clarifies why John chose this term to identify Christ as the eternal Word. Such precision guards against vague theology and strengthens preaching.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Word Study Methods**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **1 Peter 2:4-10**. Believers are living stones in a spiritual house, a holy priesthood offering spiritual sacrifices. Ecclesiology and identity merge in worship language. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Hebrews 1:1-4** complements the lesson theme: God spoke by prophets, then by His Son who is heir of all things and exact impress of His person. Christology and revelation converge: the fullest word is a Person. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Word Study Methods** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but

anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Word Study Methods**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Word Study Methods** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Word Study Methods** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 9 Summary:** We examined **Word Study Methods** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

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## Ministry Case Study

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## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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# LG-302 — Lesson 10: Capstone Passage Exposition

## Introduction

Welcome to Lesson 10 of **Koine Greek Survey II: Verbs & Syntax**. In this session we examine **Capstone Passage Exposition**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Languages** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Capstone Passage Exposition** did not emerge in a vacuum. The early church fathers defended Scripture against Marcion's truncated canon and Gnostic secret writings. Athanasius's Easter letter (367) lists the same New Testament books evangelicals recognize today. The Reformation elevated Scripture above papal decree, while the post-Reformation orthodox period articulated inerrancy with scholastic precision without denying human authorship.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### ### Main Theme: Capstone Passage Exposition

Proverbs 25:2 observes, "It is the glory of God to conceal a thing: but the honour of kings is to search out a matter." Language study is kingly work—patient investigation of what God spoke in Hebrew, Aramaic, and Greek. Tools (lexicons, grammars, concordances) serve the text, not replace prayerful reading.

The New Testament was written in Koine Greek—the common language of the eastern Mediterranean. Studying Greek allows students to evaluate translations, trace argument structures in Pauline epistles, and appreciate verbal aspects in narrative texts. Hebrew opens the poetry of Psalms, the parallelism of Proverbs, and the prophetic cadences of Isaiah.

In John 1:1, the term Logos carries rich semantic range—word, reason, message. Greek exegesis clarifies why John chose this term to identify Christ as the eternal Word. Such precision guards against vague theology and strengthens preaching.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Capstone Passage Exposition**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Hebrews 1:1-4**. God spoke by prophets, then by His Son who is heir of all things and exact impress of His person. Christology and revelation converge: the fullest word is a Person. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### ***Secondary Passage***

**1 Peter 2:4-10** complements the lesson theme: Believers are living stones in a spiritual house, a holy priesthood offering spiritual sacrifices. Ecclesiology and identity merge in worship language. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### ***Word Study Hint***

Select one theologically loaded term from **Capstone Passage Exposition** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## **Common Questions and Objections**

Students routinely ask hard questions when studying **Capstone Passage Exposition**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## **Application for Life and Ministry**

Knowledge without obedience puffs up (1 Corinthians 8:1). **Capstone Passage Exposition** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Capstone Passage Exposition** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 10 Summary:** We examined **Capstone Passage Exposition** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*Soli Deo gloria.*

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

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## Ministry Case Study

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## Appendix A — Assignments

### Week 01

## Week 01 Assignment — Reflection Journal

**Course:** LG-302 · Verbs & Syntax

**Week focus:** LG-302 — Lesson 1: Koine Greek Survey II: Verbs & Syntax: Alphabet and Pronunciation

### Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **LG-302 — Lesson 1: Koine Greek Survey II: Verbs & Syntax: Alphabet and Pronunciation** with KJV integration and measurable evidence in the submission.

### Task

**Analyze:** Write a 300–500 word reflection on **LG-302 — Lesson 1: Koine Greek Survey II: Verbs & Syntax: Alphabet and Pronunciation**. Include at least two KJV citations and one personal application.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

### Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

### Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Koine, Greek

### Week 02

## Week 02 Assignment — Memory Verse Application

**Course:** LG-302 · Verbs & Syntax

**Week focus:** LG-302 — Lesson 2: Basic Vocabulary Building

### Learning objective (Bloom's taxonomy)

Students will **apply** course content from **LG-302 — Lesson 2: Basic Vocabulary Building** with KJV integration and measurable evidence in the submission.

### Task

**Apply:** Recite Memory Verse:\*\* Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic. from memory, then write 250 words explaining how it applies to daily discipleship.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

### Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

### Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Basic, Vocabulary

### Week 03

## Week 03 Assignment — Expository Outline

**Course:** LG-302 · Verbs & Syntax

**Week focus:** LG-302 — Lesson 3: Grammar Foundations

### Learning objective (Bloom's taxonomy)

Students will **outline** course content from **LG-302 — Lesson 3: Grammar Foundations** with KJV integration and measurable evidence in the submission.

## Task

**Outline:** Produce a structured outline (400+ words) for the main passage in **LG-302 — Lesson 3: Grammar Foundations**. Include pericope titles and one-sentence themes.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

*Rubric (100 points)*

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Grammar, Foundations

## Week 04

# Week 04 Assignment — Discussion Response

**Course:** LG-302 · Verbs & Syntax

**Week focus:** LG-302 — Lesson 4: Syntax Patterns

## Learning objective (Bloom's taxonomy)

Students will **explain** course content from **LG-302 — Lesson 4: Syntax Patterns** with KJV integration and measurable evidence in the submission.

## Task

**Explain:** Answer two discussion prompts from the Week 4 reading in 200 words each. Cite KJV only.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

***Rubric (100 points)***

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Syntax, Patterns

## Week 05

# Week 05 Assignment — Practical Ministry Step

**Course:** LG-302 · Verbs & Syntax

**Week focus:** LG-302 — Lesson 5: Reading Simple Passages

## Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **LG-302 — Lesson 5: Reading Simple Passages** with KJV integration and measurable evidence in the submission.

