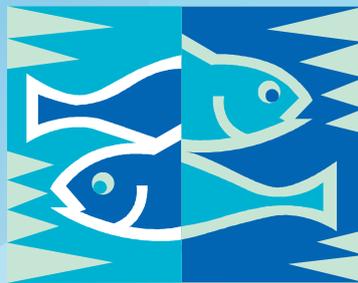


Course Guide

# New Testament Survey 1

The Gospels and Acts

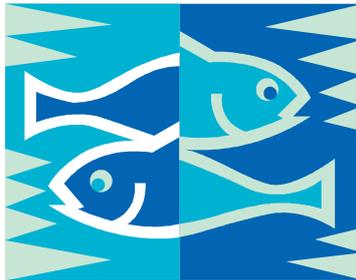


*And the Word became flesh, and dwelt among us,  
and we beheld His glory, glory as of the only begotten  
from the Father, full of grace and truth.*

John 1:14



The symbol on the cover of all the booklets for this course uses fish to remind you of Jesus' words, "Follow Me, and I will make you fishers of men" (Matthew 4:19). Jesus' call elicited a wholehearted response from Peter and John. We hope this course will elicit a similar response from you, "Yes, I want to become a fisher of men, I want to join Peter and John, I want to be on *your team* Jesus!"



The **fish** was an early symbol of **Christian faith** that endures today. The fish is thought to have been chosen by the early Christians for several reasons:

- "Icthus", the Greek word for fish, is an acrostic for "Jesus, Christ, Son of God, Savior";
- The fish would not be an obvious Christian symbol to persecutors;
- Jesus' ministry is associated with fish: the miracle of the loaves and fish, His choice of several fishermen to be His disciples and the declaration that He would make them "*fishers of men*".

The New Testament deals with the establishment of God's Eternal Spiritual kingdom here on earth. The Gospels begin with a picture of the founder King and how He prepared a team to be *Fishers of Men* for eternity. The book of Acts shows how these men were catching fish — *winnings souls*. Jesus summons us in John 15, "I chose you and appointed you to go and bear fruit," and "This is to my father's glory, that you bear much fruit" (John 15: 16 and 8). And Christ demonstrated that He meant what He said by the miraculous catch of fish (Luke 5:6; John 21:6).

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Note Exodus 20:15.

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# The Latest! A New Format!!

As of September 2018 we decided to change the format of this course and it is now available in six parts with two lessons in each part, plus an introductory booklet which explains the layout of the course, what is needed, grading, and monthly planners. The principle for doing this is that it does not look so intimidating to students when they receive only two lessons at a time, and might encourage them to start. Booklets 1-4 cover each of the 4 Gospels, booklet 5 contains New Testament background material to understand the times and geography of that period, as well as the opportunity to pull together the information from all 4 Gospels, and booklet 6 is on the book of Acts.

We recommend that the booklets be done in sequence. And definitely so if the students want to receive a certificate. The “new” lessons are done in A4. All of the assigned readings have been added to each lesson in the appendices. There will be no separately printed textbook.

This course guide is laid out as originally done so all of the requirements for completing the whole course are listed. We urge you to motivate your students to do the whole course.

As you prepare for individual lessons find the seminar for that lesson and make adjustments accordingly. Encourage your students to keep a calendar and plan when they are going to work on the course and to keep track of how much time they spend working on it. Be sure to hold them accountable. Ask about quiet time, about completion of the exercises, how much time they spent working on the lesson, who they shared their learning with. This is one of the benefits of studying in a group--encouraging one another on toward good.

We trust that the new format will be beneficial to all.

# Introduction

Welcome to one of the most fruitful endeavors of our time, acting as a leader or “course coach” for a group of men studying God’s Word in preparation for more effective ministry to God’s people! This guide will help you to be an effective course coach by aiding your organization and preparation. Read it carefully in preparation for each seminar.

This is **your** group—be **creative!** You are qualified by your position in the church and by your experience in Christian living to choose questions for discussion which will be relevant and valuable to those in your group. Don’t hesitate just because you don’t think you know “all the answers.” Your role is not that of a teacher, but that of group leader, “a coach.” The difference is dramatic. It’s the difference between a soloist and a choir director. A soloist must make all the music himself (like a teacher answering all the questions himself), while a choir director must make the choir sing (like stimulating the group to interact intelligently with the Biblical material). “Sing along” by giving your ideas too, but let the students share what they are learning.

One key to facilitating successfully is to recognize that it is alright to say, “I don’t know.” Simply be responsible to lead students into the truth which you do know, truth which you have discovered through your study of these materials.

The emphasis in this New Testament Survey course is to make sure the students actually read the Gospels and Acts, and that they do an inductive Bible study before they look at extra-Biblical helps. This is a good pattern for all believers to follow, and especially for pastors and preachers. We gain much more assurance in our faith when we “do” the hard work. Dig in!

## I. Course Schedule

- Seminar 1:** Orientation
- Seminar 2:** Lesson 1, Jesus: The Servant  
Lesson 2, Mark: Gospel of the Servant
- Seminar 3:** Lesson 3, Matthew’s View of Jesus  
Lesson 4, Jesus: Messiah- King
- Seminar 4:** Lesson 5, Luke’s Presentation of Jesus  
Lesson 6, Luke: Gospel of the Son of Man

- Seminar 5:** Lesson 7, John’s View of Jesus  
Lesson 8, Jesus: Son of God
- Seminar 6:** Lesson 9, New Testament Times  
Lesson 10, Jesus: God and King
- Seminar 7:** Lesson 11, Jesus: The Story Continued  
Lesson 12, Acts: The Gospel Continued

*This schedule is based on meeting every two weeks to study and discuss together.*

## II. Grading

The grading scale shown below:

- Shows how a **final grade** is determined for *New Testament Survey 1*
- Identifies **definite standards** for the completion of the course
- Reflects a **balanced concern** for development in the areas of academics, faithfulness in attendance, and practical involvement
- Serves as an **evaluation tool** in identifying areas of need and growth in the student’s life

### A. Grading Scale

Grade	Exams	Workbook	Attendance	Practical Assignments	Study Projects
5	3 of 3 90%	100% complete	7 of 7 seminars	11 of 11	6 of 6
4	3 of 3 80%	90% complete	7 of 7 seminars	9 of 11	5 of 6
3	3 of 3 80%	80% complete	6 of 7 seminars	8 of 11	4 of 6
2	3 of 3 75%	75% complete	6 of 7 seminars	7 of 11	3 of 6
1	Insufficient attendance or work				

### B. Meaning of the Final Grade

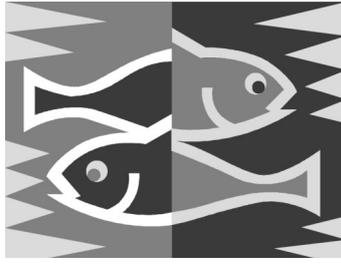
- 5 — Excellent academically, faithful in attendance, completed all Practical Assignments, Study Projects, and exams. Overall excellent performance.
- 4 — Good academically, faithful in attendance, completed most Practical Assignments, Study Projects, and all exams. Overall above average performance.
- 3 — Good academically, reasonably faithful in participation and attendance, completed a minimum of 8 Practical Assignments, 4 Study Projects and all exams. Overall average performance.
- 2 — Good academically, reasonably faithful in participation, completed a minimum of 7 Practical Assignments, 3 Study Projects and all exams. Below average performance, but still acceptable as credit.

1 — Faithfulness in participation is a major concern; further participation is brought into question. Not sufficient to receive credit for the course.

### **C. Guidelines to Follow In Determining the Grade**

1. **Grade.** The final grade is determined on the basis of the minimum standards completed for **all** parts of the course.
2. **Workbook.** Completion of a lesson includes **all** related reading and written exercises, Study Projects and Practical Assignments.
3. **Attendance.** Attendance is impossible to make up. You may want to consider whether the student should continue in further course work if he misses more than one seminar. If reasons for absence are **valid**, however, credit can be given but only under extraordinary circumstances.
4. **Practical Assignments and Study Projects.** The student must complete all Practical Assignments and Study Projects based upon the stated instructions in the workbook and share the results of their study and assigned activities in the seminars as instructed by the course coach.
5. **Exams.** All 3 must be completed with at least an average of 75%.
6. **Incomplete.** Good opportunity should be given to finish incomplete work. A reasonable time frame will be established by the course coach. It will **not** exceed one month.





# Orientation — *New Testament Survey* 1

SEMINAR



## I. Before the Seminar

- Verify that the students who are to be studying with you are suitable. All students should have an active ministry in the church. If you are leading a group of church members who are not already participating, your goal should be that they are active in some ministry before the end of this course.
- Review the schedule and grading scale for this course so you will be able to accurately explain to students what is expected of them and how they will be graded. If however you are doing this study in a fellowship group or regular Bible study, you may not be focused on fulfilling all the requirements. BUT, we do ask that you focus on getting your students to do the practical assignments. Knowledge is useless unless it brings spiritual growth and change. And growth and change do not happen unless the student does something practical.
- Make sure you have your personal copy of the introductory booklet as well as the booklets for Parts 1-6. You will need those for reference, to help students with assignments, etc. If this is your first time leading *New Testament Survey* then you will need to work through each lesson yourself so that you will have a better understanding of the students' questions.
- Review the Practical Assignments and Study Projects, so that you are prepared to explain them to the students and answer questions about them. They are listed in the Introduction of the course.
- Be prepared to explain to students how to use the Monthly Course Planner which is in the introductory booklet.
- Prepare to give an overview of the New Testament, either from the "Supplementary Material," or from your own notes.
- Pray for the group you are about to meet with.

## II. During the Seminar

### △ Fellowship

Ask each student to give his name, some detail about his family, and one interesting fact about himself. After all the students have participated, ask each of the students to answer the question, “Why are you taking these lessons?” It is assumed that most students will answer that they want to know more about the Bible. Then ask this question, “What are the three questions you would most like to ask God?” The purpose of this question is just to help the group know each other on a different level, even if they go to the same church or have taken a course together before. It also should give you some insights into your students.

Pray together. Ask students to share some prayer requests. Try to make this a time of upholding one another and encouraging one another through prayer with the focus on asking the Holy Spirit to teach them through this course to improve their ministry and to grow personally.

### △ Administration

Set up your attendance records. Be sure you have everyone’s phone number! Make sure there are enough lesson booklets for each student and make sure everyone has a notebook, pencils, etc.

### △ Discussion

Seminar Objective 1	Orient students to the purpose of the course	Time ____
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#### 1. **Outline the material that will be covered in this course**

*New Testament Survey* is divided into two courses. This first one covers the Gospels and Acts, the historical books of the New Testament. NTS 2 will cover the rest of the New Testament which is the epistles and Revelation. The focus in NTS 1 is on the life and ministry of Jesus Christ as understood by and recorded in all four Gospels. They will see how the book of Acts not only presents the growth of the early church, but really continues on the story of Jesus’ work and ministry on earth. Each student will gain a clearer understanding of what life was like during New Testament times, especially for the Jews. The students will learn what New Testament discipleship meant, and what the Kingdom of God is. As they apply what they are learning they will gain new insights into Christian life and service.

#### 2. **Ask the students some questions such as:**

- What is the first thing that comes to mind when you think of the Kingdom of God?
- What do you think is the most important teaching from Jesus?
- What would you like to learn about the New Testament that you don’t know?

Try to get all of the students to participate in answering some of the above questions or others.

#### 3. **Explain that the purpose of this course is to give the students “the big picture” of the New Testament.**

Specifically, this means the ability to give a brief summary of each book, to locate key cities on a blank map, and the ability to explain the main focus and purpose of the New Testament. *New Testament Survey* will also give the student a deeper understanding and appreciation of God’s great patience and mercy and His love for His people. Remind the students that it is meant to be a *practical* help to them as they develop their ministries.

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**Seminar  
Objective 2****Introduce students to the materials**Time \_\_\_\_

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Pass the materials out at this time. Each student should receive the introductory booklet and the booklet with NTS 1 Part 1, containing Lessons 1 and 2. Make sure that each student has a Bible or New Testament in which he is willing to mark. This is very important as there are many exercises that require this. Another item each student must have is a notebook in which to do his exercises, as well as one for the Study Projects and Practical Assignments. The students should title these notebooks, “New Testament Survey 1: Exercises” and “New Testament Survey 1: Study Projects and Practical Assignments.”

Now have your students turn to the “Overview” in the introductory booklet. This will give them an overview of the course. Explain that there are two lessons on each of the five books we will be studying. The first lesson will guide them in studying the actual Scriptures and the second lesson will pick up some of the background information and point out some of the unique or important issues dealt with in that book. Lesson 9 is devoted to information about New Testament times and Lesson 10 will discuss the deity of Jesus and His Kingdom.

There is a lot of good information in the “Introduction” which you will not take time to discuss now. Have students start by reading through the “Course Description”. Ask if there is anything else that they would like to discuss during their study of the New Testament. If anything is mentioned evaluate whether it is appropriate to a survey course and if it is then try to include it with the appropriate lesson.

Turn to the “Course Objectives” and have the students read these in turn. Then have them take turns reading the different points under “Course Design.” Rather than having them read “Lesson Design,” have them turn to Lesson One and walk through all the different parts that are listed under this. Make sure each student follows in his booklet and understands how to find and use these study helps if they not familiar with them already.

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**Seminar  
Objective 3****Explain how to study using these materials**Time \_\_\_\_

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Emphasize:

1. They are to complete the lessons in the order presented in the workbook.
2. They are to complete all reading assignments as they come to them in the lessons.
3. They are to complete all questions, exercises, assignments, and projects found in the lesson booklets.
4. All answers to questions should be written in the booklets.
5. All exercises, Study Projects, and Practical Assignments should be documented in separate notebooks.
6. **All** Study Projects should be completed **before** the student may proceed to the next lesson, unless other instructions are given. If the requirement is to preach or teach, they must have done that before the end of the course to receive credit for the Practical Assignment.
7. A brief **written report** must be turned in to the facilitator when the student is to present his material to another person or group. This is an important point to emphasize, otherwise students may do a Practical Assignment, but not bring any proof that it has been done to the seminar. If they were to preach or teach there must be a signed statement by the pastor or deacon that this was done.

Ask if they have any further questions at this point.

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<b>Seminar Objective 4</b>	<b>Introduce students to the grading system and assignments required to complete the course</b>	Time ____
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Explain the grading system to the students using the information in the introduction to this guide. Emphasize that if they miss more than one seminar, they will fail the course.

At the end of the introductory booklet is the “Certificate of Completion” which will be their permanent record of their grade for the course and will be filled out by the course coach and signed by both the course coach and the pastor. On the previous page is the “Assignment Check List.” Each student should have a mentor in his church, preferably his pastor, who will verify that he has done each of the Practical Assignments. All of the Study Projects will be verified and approved by the course coach.

There is a complete list of all assignments towards the end of the Introduction, as well as an Assignment Record. Familiarize the students with those so that they will know the extra work involved and see the total workload. The Assignment Record allows them to check off when they have completed their work.

There will be three exams. The first two exams will follow the fourth and eighth lessons and will include content only from those four lessons. The final exam will cover Lessons 9-12 and may include some content from the rest of the course (key verses, outlines, etc.).

Remind students that it is important that they have all of their homework done before the seminar because the seminars revolve around the assignments. The students should come prepared to think, apply what they have learned, and be ready to share with the group.

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<b>Seminar Objective 5</b>	<b>Set the dates for the future seminars</b>	Time ____
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Seminars should be set for every two weeks; however, there may be some cases where this does not work. At each of the subsequent meetings you should confirm the date, time and place of the next meeting. If you desire to lead the course on a weekly schedule you may do so, although a Course Guide has not been provided for this. To lead on a weekly basis, simply have students do one lesson each week and cover those objectives in each seminar which encompass that lesson.

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<b>Seminar Objective 6</b>	<b>Challenge students with both the demands and the rewards of <i>New Testament Survey 1</i></b>	Time ____
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In this course there are 11 Practical Assignments, 6 Study Projects and 3 exams. The Bible study should be rich and rewarding. The course covers Matthew—Acts, emphasizing the deity of Jesus and His preeminence throughout the New Testament, as well as the teaching about the Kingdom of God.

Throughout this course you will be required to do various projects, so you will have double benefit with both a skill and a study that you can use in your ministry. Make a special effort to take the opportunity to share what you are learning with others through teaching and preaching. What we share with others reinforces it in our own lives and benefits others.

The Bible tells us in Mark 1:21, 22 that Jesus taught with authority. As you go deeper into the Word of God, you too will be able to speak, preach, and teach with authority. Your study of the New Testament through this course should enrich your personal life as well as your preaching and teaching life, as you begin to realize the wealth of wisdom that God has given us in the New Testament.

The rewards are way beyond anything you could find in this material world. All of God’s wisdom and truth is waiting to be uncovered by you!

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**Seminar  
Objective 7**

**Orient students to the course by an overview of the New Testament**

Time \_\_\_\_

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Start by having a student read “One Solitary Life”, which is at the beginning of the introductory booklet. Then share an overview of the New Testament. Either use one that you have prepared based on your own material or prepare one from the supplementary material which is supplied at the end of this seminar.

### **Closing**

#### **1. Preparation for Next Seminar**

- Students will need to read and complete all of Lessons 1 and 2, as well as reading the material in the Introduction, before next seminar.
- Turn to Study Project 1 in Lesson 1 and have a student read it aloud. Make sure that everyone is clear as to what is expected of them. Repeat the process for Practical Assignment 1 in Lesson 2. There is a lot of work in these 2 lessons so encourage students to set aside regular hours to do their studies so they don’t fall behind right at the beginning. They are expected to bring their completed work to the seminar.
- Turn to the “Monthly Course Planner” in the introductory booklet and reinforce its use. At this time announce the character trait all of you will be working on for the coming month and have them write it in.

#### **2. Prayer**

Close the seminar with prayer, asking the Lord to give the students diligence and insight as they learn about God in the human form of Jesus Christ.

## **III. After the Seminar**

1. Add the names of group members to your spiritual journal and commit yourself to praying for each one of them regularly.
2. Ask yourself the following questions and jot notes in your notebook:
  - Was I adequately prepared and confident?
  - Are the students excited about the course?
  - Is the schedule appropriate for this group and the meeting place convenient? If not, what changes should be made?
3. Spend time in prayer seeking what God wants to do in the lives of these students during this course. Pray especially that they will be excited about what they are learning and willing and able to pass it on to others.
4. Read through “Before the Seminar” at the beginning of the next lesson to get an idea of the preparation that will be required for you next seminar.

## IV. Supplementary Material

It is important that you give an overall introduction to the New Testament even though the students will only be studying the “historical” books in this course. Keep your introduction short—a maximum of 20 minutes—and on the level that is important to your group.

### Introduction to the New Testament

1. The New Testament is a **record** of historical events, the ‘good news’ events of the saving life of the Lord Jesus Christ—His life, death, resurrection, ascension, and the continuation of His work in the world—which is explained and applied by the apostles whom He chose and sent into the world.
2. It is also the **fulfillment** of those events long anticipated by the Old Testament.
3. Further, it is **sacred** history, which, unlike secular history, was written under the supernatural guidance of the Holy Spirit. This means it, like the Old Testament, is protected from human error and possesses divine authority for the church today and throughout human history until the Lord Himself returns.

### Origin and Meaning of the Term “New Testament”

Our Bible is divided into two sections we call the Old Testament and the New Testament, but exactly what does that mean? The Greek word for “testament,” διαθηκη (Latin, *testamentum*), means “will, testament, or covenant.” It refers to a new arrangement made by one party into which others could enter if they accepted the covenant. As used of God’s covenants, it designates a new relationship into which men may be received by God. The Old Testament or Covenant is primarily a record of God’s dealings with the Israelites on the basis of the Mosaic Covenant given at Mount Sinai. On the other hand, the New Testament or Covenant (anticipated in Jeremiah 31:31 and instituted by the Lord Jesus, 1 Cor. 11:25), describes the new arrangement of God with men from every tribe and tongue and people and nation who will accept salvation on the basis of faith in Christ.

The old covenant revealed the holiness of God in the righteous standard of the law and promised a coming Redeemer; the new covenant shows the holiness of God in His righteous Son. The New Testament, then, contains those writings that reveal the content of this new covenant.

The message of the New Testament centers on (1) the Person who gave Himself for the remission of sins (Matt. 26:28) and (2) the people (the church) who have received His salvation. Thus the central theme of the New Testament is salvation.

The names *Old* and *New Covenants* were thus applied first to the two relationships into which God entered with men, and then, to the books that contained the record of these two relationships.

### The World at the Time of the New Testament

To understand the impact of Christ’s coming we need to acquaint ourselves with political, social, economic, and religious forces that were alive in the world into which the Lord Jesus was born.

**The Roman World.** Rome was the dominant force in the first-century world. Its armies had marched with power and precision across Europe, the Middle East, and Africa, bringing nation after nation under its control. Palestine had fallen to General Pompey in 63 BC. Though taxed heavily, Israel benefited from Roman rule:

- *Peace.* The world was at peace in the days of the New Testament.
- *Government.* The emperor had the power to force reigning governors to rule well. In many cases this kept them from amassing great private wealth at the expense of the people.

- *Travel.* Because of the Roman peace, people could travel freely from country to country.
- *Communication.* The flow of information was the best the world had ever known.

Because of these factors, Christianity got a firm foothold and grew rapidly under Roman rule.

**Greek Influence.** Although the Greek Empire had collapsed before New Testament days, it was still a powerful world influence in the following ways:

- *Language.* Alexander the Great's lightning-fast conquests (331-322 BC) made Greek the dominant language of the civilized world. When the Romans conquered territory, they encouraged its continued use. This benefited Christianity because: (1) a common language made the spread of the gospel easier, and (2) the New Testament was written in Greek and could be understood by everyone.
- *Culture.* The Greek mind confronted basic questions about man, life, and the supernatural. The Greek poets, dramatists, and philosophers had thereby prepared the way for the satisfying answers Christianity brought to a searching and dissatisfied world.

**Jewish Background.** The Jewish background of the New Testament was important because: (1) Christianity was born in a Jewish environment, and (2) Christianity was rooted in what God had already made known to His people through the Old Testament.

When Christ was alive, Judea was governed by officials appointed by Rome. Even so, the Jews were left to run their own internal affairs. They did so through the Sanhedrin, a ruling body of 70 whose leader was the high priest.

The religious life of Israel was centered in two institutions. The first was the temple, which had recently been rebuilt by Herod the Great. It was a magnificent structure, constructed to appease the Jews. Old Testament rituals were elaborately carried out by devout Jews from all walks of life. The second, the synagogues, were centers of worship and instruction scattered throughout the land. Their services were simple, consisting of prayer, Scripture reading, and explanation. Jewish boys were educated in synagogues, and their learning was primarily religious. It was into this combination of Roman rule, Greek thought, and Jewish tradition that Jesus was born and Christianity took root.

## Composition and Arrangement of the New Testament

The New Testament is composed of twenty-seven books written by nine different authors. Based on their literary characteristics, they are often classified into three major groups—

1. **The historical** (five books, the Gospels and Acts)
2. **The epistolary** (21 books, Romans through Jude)
3. **The prophetic** (one book, Revelation).

You may want to have the following chart prepared for your students to have a grasp on the overall layout of the New Testament.

## The Collection of the Books of the New Testament

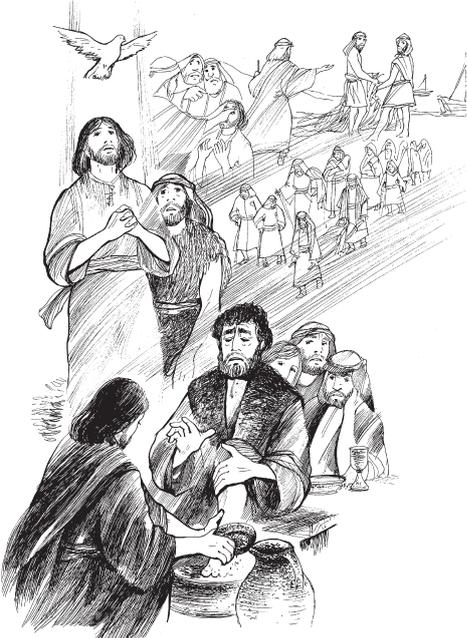
Originally, the books of the New Testament were separately circulated and only gradually collected together to form what we now know as the New Testament part of the canon of Scripture. By preservation of God, our twenty-seven New Testament books were set apart from many other writings during the early church. They were preserved as a part of the New Testament canon because of their inspiration and apostolic authority.

After they were written, the individual books were not immediately gathered together into the canon, or collection of twenty-seven that comprise the New Testament. Groups of books like Paul's letters and the Gospels were preserved at first by the churches or people to whom they were sent, and gradually all twenty-seven books were collected and formally acknowledged by the church as a whole.

New Testament Books						
History	Letters				Prophecy	
	Paul's			General		
Matthew	Early during missionary journeys	Later after arrest at Jerusalem			James	Revelation
Mark					Hebrews	
Luke	Galatians	First imprisonment	Release	Second imprisonment	Jude	
John	1 Thessalonians 2 Thessalonians	Colossians	1 Timothy Titus	2 Timothy	1 Peter 2 Peter	
	1 Corinthians 2 Corinthians	Ephesians Philemon			1 John 2 John 3 John	
Acts	Romans	Philippians				

This process took about 350 years. In the second century the circulation of books that promoted heresy accentuated the need for distinguishing valid Scripture from other Christian literature. Certain tests were developed to determine which books should be included. (1) Was the book written or approved by an apostle? (2) Were its contents of a spiritual nature? (3) Did it give evidence of being inspired by God? (4) Was it widely received by the churches?

Although no original copy of any of the writings that comprise the New Testament has survived, there exist more than 4,500 Greek manuscripts of all or part of the text, plus some 8,000 Latin manuscripts and at least 1,000 other versions into which the original books were translated. Careful study and comparison of these many copies has given us an accurate and trustworthy New Testament.



SEMINAR

2



# The Servant

## I. Before the Seminar

- Review the Introduction and Lessons 1 and 2. Based on this information and your individual knowledge of your students, write a lesson key in your notebook. You need to adjust the focus of the seminar to the spiritual maturity level of your students. Decide which objectives are most important and what time you will spend on them.
- Review your work on Study Project 1 and Practical Assignment 1 as you completed them for this course and review your research. You will use them in conjunction with the answers provided here to guide the discussion.
- Be sure to be at the meeting 30 minutes before it starts so you are prepared to greet people in a relaxed manner and have your mind focused on what needs to happen.

## II. During the Seminar

### △ Fellowship

As students come in ask each student at least one of the following questions:

- How long did you work each week on your lessons?
- Was the workbook difficult?
- Was your Bible reading hurried? Fruitful?
- What procedure are you using to complete weekly assignments?

After all the students have arrived begin with prayer. Ask two of the students to share something God showed them in their Bible readings over the past 2 weeks.

### △ Administration

At this point in each seminar, take time to make sure your records are up-to-date. This includes taking attendance, evaluating monthly course planners, and checking to see that everyone has completed the written exercises, Study Projects and Practical Assignments. Check the workbooks

to see what percentage of the work has been completed as students come in, so that you do not need to spend more than 5 or 10 minutes on records during seminar time. Please note that Exercises 2 and 3 in Lesson 2 must be completed fully. These are very time consuming and you need to check that they have been done in Appendix 1 or the workbooks are not complete.

## Discussion

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**Seminar Objective 1**

To review the primary teachings of Mark

Time \_\_\_\_

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### 1. *What can we learn about ministry from Jesus?*

Ask a student to read Question 8 in Lesson 1 and have several students read their answers to it. Ask how many students make a special effort to have a morning quiet time with God.

Have several students read their answers to Exercise 1. Focus on the question about the “sinners and tax collectors” of our day. Ask, “What is one way that we can each reach out to these people in our city?”

Discuss questions 18 and 19. Have students share from Exercise 3.

### 2. *What does Mark teach us about discipleship?*

Discuss Exercise 6 about the sending out of the 12. Have two students share their answers for the questions under *a.* and two other students share about *b.* and so on.

Have one or two students share their answers to Question 26. Ask what this means to their ministry or personal life right now. Be prepared to share how you have seen this truth in your life.

Ask several students to share their testimonies from Exercise 7. Make this a time of praise and thanksgiving to God, and remind your students how these miracles all point to how God is taking care of them and is capable of providing for anything that they need.

Have four or five students read their definitions of discipleship as they recorded them for Exercise 9. Try to come up with one synthesized definition which contains all of their various points. Keep the definition short and memorable.

Discuss Questions 40-42 and how each student can apply these truths to his life at this point in time.

### 3. *What stood out to you most from Mark 12:13-34?*

Have students share from their answers to Exercise 11. Ask if anybody has written down any other questions about this passage. Are there other comments on the character of Jesus from this study of Mark?

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**Seminar Objective 2**

To discuss the background information of Mark

Time \_\_\_\_

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### 1. *Ask several students to list and describe some of the benefits of studying the background information of a book.*

It is important that students understand why background information has been included for each New Testament book. Encourage students to share all of the reasons that they can think of. There are some reasons listed here, but try not to mention these until several of the students have shared. One reason it is important to study the background information of a book is because sometimes there are references in a book to events which we would not fully understand without a study of history. Also, occasionally an author makes a statement which

cannot be properly interpreted without a broader understanding of the reasons why the author was writing the book. In other cases a certain phrase, sentence, or passage may not make sense unless the background of the book is understood.

**2. What stood out the most to you from your brief study of the background of Mark?**

Was there anything that was particularly new or interesting for you?

Ask several students to share their answers to Question 5 (Lesson 2).

**3. Review the key verse (Mark 10:45) and outline of Mark.**

Ask if any students can share the key verse of Mark from memory. Allow one or two to do so. What about Mears' outline of Mark?

If no students can recite either of these items, take a few minutes to review and if you have the time, encourage students to split into groups of 2 to work on memorizing these items. Allow a maximum of ten minutes for this.

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<b>Seminar Objective 3</b>	<b>To review what has been learned through the study of the “Let’s Look at Mark”</b>	Time ____
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**1. What have you found that you can do to obey Jesus more fully?**

Ask for several volunteers to read part or all of their lists from Exercise 6 (L. 2).

**2. Have a student share his answer to Question 9.**

What are some specific examples of this? Try to keep students focused on areas that would be personal in their lives.