## Task

**Demonstrate:** Complete one practical ministry action tied to **LG-302 — Lesson 5: Reading Simple Passages** (visit, prayer walk, family worship, or service). Submit a 200-word report plus optional photo upload.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Manual review (practical/upload).

**Pass:** 70%

***Rubric (100 points)***

## Week 06

## Week 06 Assignment — Witness Outline

**Course:** LG-302 · Verbs & Syntax

**Week focus:** LG-302 — Lesson 6: Parsing and Analysis

### Learning objective (Bloom's taxonomy)

Students will **construct** course content from **LG-302 — Lesson 6: Parsing and Analysis** with KJV integration and measurable evidence in the submission.

### Task

**Construct:** Draft a 3-minute spoken witness outline using this week's theme. Include gospel bridge, one objection with biblical answer, and call to faith.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

### Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

*Rubric (100 points)*

### Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Parsing, Analysis

## Week 07

## Week 07 Assignment — Cross-Reference Study

**Course:** LG-302 · Verbs & Syntax

**Week focus:** LG-302 — Lesson 7: Exegesis Preparation

### Learning objective (Bloom's taxonomy)

Students will **compare** course content from **LG-302 — Lesson 7: Exegesis Preparation** with KJV integration and measurable evidence in the submission.

## Task

**Compare:** Find three cross-references that illuminate **LG-302 — Lesson 7: Exegesis Preparation**. Write 400 words comparing themes (OT + NT).

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

*Rubric (100 points)*

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Exegesis, Preparation

## Week 08

# Week 08 Assignment — Historical Context Brief

**Course:** LG-302 · Verbs & Syntax

**Week focus:** LG-302 — Lesson 8: Guided Translation Lab

## Learning objective (Bloom's taxonomy)

Students will **describe** course content from **LG-302 — Lesson 8: Guided Translation Lab** with KJV integration and measurable evidence in the submission.

## Task

**Describe:** Write 350 words on historical/literary context for **LG-302 — Lesson 8: Guided Translation Lab**. Minimum four KJV citations.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

***Rubric (100 points)***

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Guided, Translation

## Week 09

# Week 09 Assignment — Christological Connection Essay

**Course:** LG-302 · Verbs & Syntax

**Week focus:** LG-302 — Lesson 9: Word Study Methods

## Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **LG-302 — Lesson 9: Word Study Methods** with KJV integration and measurable evidence in the submission.

## Task

**Evaluate:** Explain how **LG-302 — Lesson 9: Word Study Methods** points to Christ in 400–600 words. Use literal-grammatical-historical method.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

***Rubric (100 points)***

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Study, Methods

## Week 10

# Week 10 Assignment — Teaching Prep

**Course:** LG-302 · Verbs & Syntax

**Week focus:** LG-302 — Lesson 10: Capstone Passage Exposition

## Learning objective (Bloom's taxonomy)

Students will **design** course content from **LG-302 — Lesson 10: Capstone Passage Exposition** with KJV integration and measurable evidence in the submission.

## Task

**Design:** Prepare a 5-minute teaching outline for **LG-302 — Lesson 10: Capstone Passage Exposition** suitable for a small group or homeschool lesson.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Capstone, Passage

## Week 11

# Week 11 Assignment — Integration & Review

**Course:** LG-302 · Verbs & Syntax

**Week focus:** LG-302 — Lesson 10: Capstone Passage Exposition

## Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **LG-302 — Lesson 10: Capstone Passage Exposition** with KJV integration and measurable evidence in the submission.

## Task

**Synthesize:** Synthesize the top five themes from Verbs & Syntax. 600 words, minimum six KJV citations, one paragraph on personal growth.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Capstone, Passage

## Week 12

# Creative Ministry Project — LG-302

**Course:** Koine Greek Survey II: Verbs & Syntax

**Code:** LG-302

## Learning objective (Bloom's taxonomy)

Students will **create** an original ministry artifact synthesizing course themes with KJV fidelity and scholarship-gallery quality.

## Overview

Complete an original **Creative Ministry Project** demonstrating what you learned in this course. Select one project type when submitting your assignment. Approved work may appear in the [Scholarship Gallery](<https://twicebornministry.com/bible-school/scholarships/>) so supporters can **donate toward student scholarships** — you retain credit and ownership of your work.

> This is ministry education, not a sale of intellectual property. Donations fund scholarships.

## Project types

## Requirements

**Original work** — cite all Scripture in KJV; footnote other sources.

**Course connection** — explicitly tie your project to at least two module themes from LG-302.

**Ministry focus** — aim to edify believers or reach seekers with the gospel.

**Upload** — submit via the **Creative Ministry Project** assignment at the end of the course; select your project type in the form.

**Length guides:**

- Written: 800–1500 words
- Audio/Video: see durations above
- Photography: 1–3 images + caption
- Application: working prototype + 300-word user guide

## Grading rubric (100 points)

**Pass:** 70%

## Scholarship gallery

If your project is approved, it may be listed at /bible-school/scholarships/ with a **Support this student** donation button. Supporters give toward the scholarship fund for your project type — not to purchase your content.

## Prayer

> *"Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O LORD, my strength, and my redeemer."* — Psalm 19:14 (KJV)

## Grading

**Grading mode:** Manual review (creative upload).

**Pass:** 70%

### *Rubric (100 points)*

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