**3. Ask one or two students to read their answers to Questions 10 and 11.**

What thoughts ran through your mind when you read these questions? Why do you think Jesus chose these kind of men? How does this example relate to your life right now?

**4. How did you answer Question 15?**

Ask for several volunteers to share their answer to this question.

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<b>Seminar Objective 4</b>	<b>Review and compare the charts on miracles and parables</b>	Time ____
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**1. Evaluate student work on the miracle charts**

Have students open their booklets to Appendix 1 “The Parables and Miracles of Jesus” and have each student share how many miracles he has listed on his chart (in order to receive credit for doing this exercise, students should not have less than 14). Then have each student read one of the miracles which he has written down. Continue going round the group until no one has anymore new miracles on their list. Make sure they read all of the information that they have written about that miracle.

Encourage students to add to their own lists any miracles that they have missed. Remind students that extra spaces have been included in all of the miracles and parables charts, but they are not expected to find a miracle or parable for every blank space.

There may be some discussion as to whether the event should be included as a miracle or not. If time allows students may discuss this and make their own decisions. You may share your opinion, but do not do so immediately. Remind students that different people will view things differently and have different opinions. It is okay to agree to disagree.

## 2. **Discuss the chart on the parables**

In the same way that you discussed the miracles chart, discuss the parables chart. Students need a minimum of 6 parables in order to receive credit for this assignment, but they may have many more depending on how they strictly they define the term “parable.” Make sure students share all of the information that they have recorded about a given parable. If time permits encourage students to discuss the lesson of parables on which they had differing opinions.

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### **Seminar Objective 5**

### **Discuss Assignments**

Time \_\_\_\_

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#### 1. **Study Project 1: Note “Kingdom of God” References in Mark. Time \_\_\_\_**

Have students split into groups of three or four and compare their lists. Instruct them to look up any references that they do not all have. Each student should read his summary paragraphs to his group. Have each group come up with one brief description of what the Kingdom of God looks like as it is described in Mark. Make sure they write it down and select one person from their group to read it to the rest of the group.

Have the group gather together again and have each group share their description of the Kingdom of God.

You will probably need to put a time limit on this discussion. Allow 10 minutes for them to double check their references, then give them another 10 minutes to share their descriptions and come up with a combined one. Warn them as every five minutes pass so that no group gets too far behind.

#### 2. **Practical Assignment 1: Preach a Sermon. Time \_\_\_\_**

Give one or two students the opportunity to preach their sermons. Make sure that they follow their outline and include a practical application. Let the other students critique them as to effectiveness of communication.

Double check to make sure that each student has an outline of their sermon. Make sure that it includes a practical application. Some students may need help developing this.

## **Closing**

### 1. **Summary of Key Points**

Through Mark we get a brief overview of the life of Jesus Christ. He is introduced to us as the lowest of servants. We see Him reaching out to others, expending Himself on their behalf. We watch as He goes to the quiet place and gains refreshment from His Father. Then we stand by as Jesus quietly submits to His Father’s will. And we learn the lesson of submission and the secret of renewal from Him. Let’s put these into practice as we walk through this coming week!

### 2. **Preparation for Next Seminar**

- Walk through Lessons 3 and 4. Be sure to go over the lesson outlines, objectives, and assignments.
- With the students look at their Assignment Record so they can see what they need to cover in the next two weeks. Remind them to check it off as they do it.
- Students will also need to bring the completed work for Study Project 2 and Practical Assignment 2.
- Encourage students who have not completed all the work for Lessons 1 and 2 to catch up during the next two weeks as the study load is lighter for Lessons 3 and 4.

- Remind students that they are expected to fill out the “Monthly Course Planner” which is supplied in the work book.
- There will be an exam during the next seminar. It will cover Lessons 1-4. Remind students to look at the objectives for each lesson to know what they should study for the exam.

### 3. Prayer

Have students break up into groups of 3 and pray together conversationally asking God to help them apply what they have learned from the book of Mark and the life of Christ in their personal lives and ministries.

## III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. Record concerns about those you sense a particular need to pray for intently.
2. Ask yourself the following questions and jot notes in your notebook:
  - What resources, if any, do I need to get for group members?
  - What spiritual or mental preparation do I need to make for the next session that may have been lacking this week?
  - Which of the members need to be encouraged to participate more in the sharing and discussion times? How will I encourage them? When could I have responded more appropriately to the needs of members or to the leadership of the Holy Spirit?
  - What level is this group on spiritually? Is the discussion adequately meeting their needs?
  - Which members most need a phone call this week for encouragement, prayer, instruction, correction, or counsel? When should I make the calls?
3. Read through “Before the Seminar” at the beginning of the next lesson to get an idea of the preparation that will be required for you next seminar.

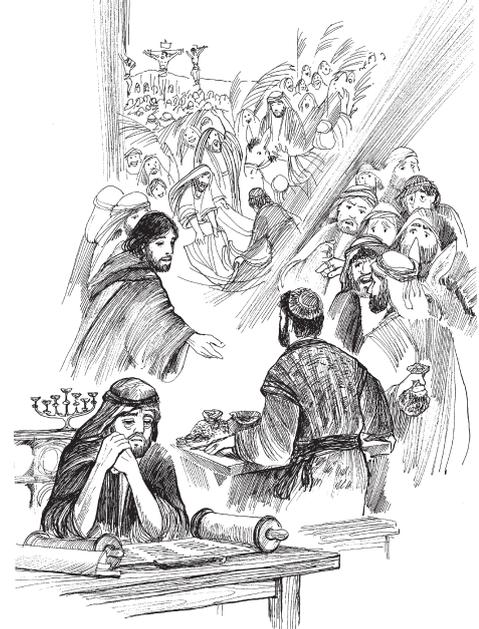




SEMINAR

# 3

## The King



### I. Before the Seminar

- Review Lessons 3 and 4. Be sure you have determined what is most important for this group and plan your time accordingly.
- Make sure that you are familiar with Study Project 2 and Practical Assignment 2. Have your copy of these Assignments on hand so that you can use it for reference and to answer student questions.
- Make sure that you have a copy of the exam for each student.

### II. During the Seminar

#### △ Fellowship

Ask two of the students to share about their ministry. Encourage them to share the successes they have had and a problem they are presently facing. Pray for these two students as a group.

#### △ Administration

Take time to make sure your records are up-to-date. This includes taking attendance, evaluating monthly course planners, and checking to see that everyone has completed the workbook, Study Projects and Practical Assignments. Look over the monthly planners and note any students who are not using them, or are not showing wise use of their time. Make a note to counsel with them later.

#### △ Discussion

**Seminar Objective 1**

To determine understanding of Lessons 1 — 4

Time \_\_\_\_

Give exam covering this material. Allow 30 minutes to take exam, instructing them to write down what they feel is the best answer. Remind them that this is not meant to be an easy exercise, but

rather an assessment of how effective their study has been. Make sure that they do not talk over the questions with each other. When they are all finished have them exchange papers and grade them for each other. Answer questions as needed. Make sure that the grades are recorded.

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**Seminar  
Objective 2**

To review some of the main passages of Matthew (Lesson 3)

Time \_\_\_\_

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**1. Ask several students to share their answers to Exercise 4.**

This is an important issue for students to deal with. They need to understand that being tempted is not sin, giving way to temptation is. They also need to understand that Jesus felt the temptations just as much as we would have if we had been there. He faced the same temptation that we face when fasting—the temptation to eat!

Here are some possible answers to this question:

Jesus was “led into temptation” ...

- So that He could comfort us with His experiences when we are tempted (2 Corinthians 1:3-5; Hebrews 4:15)
- To prove that He was the perfect man by not sinning (1 Peter 2:21-23)
- To show us that only through the power of the Holy Spirit the tempter will be defeated
- To show us that we can guard ourselves against temptation by storing up Scripture in our minds
- To prove that He is God by His responses to the devil
- To show Jesus a little of the struggles He would face in His coming ministry and in the Passion Week
- To give Him encouragement by His defeat of Satan through the Holy Spirit

Make sure that you cover both parts of the exercise in your discussion.

**2. Discuss student divisions and classification of the “Sermon on the Mount” (Exercise 6).**

Have students share their outlines of the “Sermon on the Mount.” Remind students to have their Bibles open to Matthew 5-7 so that they can follow the outlines that each student presents. You may choose several students to share their divisions from the first chapter, then discuss them, and then have other students share from the second chapter of the “Sermon on the Mount” and discuss their outlines, and so on. Try to make sure that everyone shares something. Focus on drawing out those who are normally quiet.

Below are two different outlines of the Sermon on the Mount; these are by no means the only ways to outline this passage. Student outlines should follow the divisions that they see in the passage (make sure that they do not to force divisions where there are none).

Outline 1:

1. The Blessings of Discipleship (5:1-12)
2. The Influence of Disciples (5:13-16)
3. Jesus’ Way and the Old Way (5:17-48)
4. True Righteousness (6:1-18)
5. True Treasure (6:19-34)
6. Freedom from Judging (7:1-6)
7. Freedom to Trust God (7:7-12)
8. The Dangers of Discipleship (7:13-23)

9. The Two Builders (7:24-29)<sup>1</sup>

Outline 2:

1. Kingdom Citizens (5:3-16)
  - a) Their character (5:3-12)
  - b) Their influence (5:13-16)
2. Kingdom Laws (5:17-5:48)
  - a) The Law's fulfillment (5:17-5:20)
  - b) The Old and the New (5:21-48)
3. Kingdom Attitudes and Deeds (6:1-7:12)
  - a) Worship: giving, praying, fasting (6:1-6:18)
  - b) Walk (6:19-7:12)
4. Concluding Exhortations: citizenship tested (7:13-7:27)<sup>2</sup>

Through the Sermon on the Mount Jesus gave us a new law code. It is not a code based only on our actions, but rather it is based primarily on the motives of our hearts. If our hearts are right then our actions also will be. This code is the code for the Kingdom of Heaven of which we are citizens now and will also be in the future times (see vss.13-27).

**3. What stood out the most to you from Matthew 24 and 25 (Exercise 7)?**

Have several students share. Ask students to share how they felt after reading this passage and why.

**4. How do you see the Gospels of Mark and Matthew as complimentary?**

How do they differ? Which did you prefer? Do you think one is more valuable than the other? What is your favorite characteristic of each?

Ask students to answer the above questions, perhaps asking different students different questions as you go around the circle. Make sure you include those who don't participate voluntarily.

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<b>Seminar Objective 3</b>	<b>To familiarize students with the background information of Matthew (Lesson 4)</b>	Time ____
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**1. Discuss the character of Matthew.**

Use student answers to Questions 1 — 3 and Exercise 1 to start this discussion. What kind of a man was Matthew? What do we know about him? How did he change after meeting Jesus? What example did he set for us? How can we practically follow his example?

Encourage different students to answer the questions and make sure that their answer to the last question is something that can be put into practice in their lives within the next week or two.

**2. Have as many students as possible share their answers to Exercise 2.**

Encourage each student to share something new that they have learned through this brief look at the Messianic Prophecies.

The following prophecies relative to the person, work and atoning sufferings of Christ are some of the many prophecies of this Gospel.

- I. Birth and Infancy of Jesus.

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<sup>1</sup> This outline was taken from *The Wesley Bible*, (Thomas Nelson, Inc.: 1990), 1410.

<sup>2</sup> This outline was adapted from *Matthew: A Self-Study Guide*, by Irving L. Jensen (Moody Bible Institute: 1974), 34.

1. 1:23—Is. 7:14. The virgin birth.
2. 2:6—Mi. 5:2. The birthplace—Bethlehem.
3. 2:18—Je. 31:15. Slaying of the children by Herod.
4. 2:15—Ho. 11:1. Called out of Egypt.

## II. Ministry of Jesus.

1. 3:3; 11:10—Is. 40:3; Mal. 3:1. The forerunner.
2. 4:15,16—Is. 9:1,2. A great light.
3. 8:17—Is. 53:4. The burden-bearer.
4. 11:5—Is. 61:1. Healer of the blind and lame.
5. 12:18-21—Is. 42:1-4. The Servant of Jehovah.
6. 12:40—Jon. 1:17. In the grave.
7. 13:35—Ps. 78:2. Speaking in parables.

## III. The Passion Week.

1. 21:5,9—Ze. 9:9; Ps. 118:25,26. The triumphal entry.
2. 21:13—Is. 56:7; Je. 7:11. Cleansing the temple.
3. 21:42—Ps. 118:22,23. The rejected stone.
4. 26:15—Ze. 11:12. Judas. Betrayal, 30 pieces of silver.
5. 27:9-10—Ze. 11:13. The potter's field.
6. 27:35—Ps. 22:18. Parting His garments.
7. 27:48—Ps. 69:21. Given vinegar to drink.

### **3. What are the qualifications of being a disciple of Christ?**

Have students refer to Exercise 6 for their answers. Ask volunteers to answer the following questions. How do you feel you rank when you compare yourself to this list? What do you think you can do to improve your standing as a disciple of Christ?

### **4. How are you presently fulfilling the Great Commission? (Exercise 8)**

Have each student share briefly how he or she is fulfilling the Great Commission in their lives right now. Encourage people to be honest and have some simple ideas about how a person can begin to fulfill the Great Commission immediately (like having a neighbor in for tea—build relationships!).

### **5. How important is age to ministry?**

In relation to Question 6 it is interesting to note that the Jews did not consider a male a man until he had reached the age of 30. They did not allow a man to become a member of the Sanhedrin unless he was over 30. Ask students to think of how many successful full-time Christian workers they know who have proved themselves faithful in ministry by at least 5 years of service who are under 30. If your group is made up primarily of younger people encourage them that God has given this time to them for training and that they should use this opportunity to learn all that they can. If the age range is 30 or older encourage these people to be faithful with what God has given them and to continually seek new opportunities for growth and learning.

### **6. Review memory work.**

Review the three memory tasks that were a part of Lesson 4: the key verse (Exercise 3), Sermon on the Mount passage (Exercise 4), and the outline of Matthew at the end of the lesson. Have one or two students quote the first verse, then choose others to quote the passage that they learned for Exercise 4, and choose another person(s) to quote Mears' outline.

**1. How would you describe the Kingdom of God? (Study Project 2)**

Ask several students to summarize their description of the Kingdom of God based on what is written in Matthew. Find out if the other students agree with these descriptions. Make sure that the students don't just read their papers, but actually summarize what they have written.

Ask other students how this description compares with the description given in Mark.

**2. Compare and evaluate miracle and parable charts.****1. Evaluate student work on the miracle charts**

Have students open their booklets to Appendix 1 and have each student share how many miracles he has listed on his chart (in order to receive credit for doing this exercise, students should not have less than 16). Then have each student read one of the miracles which he has written down. Continue going round the group until no one has anymore new miracles on their list. Make sure they read all of the information that they have written about that miracle.

There may be some discussion as to whether the event should be included as a miracle or not. Allow students to discuss this and make their own decisions.

**2. Discuss the chart on the parables**

In the same way that you discussed the miracles chart, discuss the parables chart. Students need a minimum of 20 parables in order to receive credit for this assignment, but they may have many more depending on how strictly they define the term "parable."

**3. Who has already taught on Matthew 20:1-16? (Practical Assignment 2)**

Ask how many students have already completed this assignment. Have those students share briefly the message they were trying to communicate and how they feel people received that message.

Jesus gave us a very important message through this parable. There are people who believe that a person confessing belief in Christ on their deathbed, do not gain salvation because they have not lived in accordance with His command; but here Jesus so clearly teaches us that even at the last minute God is willing to take us into His fold. We must remember that we are equally unworthy of the gifts He gives us as those who have not acknowledged Him their whole life long only to turn at the last moment and call on His name. We must also never forget our responsibility to evangelism as pointed out in verse 7. These men had not worked the whole day, because no one had asked them to. How many people do we deny eternity in heaven because we do not invite them to know Christ?

**△ Closing****1. Summary of Key Points**

The Gospel of Matthew has the special task of bridging the Old and New Testaments. It was written for the Jew who was familiar with the many prophecies about the Messiah; a Jew would quickly see that the Gospel writer was declaring that the Messiah had come. He would understand that Matthew was claiming Jesus as the fulfillment of the prophecies. Through his Gospel, Matthew wanted to show the Jews that Jesus was the long-awaited King! A King Who sacrificed everything for the love of His people.

## 2. Preparation for Next Seminar

- Students will study Lessons 5 and 6 in preparation for the next seminar. Make sure that all the students know when and where the next seminar will be.
- Students will need to complete Study Project 3 and Practical Assignments 3-5 for the next meeting. You may wish to assign different parables to different students for Practical Assignment 3. Don't choose obscure parables **or** the most frequently used ones. Find parables which are not the most common, but which you feel that your students will be able to handle. If you choose to assign the parables do so with each individual student in mind, not just randomly.
- Remind students that their "Monthly Course Planner" will be evaluated at the next seminar.

## 3. Prayer

Ask the students to break into groups of two and pray for each other using something that they have learned through this study of Matthew.

# III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. Continue to pray for those you sense a particular need to pray for intently.
2. Ask yourself the following questions and jot notes in your notebook:
  - What spiritual or mental preparation do I need to make for the next session that may have been lacking this week?
  - Which of the members need to be encouraged to participate more in the sharing and discussion times? How will I encourage them?
  - When could I have responded more appropriately to the needs of members or to the leadership of the Holy Spirit?
  - How well did I cover the seminar objectives? Did we spend too much time on some of them and sacrifice on others?
  - Which members most need a phone call this week for encouragement, prayer, instruction, correction, or counsel? When shall I make the calls?
  - Are there any administrative tasks that still need to be taken care of? Make sure you are checking student workbooks and notebooks regularly. Be thorough.
3. Take some time in the next day or two to seek God's evaluation of your group leadership. Are you allowing Him to guide you? Are you trusting Him to do the spiritual things only He can do or are you trying to pressure a response yourself? Do you see God's activity in the lives of the group participants?

Now take time to thank God for the privilege of being His servant.

4. Read through "Before the Seminar" at the beginning of the next lesson to get an idea of the preparation that will be required for you next seminar.

# New Testament Survey 1 — Exam 1

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_ /100

## Part 1 — Match the location with the event

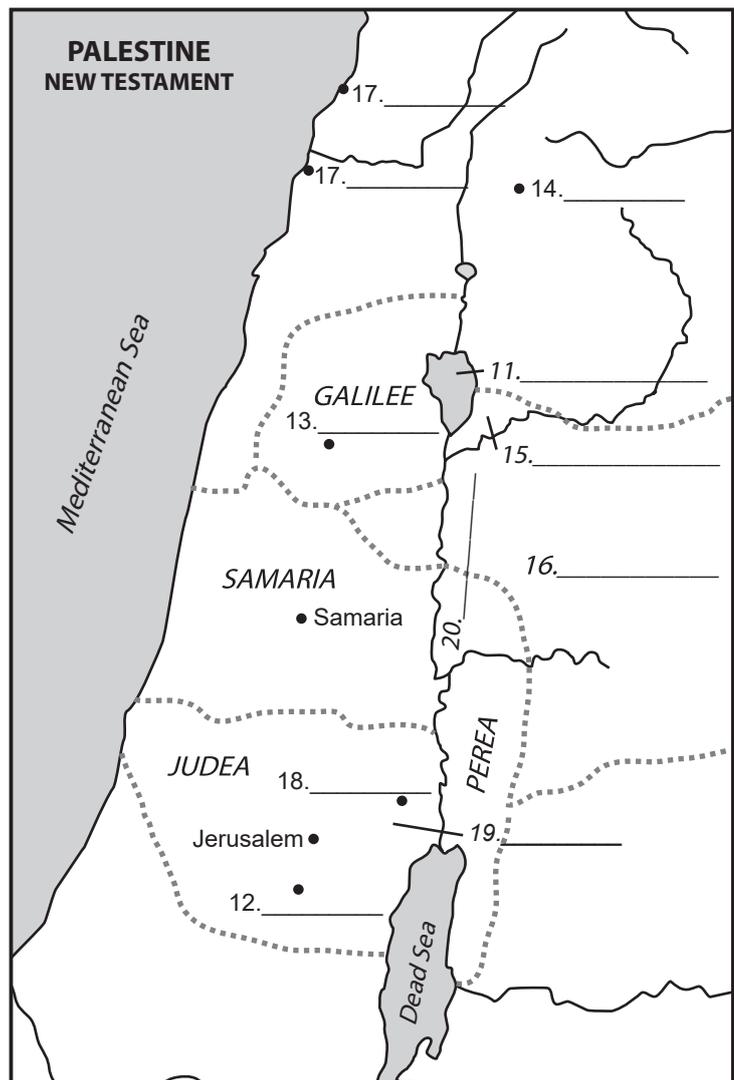
### 1 point each blank

- |  |                             |
|--|-----------------------------|
| 1. ___ Birth of Jesus                            | a. Sea of Galilee           |
| 2. ___ Appearance of angel to Mary               | b. Bethlehem                |
| 3. ___ Temptation of Jesus                       | c. Nazareth                 |
| 4. ___ Peter walks on water                      | d. Caesarea Philippi        |
| 5. ___ Bartimaeus healed                         | e. Country of the Gerasenes |
| 6. ___ Demoniac healed                           | f. Decapolis                |
| 7. ___ Jesus' baptism                            | g. Tyre and Sidon           |
| 8. ___ Syrophenician woman's daughter healed     | h. Jericho                  |
| 9. ___ Healing of deaf man                       | i. Wilderness               |
| 10. ___ Peter calls Jesus "the Christ (Messiah)" | j. Jordan River             |

## Part 2 — Place the location name on the map

### 1 point each blank

On the map write the letter of the matching place in the blanks (use the places from above).



## Part 3 — Multiple Choice

### 2 points each question

Choose the *best* answer and write the corresponding letter in the blank.

21. Matthew wrote to the \_\_\_\_\_.
  - a. Jews
  - b. Greeks
  - c. Romans
  - d. Egyptians
22. In Mark the emphasis in the Great Commission is \_\_\_\_\_.
  - a. preaching
  - b. service
  - c. discipleship
  - d. baptism
23. Mark's Gospel portrays Jesus as hanging out with \_\_\_\_\_.
  - a. Pharisees and Gentiles
  - b. sinners and tax collectors
  - c. Romans
  - d. prostitutes and scribes
24. The account of \_\_\_\_ is included in Matthew's Gospel.
  - a. the Crucifixion
  - b. Pentecost
  - c. the ascension
  - d. the persecution
25. \_\_\_\_ were all included in Matthew's genealogy of Jesus.
  - a. Mary Magdalene, Dorcas, Ruth, Bathsheba, Esther
  - b. Mary, Ruth, Miriam, Sapphira, Abigail
  - c. Ruth, Bathsheba, Rahab, Mary, Tamar
  - d. Priscilla, Sarah, Tamar, Bathsheba, Rahab
26. John the Baptist foretold \_\_\_\_, which was an important event in the early Church.
  - a. the Rapture
  - b. Pentecost
  - c. the Ascension
  - d. persecution
27. Mark's Gospel portrays Jesus as the \_\_\_\_\_.
  - a. Son of Man
  - b. Son of God
  - c. Servant
  - d. King
28. The \_\_\_\_ visit to Jesus is only recorded in Matthew's Gospel.
  - a. shepherd's
  - b. Magi's
  - c. soldier's

29. Matthew 28:19 begins “\_\_\_\_\_ ..”
- Do not lay up for yourselves treasures upon earth
  - Where is He who has been born King of the Jews?
  - Our Father who are in heaven
  - And it came to pass
  - Go therefore and make disciples of all nations
30. A miracle can be defined as \_\_\_\_\_.
- a normal occurrence
  - a sad event showing the power of the human mind
  - a life-changing event which is initiated by a person
  - a marvelous event manifesting a supernatural act of God
31. Of the four possibilities below, which is not a requirement that Jesus makes of His disciples?  
\_\_\_\_\_
- Fidelity in marriage/no adultery
  - Deny personal, physical comfort
  - Receive the Kingdom like a child
  - Lay down worldly possessions and relationships
32. Mark was written by \_\_\_\_\_ for the \_\_\_\_\_.
- John Mark; the Romans
  - John Mark; the Greeks
  - Peter; the Romans
  - Peter; the Jews
33. When He was being tempted Jesus quoted from \_\_\_\_\_ to refute the devil.
- Genesis and Exodus
  - Deuteronomy, Proverbs, and Jeremiah
  - Joshua and Ezra
  - Deuteronomy and Psalms
34. Jesus taught that \_\_\_\_\_.
- man was made for the Sabbath
  - the Sabbath was made for God
  - the Sabbath was made for man
35. Mark 11 describes the \_\_\_\_\_ of Jesus.
- crucifixion
  - ascension
  - trial
  - triumphal entry
36. The Sermon on the Mount is best described as \_\_\_\_\_.
- a constitution of the Kingdom
  - several teachings on various topics
  - a list of legalistic rules
  - instructions for the ideal Christian

37. Mark presents the “Gospel of God” as \_\_\_\_.
- “the Kingdom of God”
  - “the coming of Jesus the Messiah”
  - the Great Commission
  - John 3:16
38. The Kingdom of God is like a \_\_\_\_.
- mustard tree
  - fig tree
  - rose bush
  - weed
39. Matthew’s account of the Gospel focuses on Jesus the \_\_\_\_.
- Son of Man
  - Son of God
  - Servant
  - King
40. John the Baptist is described as \_\_\_\_.
- a prophet, priest and king
  - “the shadow of Christ”
  - crazy
  - “the voice in the desert”

## Part 4 — Memorization

***In the space provided below write out the key verses for Mark and Matthew (note which version you use); then fill in the blanks in the outlines of these Gospels.***

### Mark

**41. Key Verse:**

***(8 points)***

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**42. Outline:**

***(3 points each line)***

- I. The \_\_\_\_\_ Prepared (Mark 1:1-13)
- II. The Servant Working (Mark \_\_\_\_\_)
- III. The Servant \_\_\_\_\_ (Mark 9—15)
- IV. The Servant Exalted (\_\_\_\_\_)

**Matthew**

**43. Key Verse:**

**(8 points)**

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**44. Outline:**

**(3 points each line)**

- I. \_\_\_\_\_ (Matthew 1—2)
- II. Proclamation of the \_\_\_\_\_ (Matthew 3—16)
- III. Rejection of the King (Matthew \_\_\_\_\_)
- IV. Triumph of the King (\_\_\_\_\_)

**Part 5 — Bonus Section**

**(5 points each)**

For additional points you may write the two other memory passages from this section of the workbook.

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# Answers to Exam 1

This exam is an objective exam based on a 100 point system. If a student answers every question correctly he will have 100 points or 100%. A bonus section worth 10 points has been added to the end of the exam. This is in addition to the 100 points that make up the exam. However, a student can only use this to make up to 100 points *total* for this exam. If he completes the bonus section and ends up with over 100 points total his grade will still be 100%.

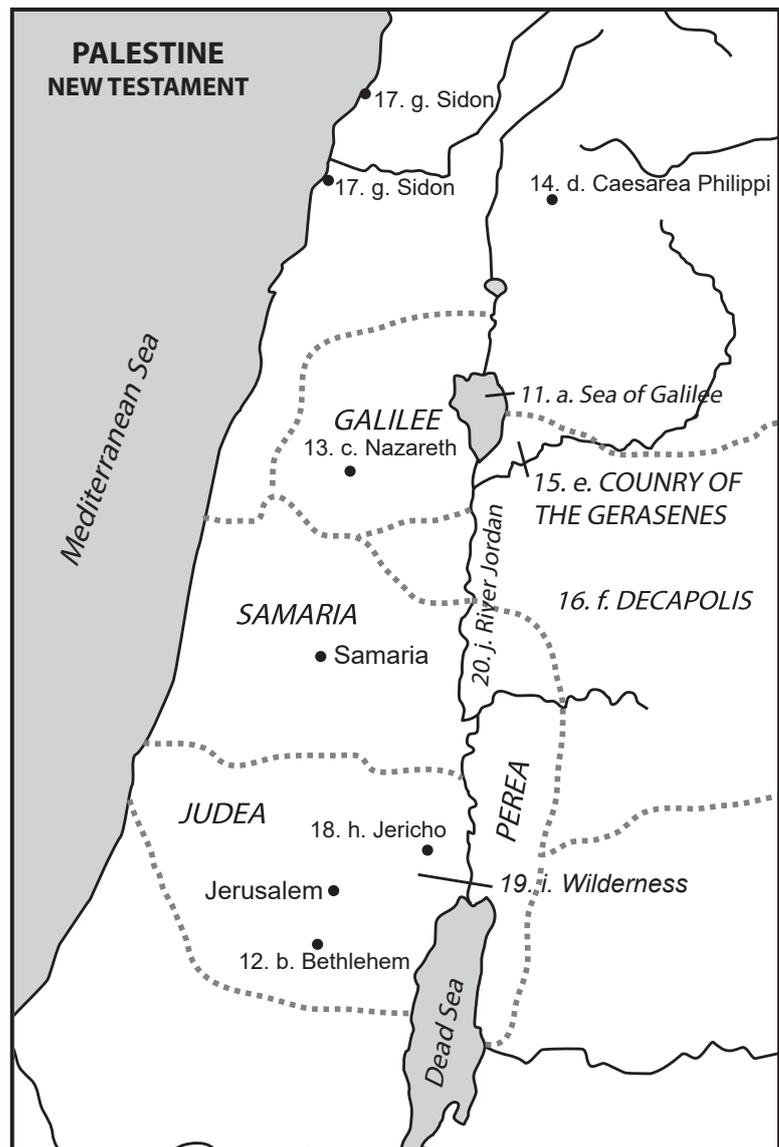
## Matching (1 point each)

### Part 1 — Match the location with the event

- |                      |                                |                          |
|----------------------|--------------------------------|--------------------------|
| 1. b. Bethlehem      | 5. h. Jericho                  | 8. g. Tyre and Sidon     |
| 2. c. Nazareth       | 6. e. Country of the Gerasenes | 9. f. Decapolis          |
| 3. i. Wilderness     | 7. j. Jordan River             | 10. d. Caesarea Philippi |
| 4. a. Sea of Galilee |                                |                          |

### Part 2 — Place the location name on the map

11. a. Sea of Galilee
12. b. Bethlehem
13. c. Nazareth
14. d. Caesarea Philippi
15. e. Country of the Gerasenes
16. f. Decapolis
17. g. Tyre and Sidon
18. h. Jericho
19. i. Wilderness
20. j. Jordan River



### Part 3 — Multiple Choice

(2 points each question)

21. a. Jews
22. b. service
23. b. sinners and tax collectors
24. a. the Crucifixion
25. c. Ruth, Bathsheba, Rahab, Mary, Tamar
26. b. Pentecost
27. c. Servant
28. b. Magi's
29. a. Go therefore and make disciples of all nations
30. d. marvelous event manifesting a supernatural act of God
31. b. Deny personal, physical comfort
32. a. John Mark; the Romans
33. d. Deuteronomy and Psalms
34. c. the Sabbath was made for man
35. d. triumphal entry
36. a. a constitution of the Kingdom
37. a. "the Kingdom of God"
38. a. mustard tree
39. d. King
40. d. "the voice in the desert"

### Part 4 — Memorization

Students need to have written the verses word perfectly (according to the Bible version they used) in order to receive the full points. For each mistake up to three deduct 2 points; if they have more than three mistakes they do not get credit for completing the verse.

For the outlines students have to get all the information right in order to receive points for that line. If there is even one mistake on a line, deduct the 3 points for that line.

#### 41. Key Verse:

(8 points)

**Mark 10:45:** "For even the Son of Man did not come to be served, but to serve, and to give His life a ransom for many."

#### 42. Outline:

(3 points each line)

- I. Servant
- II. (Mark 1:14—8)
- III. Rejected
- IV. (Mark 16)

#### 43. Key Verse:

(8 points)

**Matthew 2:2:** "Where is He who has been born King of the Jews? For we saw His star in the east, and have come to worship Him."

#### 44. Outline:

(3 points each line)

- I. Coming of the King
- II. King
- III. (Matthew 17—20)
- IV. (Matthew 21—28)

## Part 5 — Bonus Section

*(5 points each)*

For additional points students may have written out one or both of their memory passages from the workbook. They can earn a total of 10 extra points for their exam grade, to bring the final exam grade up to 100 points. The same grading rules apply for these verses as for those outlined above, however, only take off 1 point for every mistake up to three mistakes—more than three mistakes means that they do not get credit for the passage.

### Scoring for the Exam

Parts 1–2

Questions 1–20	1 point each	20 points
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Part 3

Questions 21–40	2 points each	40 points
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Part 4

Question 41	8 points	8 points
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Question 42	3 points each line	12 points
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Question 43	8 points	8 points
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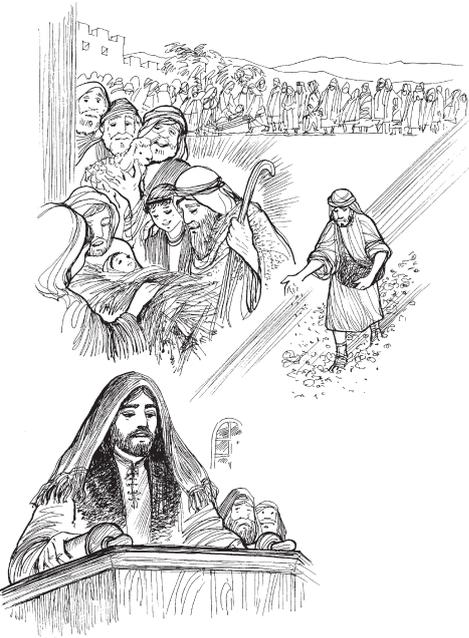
Question 44	3 points each line	12 points
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Part 5

Bonus Section	5 points each passage	
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Total: 100 points



SEMINAR

# 4

## Son of Man



### I. Before the Seminar

- Review Lessons 5 and 6. Based on this information and your individual knowledge of your students, write a lesson key in your notebook. What can YOUR students learn from the Gospel of Luke?
- Make sure that you are familiar with Study Project 3 and Practical Assignments 3-5 so that you are prepared to answer student questions.

### II. During the Seminar

#### △ Fellowship

Begin with prayer. Ask students to share a little bit about their families and a special tradition that they have as a family.

#### △ Administration

Take time to make sure your records are up-to-date. This includes taking attendance, evaluating monthly course planners, and checking to see that everyone has completed workbooks and assignments. Make sure you check the monthly planners and give them appropriate feedback according to how well they plan and follow the plan.

#### △ Discussion

<b>Seminar Objective 1</b>	<b>To help students reflect on their personal discoveries in the Gospel of Luke (Lesson 5)</b>	Time ____
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**1. What new insights or observations did you gain through your skimming of Luke?**

What key words did you discover? Was there anything that stood out to you as particularly interesting or important? How would you summarize the Gospel of Luke in one sentence or phrase?

Encourage students to refer to their answers to Exercise 1.

Some key words or phrases might include: Son of Man, serve, sacrifice, etc.

**2. Discuss segment titles for Luke. (Exercise 2)**

Have students split into small groups of three or four and read their descriptive titles for the divisions of Luke to each other. Instruct each group to discuss the three questions that are listed in the assignment and come up with group answers, which they can share with the other groups when you call them back together.

Try to visit each group during this time listening and encouraging as you go. Note which students seem to be taking leadership and which ones are following.

**3. Share the miracles and parables you found in Luke.**

Have students compare their charts from Exercise 3 with one or two of their neighbors to see if they have the same amount of miracles and parables marked.

Ask each student to share their answers about one of the miracles they have found in Luke (Exercise 4). It may be simplest to have the group go round the circle each student simply taking the next miracle. Encourage students to comment on each others' answers, but make sure that one student does not dominate the discussion. Be positive and offer praise!

If you have time, compare parable charts (Exercise 5) like you have done in previous seminars.

**4. Discover new ways to study a Biblical passage. (Exercise 6)**

What was the most important thing that you learned while studying the parable of the Dishonest Steward? It can be something from the Bible lesson or something about Bible study.

This exercise has introduced you to a fresh method of Bible study, which will help you to take a look at a passage in its Biblical context. How could you use this method with other passages of Scripture (not just parables)?

**5. Share and explain your outline of Luke 17:11-19:28. (Exercise 7)**

Choose two or three of you quietest students and ask them to share their outlines of this passage and explain why they chose to make those divisions. Be enthusiastic about their participation! Remind all the students that there is no right or wrong answer for this exercise, different people will see things differently.

Some sample outlines have been included in the Supplementary Material at the end of this seminar.

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<b>Seminar Objective 2</b>	<b>To examine the background information of Luke (Lesson 6)</b>	Time ____
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**Identify the purpose of Luke's Gospel.**

Ask a student to read Luke 1:1-4. Based on this passage ask students what Luke's purpose was in writing the Gospel. Do you think that this purpose was fulfilled through his writings? What makes you confident (or unsure) that this purpose was achieved? What would you include if you were writing a Gospel?

Encourage students to think about what it would be like to author a Gospel. Help them to imagine what Luke must have felt like; to think about what motivated him.

This will open their eyes to a different view of the Gospel, of themselves, and of others.

<b>Seminar Objective 3</b>	<b>To share personal application of truths learned from the book of Luke</b>	Time ____
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**1. What have you committed to sacrifice to further the Gospel of Christ Jesus?**

Ask if there are any volunteers who are willing to share their response to the last question in Exercise 1. Ask those who did not share to pray for those who did that they would be strong in their commitments. Take time to pray before moving on with the discussion.

Be sensitive to those who do not wish to share. It does not mean that they have not done the assignment; they may just feel that it is too private for them to share. Don't forget to check student notebooks to be sure they have completed all their exercises and Practical Assignments.

**2. How do you believe God is asking you to spend your Sundays?**

Ask volunteers to share their answers to Exercise 2. You may wish to choose someone who has not participated very much in this seminar. Make sure that everyone gets a chance to express their opinion and that the discussion is not ruled by one or two people. Be careful to guard against judgmentalism. This is a question that each person must decide for himself and is between him and God. Can Sunday be a day given to the Lord for His honor and glory? Should it be? Why or why not?

For example, most pastors work on Sunday. It is not a day of rest for them. Some of them also work secular jobs and so do not have a day of rest in a week, others are able to take another day and make it a day of rest for themselves.

Please remember we are not talking about legalism here. We are talking about spiritual priorities. Make sure that *nobody* (including yourself) forces their opinion on another person. If the discussion gets too heated have the students read Romans 14:5-6, agree to disagree, and move on to the next objective.

**3. Share your version of the six woes Christ gave in Luke 11:37-54. (Question 15)**

Let the students play with this a little so that they get the impact of how strongly Jesus felt about these religious leaders with their self-righteous attitude and the bondage they forced on people in the name of God. Help them draw specific conclusions from it as to what God expects of religious leaders.

<b>Seminar Objective 4</b>	<b>To evaluate student work on Study Project 3 and Practical Assignments 3 through 5</b>	Time ____
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**1. Discuss ideas for teaching to children. (Practical Assignment 3)**

How many have already completed Practical Assignment 3? How many of you have begun preparations, but not yet taught the lesson? What parable are you working on? How did you or do you intend to make it interesting for children? Is there a game or a craft that you could do with them that would contribute to your lesson? How do you intend to make it practically applicable at their level?

It would be helpful if you have your completed work from this assignment available to refer to. Try to help students create *interesting* lessons that young children can enjoy. It is important that they learn to teach children because if they can keep a child's attention and communicate a specific idea to him, they will also be able to get their point across to adults.

**2. What testimonies do you have to share about your act of service? (Practical Assignment 4)**

Have every student that has completed this assignment share what they did, how it was received, how it made them feel, and anything new that they learned through completing this assignment. Praise those who have completed it and spur the others on to complete it.

### **3. What new “Acts of Service” do you believe God wants you to be involved in? (Practical Assignment 5)**

Have each student share the list that they have prepared with the group. Some students may be inspired by the ideas of others and wish to include those ideas in their own lists. Encourage them to do so.

Once you have heard all of the ideas and have verified that they are all practical help every student pick out three that they will be involved in during the next month. These three “acts of service” must be something new that they are not already involved in. Remind them to choose something realistic since they do have a time limit for this assignment. Their “acts of service” will need to be practical according to their schedule, physical abilities, and other responsibilities. Try to make sure that every group member has at least one item on their list that will be a little stretching for them.

If you do not have time to follow up on this with each student during the seminar, make sure that afterwards you focus on students that still need help.

## **△ Closing**

### **1. Summary of Key Points**

Ask if there are any questions about what has been discussed during this seminar or about anything else in the lessons. Summarize the new Biblical information your students learned through their studies, particularly emphasizing the application of this material in their lives and ministries.

We have seen a clear picture of Christ the Son of Man. He was every bit as much of a man as you or I. And He was totally sympathetic to the human condition. Over and over we see His compassion for those in need. He ministered to them not just spiritually, but also physically, because He felt like they felt. May we be inspired to follow His example and reach out to the suffering around us, both within the church and without, not because it makes us “look good” but because we feel their pain and respond in love.

### **2. Preparation for Next Seminar**

- Assign Lessons 7 and 8. Go over the main points to be studied in the coming two weeks.
- Students will need to complete these lessons before the next seminar. They should bring their completed work to the next meeting for discussion and evaluation. There will also be an exam covering Lessons 5-8.
- Lessons 7 and 8 have two Practical Assignments that students will need to complete before the next seminar. There are no Study Projects in the next two lessons; however they are still quite full, even though they may look small in size. Encourage students to start their studies at the earliest possible moment so that they will not fall behind.
- Remind students that they need to continue to fill out their copy of the “Monthly Course Planner” to the next seminar for evaluation.

### **3. Prayer**

Ask this question: Do you try to imitate Jesus every day? This is what being a disciple is all about, but how often do we forget about what He would do and focus on ourselves? Open the discussion so that students can feel free to share what is on their hearts in this area. You may want to have them split into groups of 2 or 3 to share and pray. Mingle with the different groups during this time and encourage your students as they share.

## III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. Don't forget to lift up a special prayer for those who did not share during the seminar! Also remember to pray for students as they go out and do their "Acts of Service." (Are you praying?)
2. Ask yourself the following questions and jot notes in your notebook:
  - What spiritual or mental preparation do I need to make for the next session that may have been lacking this week?
  - Which of the members needs to be encouraged to participate more in the sharing and discussion times? How will I encourage them?
  - Am I keeping a balance between factual information and personal application? Am I applying it in my own life?
  - When could I have responded more appropriately to the needs of members or to the leadership of the Holy Spirit?
  - Do I feel negative towards any of the students? Why? How can I change my attitude?
3. Is everyone getting the help they need? If you sense that any need additional help, make plans to provide that help.
4. During the time between seminars, use the information you gleaned from your examination of the "Monthly Course Planners" to disciple students personally.
5. Read through "Before the Seminar" at the beginning of the next lesson to get an idea of the preparation that will be required for you next seminar.

## IV. Supplementary Material

### Outlines for Luke 17:11-19:28

- 1) Luke 17:11-19 Teachings about life in the kingdom
- 2) 17:20—18:8 The coming kingdom
  - a) 17:20-37 It will come unannounced
  - b) 18:1-8 Wait in persistent prayer
- 3) 18:9—19:10 Who will enter God's kingdom?
  - a) 18:9-14 Those who repent
  - b) 18:15-17 Those with childlike faith
  - c) 18:18-34 Those who give up all
  - d) 18:35-43 Those who cry for help
  - e) 19:1-10 Those who make restitution
- 4) 19:11-27 The parable of the nobleman
- 5) 19:28 Transitional verse

OR

Luke 17:11–19 The ten lepers  
17:20–18:8 The coming of the kingdom  
18:9–14 The two prayers—the Pharisee and the publican  
18:15–17 The blessing of the children  
18:18–30 The rich young ruler  
18:31–34 Third announcement of His coming death  
18:35–43 Two blind men near Jericho  
19:1–10 Christ and Zacchaeus  
19:11–28 Parable of the pounds

*OR*

Luke 17:11–19 Ten healed of leprosy  
17:20–37 The coming of the kingdom  
17:18:1–8 The persistent widow  
18:9–14 The Pharisee and the tax collector  
18:15–17 Jesus and the children  
18:18–30 The rich young ruler  
18:31–34 Christ foretells His death  
18:35–43 A blind beggar given his sight  
19:1–10 Jesus and Zacchaeus  
19:11–27 The parable of the ten minas  
19:28 Transitional verse



SEMINAR

5

# Son Of God



## I. Before the Seminar

- Review Lessons 7 and 8. Read through the seminar objectives and discussion questions. Evaluate what you want to accomplish in this seminar. Based on this information and your individual knowledge of your students, write a lesson key in your notebook.
- Make sure that you have a copy of the exam for every student.

## II. During the Seminar

### △ Fellowship

Begin with prayer. Ask two of the students to share how they are practicing daily discipleship.

### △ Administration

Take time to make sure your records are up-to-date. Check that students have completed Practical Assignments 6 and 7. You will need to check student Bibles to discover if students have completed Exercises 2 and 3 of Lesson 7.

Note: If a student objects to marking in his Bible because it is already so marked up that it will not work, or if the student simply objects to marking in his Bible you may suggest that the student buy a study copy of the New Testament to use for this and other courses so that he feels free to mark in it. *Students must complete this assignment as stated in the workbook or they will not receive credit for completing the workbook.*

### △ Discussion

Note: Try to make sure that all students participate. You may ask each student to answer a different question, or have several students give answers to the same question. If there are Scripture references included you might want to have students look them up and read them out loud.

<b>Seminar Objective 1</b>	<b>To determine understanding of Lessons 5 — 8</b>	Time ____
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Give exam covering this material. Allow 30 minutes to complete exam, instructing them to write down what they feel is the best answer. Make sure that they do not talk over the questions with each other. When they are all finished have them exchange papers and grade them for each other. Answer questions as needed after the exam has been completed by all students. Make sure that the grades are recorded.

<b>Seminar Objective 2</b>	<b>To review what students learned in their personal study of John (Lesson 7)</b>	Time ____
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**1. What were your first impressions of the gospel of John?**

Ask several students to share their answers to Exercise 1. What first impression did you have of the Gospel of John? What do you feel is the main theme of the book? Talk about whether it was really their own impressions or if it was what they already had heard preached or taught. Sometimes we think we are studying the Bible, but we are only looking to confirm what we think it says.

**2. How did you title the segments of John?**

Split students up into small groups of 3 or 4. Have them share their segment titles from John with each other (Exercise 4).

Now bring the group back together and have each person share the title that he has come up with for the Gospel of John (Question 16). Did your initial impression of John change as you worked through this lesson or did it stay the same? If it changed, explain what changed, and why you feel this way now.

**3. How many references to Jesus' deity did you find in John?**

Here are some of the references that they should have marked in relation to Exercise 2. There is at least one reference in each chapter: 1:49; 2:11; 3:16; 4:26; 5:25; 6:33; 7:29; 8:58; 9:37; 10:30; 11:27; 12:32; 13:13; 14:11; 15:1; 16:28; 17:1; 18:11; 19:7; 20:28; 21:14.

**4. Which of Jesus' titles is most special to you? What did you discover about Jesus from Exercise 3?**

Ask one or two students to share the paragraph that they wrote after their study of the titles of Jesus.

**5. What title did you give to John 17? How did you outline it? (Exercise 6)**

This passage is sometimes called the High Priestly Prayer. Check to make sure that no students have simply copied this outline from the Exercise Answers. If they have, speak to them privately about it and have them redo the exercise.

What did you learn from this passage? What stood out the most to you? Was there anything that particularly touched you?

<b>Seminar Objective 3</b>	<b>Look at some of the evidences John gives for Jesus' deity (Lesson 8)</b>	Time ____
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**1. Who were the "Seven Witnesses" that Jesus Christ is God, and is their witness convincing?**

Question 10 lists the witnesses as recorded in the text. Students may not have thought very thoroughly about the importance of these witnesses. These were the contemporaries of Jesus

Christ, plus His own witness. Some people play around with the meaning of “Son of God,” but as we see in chapter 10, the Jews knew very well that Jesus was claiming to be God and He acknowledged it openly with them.

**2. How did the miracles John recorded prove the deity of Jesus Christ? What in each miracle showed some aspect of His deity?**

Ask several volunteers to share their answers. They may refer to the miracles chart that they made for Exercise 2.

To prepare yourself for this refer to the Supplementary Material “The Purpose of Miracles.” Be careful how much time you use!

**3. How do the “I Am’s” reveal the deity of Christ and the nature of God?**

Refer to the Supplementary Material again which lists descriptive titles of the “I Am’s.” What Christ was saying in these claims is very powerful. Challenge your students about how well they are growing in the wisdom and knowledge of Christ (Eph. 1:17)

<b>Seminar Objective 4</b>	<b>Discuss some principles of evangelism from the story of the Samaritan woman</b>	Time ____
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**1. Who were the Samaritans?**

These were a group of “half-breeds” who were totally despised by the Jews. Their great religious disagreements and the Jews went to great lengths to avoid contact with them.

**2. What other social barriers did Jesus break through in this story?**

It was totally unacceptable for him to carry on a conversation with a strange woman, let alone a woman of her moral character, as well as being a Samaritan. But he reached out to her and spoke to her on a level that she could understand.

**3. What lesson did you learn from the immoral woman?**

Have at least half of your group share their answers to Exercise 4. Many will probably answer the last question that those people will go to hell. This is easy to say, but try to get them to think more seriously about it, asking if there is anyone else who might tell these people about Christ? Help them develop the desire to fulfill the responsibility that God has placed before them.

**4. How do you feel about mass conversions?**

Ask a few students to share their answers to Exercise 5. Focus on the last question, involving the whole group in the discussion. If you all agree that reaching the whole family is important, how do you propose to go about doing that? Encourage students to discuss different ideas and to write them down for future use.

**5. Now what do you think are some principles of evangelism we can put into practice?**

Let the students discuss this and list them on a chalkboard so that all can see. There will be two tracks: what Jesus did and what the woman did.

Here are a few suggestions:

- Accept the “rejected” and reach out to them.
- Don’t be sidetracked from the Gospel by religious arguments
- Tell everyone what Christ has done for you—with excitement!
- Seek to reach whole families and communities.
- Spend time with them.

<b>Seminar Objective 5</b>	<b>Share teachings about the Holy Spirit from the John (Question 23)</b>	Time ____
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John is a critical book in teaching on the Holy Spirit. He is basically the ignored person of the Trinity, but Christ tells us how important He is to us and our lives. Instead of sharing just the facts, ask the students to each pray thanking God for that particular aspect of the Holy Spirit's work, and for the Holy Spirit.

<b>Seminar Objective 6</b>	<b>To recall the lessons learned through Practical Assignments 6 and 7</b>	Time ____
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**1. Assist students to complete Practical Assignment 6.**

Find out who has already completed this assignment. Praise them for their prompt work. Ask if anyone else has prepared a testimony, but does not have a group to share it with. If possible arrange for them to share it with a group. Encourage those who have not begun on this Practical Assignment to share the blessings that they have gained from this course with others! Ask every student to share something they have learned or been challenged with, but not their whole prepared testimony. It will give them some confidence in sharing and be an encouragement to all.

**2. Discover how students plan to complete Practical Assignment 7.**

This Practical Assignment will require some extra attention on your part. If your whole group decides to preach or teach for this assignment you just need to verify that they have done that and make sure their outlines/messages follow the requirements given in the workbook.

However, if students choose to do the skit option it will take more effort on your part to keep them accountable. You will need to read the script and make sure that it is an original—something which one of the students has written. Ask students to share now the passage that they have chosen to focus on or what they have emphasized in the skit that they have written. Make sure that there is a specific message being communicated through the skit. It needs to be more than a story. If more than one member of the group chooses the skit option they may work together on it; all members who choose the skit option must have a part in the skit.

**△ Closing**

**1. Summary of Key Points**

John is a special book. It is unique among the Gospels both because of the material that is left out and because of all of the unique material which John chose to include. It is special in all of the New Testament because it holds the largest portion of our Lord's words. John contains many important teachings, but most of all throughout the Gospel we see that Jesus is again and again celebrated as Lord God who came to suffer for all men so that through His suffering they might have an eternal, personal relationship with God.

**2. Preparation for Next Seminar**

- Walk through Lessons 9 and 10 to give emphasis to the key aspect of the study. Review briefly the Lesson Outlines and Objectives.
- Students will need to complete all of Lessons 9 and 10 before the next seminar as well as Practical Assignment 8 and Study Project 4. Encourage students to find opportunities to preach or teach. They need to use what they are learning. They should bring their completed work to the next meeting for discussion and evaluation.

### 3. Prayer

Close in prayer.

## III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. Continue to record concerns to pray about for those you sense a particular need to pray for intently.
2. Ask yourself the following questions and jot notes in your notebook:
  - What spiritual or mental preparation do I need to make for the next session that may have been lacking this week?
  - Are the students interested in discipling someone else? How can I encourage them to do this?
  - Am I faithful in discipling someone else regularly?
  - Which members are behind in their Practical Assignments? How can I encourage them to complete them?
3. If members have expressed meaningful insights or have shared how this course is blessing them, we suggest that you write down a summary of what they said. These could become a meaningful record of your group experience together. You also may have an opportunity to share with other people some of the wonderful works of the Lord.
4. During the time between seminars, use the information you gleaned from your examination of the “Monthly Course Planners” to disciple students personally.
5. Read through “Before the Seminar” at the beginning of the next lesson to get an idea of the preparation that will be required for you next seminar.

## IV. Supplementary Material

### A. The Purpose of Miracles

The apostle John called miracles “signs” because they signified something. For example, the “sign of Jonah” was a token of the death and resurrection of Christ. They pointed to the presence and the work of God in Christ. Everything Jesus did was done to reveal the person and character of God. The miracles show us the nature of Christ. They demonstrate that God is with us.

The miracles of healing prove that Jesus is the Lord and the giver of life. The feeding of the five thousand demonstrates that He is the sustainer of life. The healing of the man born blind shows that He gives physical and spiritual sight. In every one of His miracles Jesus demonstrates over and over again that He does what the Father does (John 10:37). He is equal with the Father, and the only way you can know the character and nature of the one true God is through His unique Son.

James Boice notes that the gospel writer John pays special attention to several “signs” that point clearly to the nature of Christ. He is God with us.

For example, Jesus changed the water to wine at the wedding in Cana of Galilee and filled a young couple with joy that His “glory” might be revealed, and as a result the disciples first believed on Him (John 2:1-11). The creative power of Christ was revealed (1:3). It was “through Him that all things were made.”

A little later Jesus healed the nobleman's son and showed "Jesus' ability to calm a troubled spirit and instill faith," say Boice. Jesus brought faith and peace to a father whose heart was filled with fear, anxiety and dread that his son would die.

The healing of the disabled man in 5:1-18 brought out the hardness of men spiritually blind. "We have sinned, and spiritual inability to seek Christ has come from our sin. We cannot rise to meet Him. We cannot even believe on Him. It is when we are disabled spiritually—blind, lame, and paralyzed—that Jesus comes to us to save us and free us from sin's bondage." God is a great God of great grace.

When Jesus fed the five thousand men, and many more women and children (6:1-14), He demonstrated that He can satisfy the deepest hunger of the human soul. He is "the bread of life." Jesus said, "He who comes to Me will never go hungry, and he who believes in Me will never be thirsty" (6:35). He alone is able to satisfy your deep spiritual hunger right now.

Jesus walked on water and demonstrated that He has power over the laws of nature (6:16-21).

When He healed the man born blind not only did He demonstrate His power over physical and spiritual blindness, but He also showed that He is "the light of the world" (9:1-41). Through a series of steps the blind man came to the place where he said, "Lord I believe," and worshipped Christ (vv. 35-38).

The last public display of His power over nature, sickness and sin was the demonstration of His total victory over death (11:1-46). At the raising of Lazarus from the dead Jesus declared, "I am the resurrection and the life" (11:25). Jesus alone is the source of eternal life. The raising of Lazarus points to the supreme manifestation of the glory of Jesus in His own resurrection from the dead (20:14, 17-21, 26-29; 21:1).

The miracles are the testimony of God as to the nature and person of Jesus Christ. He is God with us.

John 20:30-31 reads, "Therefore many other signs Jesus also performed in the presence of the disciples, which are not written in this book; but these have been written so that you may believe that Jesus is the Christ, the Son of God; and that believing you may have life in His name." John selected certain "signs" from many other miracles that Christ performed to provoke and strengthen the faith in Christ of those who read his gospel.

Message by Wil Pounds (c) 2003

## B. The "I AM's" of Christ

I AM	Descriptive Title
<b>John 6:48</b> <b>I am the bread of life.</b>	<b>The Sustainer</b> He gives us all we need.
<b>John 8:12</b> <b>I am the light of the world.</b>	<b>The Illuminator</b> He brings the energy of light into our dark world.
<b>John 10:9</b> <b>I am the door.</b>	<b>The Mediator</b> He brings us where we otherwise could not go.
<b>John 10:11</b> <b>I am the good shepherd.</b>	<b>The Care taker</b> He cares for us just like we need it.
<b>John 11:25</b> <b>I am the resurrection and the life.</b>	<b>The Life Giver</b> He brought us from death into life eternal.
<b>John 14:6</b> <b>I am the way, and the truth, and the life.</b>	<b>The Leader</b> He guides us through all of life's difficult ways.
<b>John 15:1</b> <b>I am the true vine.</b>	<b>The Success Maker</b> He makes us unbelievably productive.

# New Testament Survey 1 — Exam 2

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_/100

## Part 1 — Matching

**(2 points each blank)**

Each of the words or phrases below is associated with one of the Gospels. In the blank write the letter of the Gospel which is the *best* match for the word or phrase.

1. \_\_\_ Water into wine
  2. \_\_\_ Son of Man
  3. \_\_\_ Theophilus
  4. \_\_\_ A doctor
  5. \_\_\_ The “beloved” disciple
  6. \_\_\_ Son of God
  7. \_\_\_ All Men
  8. \_\_\_ Patmos
  9. \_\_\_ Acts
  10. \_\_\_ Written circa A. D. 90
- a. Luke
- b. John

## Part 2 — Multiple Choice

**(2 points each question)**

Choose the *best* answer and write the corresponding letter in the blank.

11. Dropsy is \_\_\_\_\_.
  - a. similar to the measles
  - b. a neural disease
  - c. swelling from fluid in tissue
  - d. swelling related to pregnancy
12. A Gnostic believes that he is \_\_\_\_\_.
  - a. immortal
  - b. endowed with special knowledge of spiritual things
  - c. a god
  - d. someone who has committed a crime
13. John used most of his Gospel account to record Jesus' \_\_\_\_\_.
  - a. public ministry
  - b. last six months
  - c. resurrection
  - d. birth
14. John 12 is \_\_\_\_\_.
  - a. boring
  - b. a prayer
  - c. a climax
15. Luke was based on the testimony of \_\_\_\_\_.
  - a. eye-witnesses
  - b. false witnesses
  - c. one witness
  - d. folk tales

16. \_\_\_\_ is/are only mentioned in Luke's account of Jesus' birth.
- a. The Magi
  - b. Joseph
  - c. Herod
  - d. shepherds
17. The \_\_\_\_ is not included in John.
- a. healing of the demoniac
  - b. turning water into wine
  - c. walking on water
  - d. feeding of the 5,000
18. The six principle characters of Luke 1 are \_\_\_\_.
- a. Zaccheus, Mary, Joseph, David, Elijah, and Elizabeth
  - b. Mary, Elizabeth, John, Gabriel, Joseph, and the Holy Spirit
  - c. John the Baptist, Zechariah, Joseph, Jesus, Mary, and Gabriel
  - d. Mary, Elizabeth, Zechariah, John the Baptist, Gabriel, and the Holy Spirit
19. John's purpose in writing was that his readers might \_\_\_\_.
- a. repent
  - b. believe in Jesus and have peace
  - c. remember what Jesus did
  - d. give a defense of their faith
  - e. believe in Jesus and receive eternal life
20. Luke was written for the \_\_\_\_.
- a. Greeks
  - b. Jews
  - c. Romans
  - d. Egyptians
21. Luke understood that his audience was looking for Jesus to be \_\_\_\_.
- a. a Jew
  - b. similar to their other gods/goddesses
  - c. a universal and perfect man
  - d. a humble servant
22. According to John, Jesus came to earth to \_\_\_\_.
- a. preach the Kingdom
  - b. bring eternal life
  - c. die on the cross
  - d. explain God the Father
23. John also wrote \_\_\_\_ other books which are included in the New Testament.
- a. 1
  - b. 2
  - c. 3
  - d. 4
  - e. 5
24. John gives seven accounts of people acknowledging the deity of Christ. These seven include \_\_\_\_.
- a. Mary, Martha, Zaccheus, John the Baptist
  - b. Mary Magdalene, Peter, John, Jesus
  - c. Jesus, John, Peter, Nathaniel
  - d. Martha, Thomas, Thaddeus, John the Baptist
25. Luke's genealogy of Jesus follows \_\_\_\_ line.
- a. David's
  - b. Joseph's
  - c. Mary's
  - d. Zechariah's
26. The Samaritans were hated by the Jews because \_\_\_\_.
- a. they had intermarried with non-Jews
  - b. they had combined Judaism with other religions
  - c. they had stolen Jewish land
  - d. they had embraced the Roman rule
27. Which of the below is **not** a key theme in Luke's account? \_\_\_\_
- a. Sacrificial service
  - b. Son of Man
  - c. Kingdom of God
  - d. The Last Days

28. Jesus did not minister to \_\_\_\_ during His last 24 hours.  
 a. Judas Iscariot    b. Peter    c. the thief    d. the disciples
29. The disciples were \_\_\_\_ men.  
 a. educated    c. lazy    e. fat  
 b. normal    d. spiritual    f. perfect
30. Who made up the crowd which coerced Pilate into crucifying Jesus? \_\_\_\_  
 a. The Jews    b. Men of all nations    c. Priests and officials

## Part 3 — Memorization

***(Key Verses: 8 points each; Outlines: 3 points for each line)***

In the space provided below write out the key verses for Luke and John (note which version you use); then fill in the blanks in the outlines of these Gospels.

### Luke

**31. Key Verse:**

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**32. Outline:**

- I. The \_\_\_\_\_ of the Son of Man (Luke 1—4:13)
- II. The Ministry of the Son of Man (Luke 4:14—\_\_\_\_\_)
- III. The Suffering of the Son of Man (\_\_\_\_\_)
- IV. The \_\_\_\_\_ of the Son of Man (Luke 24)

### John

**33. Key Verse:**

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**34. Outline:**

- I. \_\_\_\_\_ (John 1:1-18)
- II. \_\_\_\_\_ (\_\_\_\_\_)
- III. \_\_\_\_\_ Ministry (John \_\_\_\_\_)
- IV. Passion (John 18, 19)
- V. \_\_\_\_\_ (John 20, 21)

# Answers to Exam 2

This exam is an objective exam based on a 100 point system. If a student answers every question correctly he will have 100 points or 100%.

## Part 1 — Matching

(2 points each)

- |                              |                                     |                                     |
|------------------------------|-------------------------------------|-------------------------------------|
| 1. <b>b.</b> Water into wine | 5. <b>b.</b> The “beloved” disciple | 8. <b>b.</b> Patmos                 |
| 2. <b>a.</b> Son of Man      | 6. <b>b.</b> Son of God             | 9. <b>a.</b> Acts                   |
| 3. <b>a.</b> Theophilus      | 7. <b>b.</b> All Men                | 10. <b>b.</b> Written circa A.D. 90 |
| 4. <b>a.</b> A doctor        |                                     |                                     |

## Part 2 — Multiple Choice

(2 points each question)

- |   |   |
|---|---|
| 11. c. swelling from fluid in tissue  | 21. c. a universal and perfect man                    |
| 12. b. endowed with special knowledge of spiritual things                         | 22. d. explain God the Father                         |
| 13. b. last six months  | 23. d. 4  |
| 14. c. a climax   | 24. c. Jesus, John, Peter, Nathaniel                  |
| 15. a. eye-witnesses  | 25. c. Mary’s   |
| 16. d. shepherds  | 26. b. they had combined Judaism with other religions |
| 17. a. healing of the demoniac  | 27. d. The Last Days                                  |
| 18. d. Mary, Elizabeth, Zechariah, John the Baptist, Gabriel, and the Holy Spirit | 28. a. Judas Iscariot                                 |
| 19. e. believe in Jesus and receive eternal life                                  | 29. b. normal   |
| 20. a. Greeks   | 30. c. Priests and officials                          |

## Part 3 — Memorization

(Key Verses: 8 points each; Outlines: 3 points for each line)

Students need to have written the verses word perfectly (according to the Bible version they used) in order to receive the full points. For each mistake up to three deduct 2 points; if they have more than three mistakes they do not get credit for completing the verse.

For the outlines students have to get all the information right in order to receive points for that line. If there is even one mistake on a line, deduct the 3 points for that line.

### 31. Key Verse:

**Luke 19:10:** “For the Son of Man has come to seek and to save that which was lost.”

### 32. Outline:

- I. **Preparation**
- II. (Luke 4:14—**19**)
- III. (**Luke 20—23**)
- IV. **Victory**

**33. Key Verse:**

**John 20:31:** "... but these things have been written that you may believe that Jesus is the Christ, the Son of God; and that believing you may have life in His name."

**34. Outline:**

- I. **Prologue**
- II. **Public Ministry (John 1:19—12)**
- III. **Private (John 13—17)**
- IV.
- V. **Resurrection**

**Scoring for the Exam**

**Part 1**

Questions 1–10    2 points each                      20 points

**Part 2**

Questions 11–30    2 points each                      40 points

**Part 3**

Question 31            8 points                      8 points

Question 32            3 points each line            12 points

Question 33            8 points                      8 points

Question 34            3 points each line            12 points

**Total: 100 points**





SEMINAR

# 6



## Life And Times Of Jesus Christ

### I. Before the Seminar

- Review Lessons 9 and 10. Based on this information and your individual knowledge of your students, write a lesson key in your notebook.
- Have copies of the “*New Testament Survey 1 Course Evaluation*” form for each member.
- Be prepared to assign a part for the final celebration to each student.

### I. During the Seminar

#### △ Fellowship

Ask two of the students to comment on their favorite Bible portion read during the last two weeks. Why was it meaningful? What was new to them? Pray.

#### △ Administration

Take time to make sure your records are up-to-date. This includes taking attendance, evaluating monthly course planners, and checking to see that everyone has completed the written exercises, and Practical Assignments/Study Projects. There is only one more seminar so it is important students complete everything now.

#### △ Discussion

<b>Seminar Objective 1</b>	To encourage a basic understanding of New Testament history (Lesson 9)	Time ____
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Note: Most of the following questions are review questions and will not spark a lot of discussion. Before starting on this section ask students to close their notebooks and answer as many of these questions as they can from memory.

- 1. What is the Inter-Testamental Period?**
- 2. What three factors contributed to the spread of the Gospel in the first century?**
- 3. What languages were most commonly spoken during New Testament times? In what language was the New Testament written?**

Emphasize that it was written in the common Greek language—not the classical Greek language. It was up-to-date and used terms that would have been heard on the street. It was not written in language which was difficult to understand or with terminology which was from a few centuries before.

- 4. How did you answer Exercise 1?**

Encourage students to share something new that they have learned or a new perspective that they now see.

- 5. What did you learn about the governmental structure during the New Testament?**

Ask one or two students to share their answers to Questions 14-16. What did you see about the Jewish leaders through Jesus' trial (Exercise 2)?

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**Seminar  
Objective 2**

To confirm the deity of Jesus Christ (Lesson 10)

Time \_\_\_\_

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- 1. List the four common reasons of why we believe Jesus is God.**

The Bible says so and we believe the Bible is true.

Jesus fulfilled many OT prophecies in His life and death.

Jesus claimed to be God.

The New Testament is based on the accepted fact that Jesus is God after the Gospels.

- 2. What is the most compelling reason of why you believe Jesus is God? (Ex. 1)**

Try to draw the students out. They do not have to stick with the above reasons, but if they do ask for a specific under that category. They may include personal “gut” feelings, experiential knowledge, insight based on others’ beliefs, or Biblical reasons. Draw these out, but emphasize the importance of Biblical basis.

- 3. Do you believe that the New Testament is really true? Why?**

This topic is only briefly dealt with in the lesson. The course Apologetics will deal with this later. Ask students to state some of the internal support as quoted from Tenney. You may also refer to the Supplementary material “Additional Proofs for the Validity of the New Testament” for further discussion.

- 4. What are some of the fulfilled prophecies about Christ that indicate His deity?**

Ask students to quote the prophecies they have memorized. Make sure the students understand the importance of prophecy both to the validity of the Bible and the deity of Jesus.

**1. What was Jesus' purpose on earth?**

Ask several students to answer the above question. Ask them to explain why they feel this way; thank each one for his participation. Then ask if anyone would like to add anything else. When you are ready to bring the discussion to a close ask the whole group to decide which of the purposes suggested was the most important one. Your group may come up with one or two answers to this.

There were at least two purposes for Jesus' incarnation. The first was to reconcile God to man through the sacrifice of the cross. The second was to establish God's Kingdom here on earth.

**2. What did you learn from Appendix 4 "The Gospels Harmonized?" Did it put some of Christ's life in perspective? How will it help you as you preach and teach? (Ex. 3)**

Make sure you only allow students to participate who have actually completed Exercise 3. Some students talk very easily and study very little. Give some of the more faithful students a chance to participate.

**3. Which parable stands out to you as you have compiled all of them in your notebook? (Ex. 5) Why? How important were the parables to the ministry of Christ? Is there anything you can apply to your ministry?**

Encourage the students to share their general impressions about the parables. Again, make sure students have completed this exercise. It is important that the students are again reminded how Jesus spoke on the level where the people were. His emphasis was not to make great statements of doctrine. He told stories to explain principles.

**1. What new insights did you gain into the Kingdom of God from completing Study Project 4?**

Ask for several volunteers to share their answers to this exercise. What was the one thing that stood out the most to them? Make sure that everyone gets an equal chance to share and one person does not dominate the discussion.

**2. Describe the Kingdom of God. What does it mean?**

Now is the time for clarification so the students have a firm hold on some of the basic issues. Ask for a definition, when it will come about (or has), who belongs to it. You need to review the material well yourself so that you are prepared to guide the students.

**3. List some of the laws of the Kingdom of God. (Ex. 7)**

This is the time to help the students come to grip with the reality of the Kingdom of God and how we are to live. It is much more difficult to do some of the things that Jesus wrote than to do some of the things our church requires to be a good member. Allow enough time that people can share how they want to practice one of these "laws" in a new way.

**4. Inspire students to share the Good News! (Practical Assignments 8 and 9)**

Who has completed these assignments? Are you excited about the Kingdom of God which we just discussed? Don't you think it would be great to share a little bit about it with someone else and invite them to become a part of the Kingdom?!

## Closing

### 1. Summary of Key Points

Ask if there are anymore questions. Summarize the key points that you have discussed during this seminar. Encourage students to share what they have learned with others and to begin to practice some of the different things that they have learned.

### 2. Preparation for Next Seminar

- Students will need to complete all of Lessons 11 and 12 before the next seminar. They should bring their completed work to the next meeting for discussion and evaluation.
- Students will also need to complete any unfinished Practical Assignments and Study Projects before the next seminar.
- During the next seminar there will be an exam covering Lessons 9-12 and a few of the memorization items from the other lessons.
- Set a date at this time for an informal get-together to celebrate the completion of the course and to spend one last time sharing and praying together. Please see the ideas for this final celebration in the Supplementary Material at the end of this section and make assignments so that they can start to prepare.

Please note that at this point in the course a closing program is optional because this course is continued in *New Testament 2*! However, it might be a good motivator and encourager for your students and their families to still have a gathering.

Also this is an ideal time for students to share the skit (from Practical Assignment 7) that they have been practicing. If possible it would be good to have them perform it during a church service as well, but this might provide a good opportunity for a dress rehearsal.

### 3. Course Evaluation

Distribute copies of the “*New Testament Survey 1 Course Evaluation*” form. Ask members to place this in their workbooks at the beginning of Lesson 12. Ask them to complete the evaluation for your benefit, so that you will learn how to improve the small-group experience next time you lead this study. They do not have to write their names on them. Tell them you will collect the evaluations at the next seminar.

### 4. Prayer

Have students split into groups of two or three and share about some of the struggles and blessings of their ministries. Give them some time to unburden themselves and pray for each other in a personal way.

## III. After the Seminar

1. In your prayer journal, record specific ways you can pray for group members. Continue to record concerns to pray about for those you sense a particular need to pray for intently.
2. Ask yourself the following questions and jot notes in your notebook:
  - Am I building the Kingdom of God myself? How?

- Are my students concerned about being active citizens in the Kingdom of God, or just church members?
  - When could I have responded more appropriately to the needs of members or to the leadership of the Holy Spirit?
  - How well did I do at beginning and ending on time? Did I choose the right objectives for this group?
  - Which member most needs a call this week for encouragement, prayer, instruction, correction, or counsel? When shall I call?
3. Find out what training opportunities will be available to your group members in the near future so you can share this information with them at the next seminar.
  4. Read through “Before the Seminar” at the beginning of the next lesson to get an idea of the preparation that will be required for you next seminar.

## IV. Supplementary Material

### A. Additional Proofs for the Validity of the New Testament

#### The Proof of Textual Evidence

Over 20,000 known manuscripts document the New Testament text. This makes the New Testament the most reliable document of antiquity (a document written before the printing press). These manuscripts vary in size from a part of a page to an entire Bible (Old and New Testaments). The earliest New Testament manuscripts date from the second century (100-199) AD. These manuscript copies were written in different languages by people of different nationalities, cultures, and backgrounds. In spite of all those differences between them, the New Testament texts all agree. (That is, those differences that we do observe between these hand written documents are occasional changes in the spelling of names or isolated cases of missing or changed words. Still, since we have so many copies, it is obvious to anyone but the hardened skeptic can that they all represent the same text.)

#### The Proof of People Living at the Time of Christ

Special proof exists for the New Testament, since Christians were strongly persecuted by both the Jews and the Roman government. If the New Testament writings were false, these two groups would have produced a great deal of evidence to stop the growth of this “sect.” None exists. Further, the New Testament writings (before they were assembled into the “book” we call the New Testament) circulated during the lifetimes of thousands of people who had actually seen Jesus’ miracles and other historic events. No one ever refuted the New Testament writings as “fairy tales.”

#### The Proof of Historians

Secular history supports the Bible. For example, in *The Antiquities of the Jews*, book 18, chapter 3, paragraph 3 the famous historian Flavius Josephus writes:

“Now, there was about this time Jesus, a wise man, if it be lawful to call him a man, for he was a doer of wonderful works—a teacher of such men as receive the truth with pleasure. He drew over to him both many of the Jews, and many of the Gentiles. He was [the] Christ; and when Pilate, at the suggestion of the principal men amongst us, had condemned him to the cross, those that loved him at the first did not forsake him, for he appeared to them alive again the

third day, as the divine prophets had foretold these and ten thousand other wonderful things concerning him; and the tribe of Christians, so named from him, are not extinct at this day.”

In 115 AD, P. Cornelius Tacitus wrote the following passage that refers to Jesus (called “Christus,” which means “The Messiah”) in book 15, chapter 44 of *The Annals*:

“Consequently, to get rid of the report, Nero fastened the guilt and inflicted the most exquisite tortures on a class hated for their abominations, called Christians by the populace. Christus, from whom the name had its origin, suffered the extreme penalty during the reign of Tiberius at the hands of one of our procurators, Pontius Pilatus, and a most mischievous superstition, thus checked for the moment, again broke out not only in Judaea, the first source of the evil, but even in Rome, where all things hideous and shameful from every part of the world find their centre and become popular. Accordingly, an arrest was first made of all who pleaded guilty; then, upon their information, an immense multitude was convicted, not so much of the crime of firing the city, as of hatred against mankind. Mockery of every sort was added to their deaths. Covered with the skins of beasts, they were torn by dogs and perished, or were nailed to crosses, or were doomed to the flames and burnt, to serve as a nightly illumination, when daylight had expired.”

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## **B. Suggestions for Final Gathering**

It is important to have a final time together when spouses or perhaps a friend can be invited to celebrate the finish of the course and hear what the students have learned and how they have benefited from taking it. We suggest that you use some of the following suggestions to cover the course in a more interesting way.

1. Act out the skit that was prepared on the Resurrection.
2. Have one or several students tell a New Testament story in their own words. Include some challenge or practical application at the end. (Note: this is not the same thing as a sermon; they are only supposed to tell the *story*.)
3. Have one or two 5-10 minute sermons using outlines prepared for the Practical Assignments.
4. Have each student share their favorite lesson from the course, or the best lesson that they learned.
5. Go over the course objectives. Have **testimonies and a time of thanking** God for what the students have received from Him in this course.

You probably will not have time to do all of this, but choose at least 2 or 3 and make a special time with invited guests.

# New Testament Survey 1 Course Evaluation

Group Leader: \_\_\_\_\_ Date: \_\_\_\_\_

*Help your group leader prepare to lead another group study by evaluating him in the following areas. Circle the appropriate letter:*

**E=Excellent      G=Good      F=Fair      N=Needs Improvement**

E	G	F	N	Created atmosphere of love and acceptance in the group
E	G	F	N	Encouraged group participation
E	G	F	N	Supported group members
E	G	F	N	Prepared to lead the group sessions
E	G	F	N	Was personally involved in group members lives between seminars
E	G	F	N	Ensured that everyone fully grasped the material presented
E	G	F	N	Demonstrated sensitivity to the activity of the Holy Spirit

*Your responses to the following are intended to help your group leader grow in his ability to guide the group sessions of future studies of this course. Answer the following:*

1. What did you appreciate most about your group leader?

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2. What would you suggest your group leader could do with future groups that would enhance learning and the group experience?

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3. What kinds of activities were most meaningful to you during the group sessions? Why?

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4. What kinds of activities were least meaningful to you? Why?

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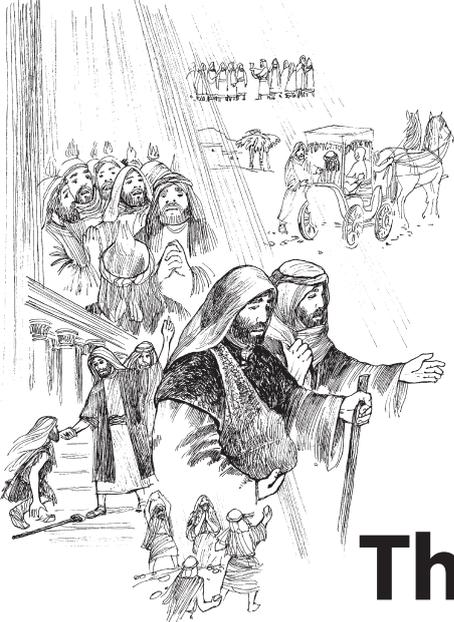
5. If you could choose only one thing, what would you want to spend more time doing during the group sessions (such as prayer for each other, sharing testimonies)? Why?

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(You may use the back for further comments.)





SEMINAR

# 7



## The Story Continued

### I. Before the Seminar

- Review Lessons 11 and 12. Based on this information and your individual knowledge of your students, write a lesson key in your notebook.
- Check your records and if there are students who have not completed earlier assignments, call them and remind them again to do this.
- Make sure you have a copy of the exam for each student.

### II. During the Seminar

#### △ Fellowship

Begin with prayer. Have a time of open fellowship where people can share the deeper truths God has been revealing to them during the past weeks and months as they have been using the information presented in this course for their own personal benefit.

#### △ Administration

Make sure your records are up-to-date. This includes taking attendance and checking to see that everyone has completed their workbooks and all the Practical Assignments. Double check preaching assignment to make sure that everyone has fulfilled the necessary requirements. Look at student maps to check if they have completed Lesson 11's Exercise 2, and Lesson 12's Exercise 2.

#### △ Discussion

**Seminar Objective 1**

To determine understanding of Lessons 9 — 12

Time \_\_\_\_

Give exam covering this material. Allow 45 minutes to complete exam, instructing them to write down what they feel is the best answer. Make sure that they do not talk over the questions with

each other. When they are all finished have them exchange papers and grade them for each other. Make sure that the grades are recorded.

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<b>Seminar Objective 2</b>	<b>To look at the overall view of Acts and its outline possibilities (Lesson 11)</b>	Time ____
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**1. What were your first impressions of Acts? (Ex. 1) Did you find any key words or important phrases? Were there any particular themes that you found throughout the book? Did you find it difficult to complete the reading in 20 minutes?**

**2. How did you divide Acts according to Acts 1:8?**

Have several students share their answers to Exercise 4, then ask if there is anyone who has a different suggestion.

**3. Choose several students to share their outlines of Acts from Study Project 5.**

Ask if there are any other outlines that are significantly different from the ones that have been shared. Did you find this a helpful exercise? What did you learn that was new for yourself?

In the Supplementary Material we have included several examples of outlines of Acts for you as the course coach to evaluate student outlines by. The first outline is a good outline, but a bit simple—there could be additional subheadings under many of the points. The second outline divides Acts according to the ministries of Peter and Paul. It is a good well developed outline, as is the third outline, which divides Acts according to the geographical areas covered.

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<b>Seminar Objective 3</b>	<b>To encourage students to raise the spiritual atmosphere of their city (Lesson 12)</b>	Time ____
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**1. What steps do you believe God is asking you to take to change your spiritual life so that you can have a greater impact on others?**

Have students go around in a circle sharing what they have written in answer to Exercises 5, 6, and Practical Assignment 11. You may wish to break into small groups for this so that students will feel more comfortable sharing on a personal level. Encourage students to share testimonies and perhaps prayer requests. Thank students for sharing. Be encouraging as student share the areas that they feel need improvement in their lives!

**2. How did your church come out in the evaluations that you did on it?**

Ask students to share from their answers to Exercises 4, 8 and 9. Make sure that this is an open sharing time, not just a time to air grievances or to judge. If someone does become judgmental or begin complaining ask them what they can do to change the situation or what they would do differently. Ask them to be specific and practical. Do not allow the discussion to become an argument of standards; keep it an examination of attitudes and spiritual priorities.

Ask students what ideas they have to help their church grow in these areas? Is there something that is a problem in their church that they also need to change in their personal lives? How can they make changes without causing problems or being rebellious to their present church leaders?

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<b>Seminar Objective 4</b>	<b>To examine student research about the Holy Spirit in Acts</b>	Time ____
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**1. What references to the Holy Spirit did you find as you completed Exercise 3 (Lesson 12)?**

Go around the group asking them each to share a reference and read the verse until every verse has been covered.

**2. What was the most outstanding thing that you noticed about the Holy Spirit? (Study Project 6)**

Encourage various students to share.

Below is a list of what the Holy Spirit did in each chapter in Acts. The number at the beginning of each line signifies the chapter.

1. We receive power from the Holy Spirit
2. The disciples were filled with the Holy Spirit and spoke in tongues—with power
4. People were filled with the Holy Spirit and spoke the Word of God boldly
5. Lying to the Holy Spirit is a fatal sin.
6. Those chosen for leadership of the church were full of the Holy Spirit
7. Stephen spoke in the power of the Holy Spirit even to martyrdom.
8. The power of God's Spirit cannot be bought.  
Philip was led by the Holy Spirit.
9. Church was encourage and grew by the Holy Spirit.
10. The Holy Spirit is available for all.
11. Holy Spirit gave prophecy.
13. The Spirit calls people for missions/evangelism.  
The presence of the Holy Spirit helped them endure persecution joyfully.
15. The disciples followed the counsel of the Holy Spirit.
19. They received the Holy Spirit by laying on of hands and there was evidence of it (as in previous times.)
20. The Holy Spirit compelled and warned.
21. Holy Spirit again gives prophecy.
28. The Holy Spirit speaks through the Bible.

Your students may have other thoughts. Don't allow them to draw too many conclusions. Try to keep it an observation of the facts. The goal is for them to see that with the outpouring of the Holy Spirit whom Christ had promised and given as a gift incredible power was released and resulted in the supernatural growth of the church from 120 in the upper room to thousands and thousands spreading far beyond Israel and this only in a period of 30 years. Bring them to the acknowledgement of needing this power in their lives and their church. Christ wants to fill us with His Holy Spirit.

**3. Share your objective and outline for Practical Assignment 10.**

Ask students to share the objective of their sermon. If you feel it is a good objective, ask that the outline be shared with the whole group.

Remind students who have not yet completed this assignment that they need to before the final gathering (if you are having one), or the beginning of *New Testament Survey 2*.

Note: This time period should be less than one month from this seminar.

## Closing

### 1. Summary of Key Points

Although there is great wisdom and benefit in studying the Bible, our studies are useless unless we apply the information in our lives and ministries. Have each student share something practical that they have learned from this course, something which they have put into practice in their own life and ministry. Encourage them to continue in this pattern of learning so that they can apply it to their own lives.

### 2 Preparation for *New Testament Survey 2*

Set up the time and place where you will be meeting for *New Testament Survey 2*. Remind students that they cannot continue in their studies unless they have fulfilled **all** the requirements for *NT Survey 1*.

### 3. Course Evaluation

Collect the “*New Testament Survey 1 Course Evaluation*” form from each group member for later evaluation.

### 4. Plan Closing Program

Plan a final get-together for your group and their families. It should include time for informal fellowship, perhaps over a meal. Assign students different parts so they can share what they have been learning as well as personal spiritual growth. If you have a number of married men with children, you might want to include the children and have several presentations that are directly for them. We need to communicate what we have learned on all different levels.

### 5. Prayer

Have everyone stand in a circle and join hands. Close with a period of thanksgiving to God for all the wonderful things He has done during this course of study. Ask members to pray about one “thanksgiving” at a time, but encourage them to pray as many times as they want.

## III. After the Seminar

1. Add to your spiritual journal a final list of specific ways you want to continue praying for group members and for their church.
2. Provide a final get-together for your group. Send out invitations or call students to remind them of the date and time and their part in it. At some point during this time, ask students to give an update on what God is currently doing in their lives. Allow them to share up-to-date prayer requests concerning assignments they sense God has given or on adjustments they are making as a result of the course.
3. Take some time, perhaps on a personal half-day retreat, to evaluate your group-study of *New Testament Survey 1*.
4. Complete the previous personal review before you do the following: Review the responses of the group members on the “*New Testament Survey 1 Course Evaluation*” form. Make summary notes on the things you think you would change with the next small group you lead through this study.

5. If God has done something that you sense is very significant in the life of this church as a result of this study, consider sharing a testimony about it in this or other churches.

## IV. Supplementary Material

### Outlines of Acts

#### Acts: A simple outline<sup>3</sup>

- I. Ascension (1:9-11)
- II. Pentecost (2:1-41)
- III. Early church (2:42—6:7)
- IV. First persecution (4:1-31)
- V. Second persecution (5:17-42)
- VI. Third persecution — Stephen’s martyrdom (6:8—8:4)
- VII. Philip’s ministry in Samaria and to the Ethiopian (8:5-40)
- VIII. Paul’s conversion (9:1-21)
- IX. Paul in Damascus, Jerusalem, Tarsus (9:22-30)
- X. Peter at Caesarea (10:1—11:18)
- XI. Founding of Gentile church at Antioch (11:19-24)
- XII. Paul in Antioch (11:25-26)
- XIII. Martyrdom of James; Peter imprisoned (12:1-19)
- XIV. First missionary journey (13:1—14:28)
- XV. Jerusalem council (15:1-29)
- XVI. Second missionary journey (15:36—18:22)
- XVII. Third missionary journey (18:23—21:19)
- XVIII. Paul arrested in Jerusalem (21:20—23:22)
- XIX. Paul a prisoner at Caesarea (23:23—26:32)
- XX. Paul’s journey and arrival in Rome (27:1—28:31)

#### Acts: Peter and Paul<sup>4</sup>

- I. Peter and the Beginnings of the Church in Palestine (chs. 1-12)
  - A. “Throughout Judea, Galilee and Samaria” (1:1-9:31; see 9:31)
    1. Introduction (1:1-2)
    2. Christ’s post-resurrection ministry (1:3-11)
    3. The period of waiting for the Holy Spirit (1:12-26)
    4. The filling with the Spirit (ch. 2)
    5. The healing of the lame man and the resultant arrest of Peter and John (3:1-4:31)
    6. The community of goods (4:32-5:11)
    7. The arrest of the 12 apostles (5:12-42)
    8. The choice of the Seven (6:1-7)

<sup>3</sup> Bible Handbook

<sup>4</sup> The NIV Study Bible, 1643.

9. Stephen's arrest and martyrdom (6:8-7:60)
10. The scattering of the Jerusalem believers (8:1-4)
11. Philip's ministry (8:5-40)
  - a. In Samaria (8:5-25)
  - b. To the Ethiopian eunuch (8:26-40)
12. Saul's conversion (9:1-31)
- B. "As far as Phoenicia, Cyprus and Antioch"(9:32-12:25; see 11:19)
  1. Peter's ministry on the Mediterranean coast (9:32-11:18)
    - a. To Aeneas and Dorcas (9:32-43)
    - b. To Cornelius (10:1-11:18)
  2. The new Gentile church in Antioch (11:19-30)
  3. Herod's persecution of the church and his subsequent death (ch. 12)
- II. Paul and the Expansion of the Church from Antioch to Rome (chs. 13-28)
  - A. "Throughout the region of Phrygia and Galatia" (13:1-15:35; see 16:6)
    1. Paul's first missionary journey (chs. 13-14)
    2. The Jerusalem conference (15:1-35)
  - B. "Over to Macedonia" (15:36-21:16; see 16:9)
    1. Paul's second missionary journey (15:36-18:22)
    2. Paul's third missionary journey (18:23-21:16)
  - C. "To Rome" (21:17-28:31; see 28:14)
    1. Paul's imprisonment in Jerusalem (21:17-23:35)
      - a. Arrest (21:17-22:29)
      - b. Trial before the Sanhedrin (22:30-23:11)
      - c. Transfer to Caesarea (23:12-35)
    2. Paul's imprisonment in Caesarea (chs. 24-26)
      - a. Trial before Felix (ch. 24)
      - b. Trial before Festus (25:1-12)
      - c. Hearing before Festus and Agrippa (25:13-26:32)
    3. Voyage to Rome (27:1-28:15)
    4. Two years under house arrest in Rome (28:16-31)

### **Outline of Acts According to Geographical Boundaries<sup>5</sup>**

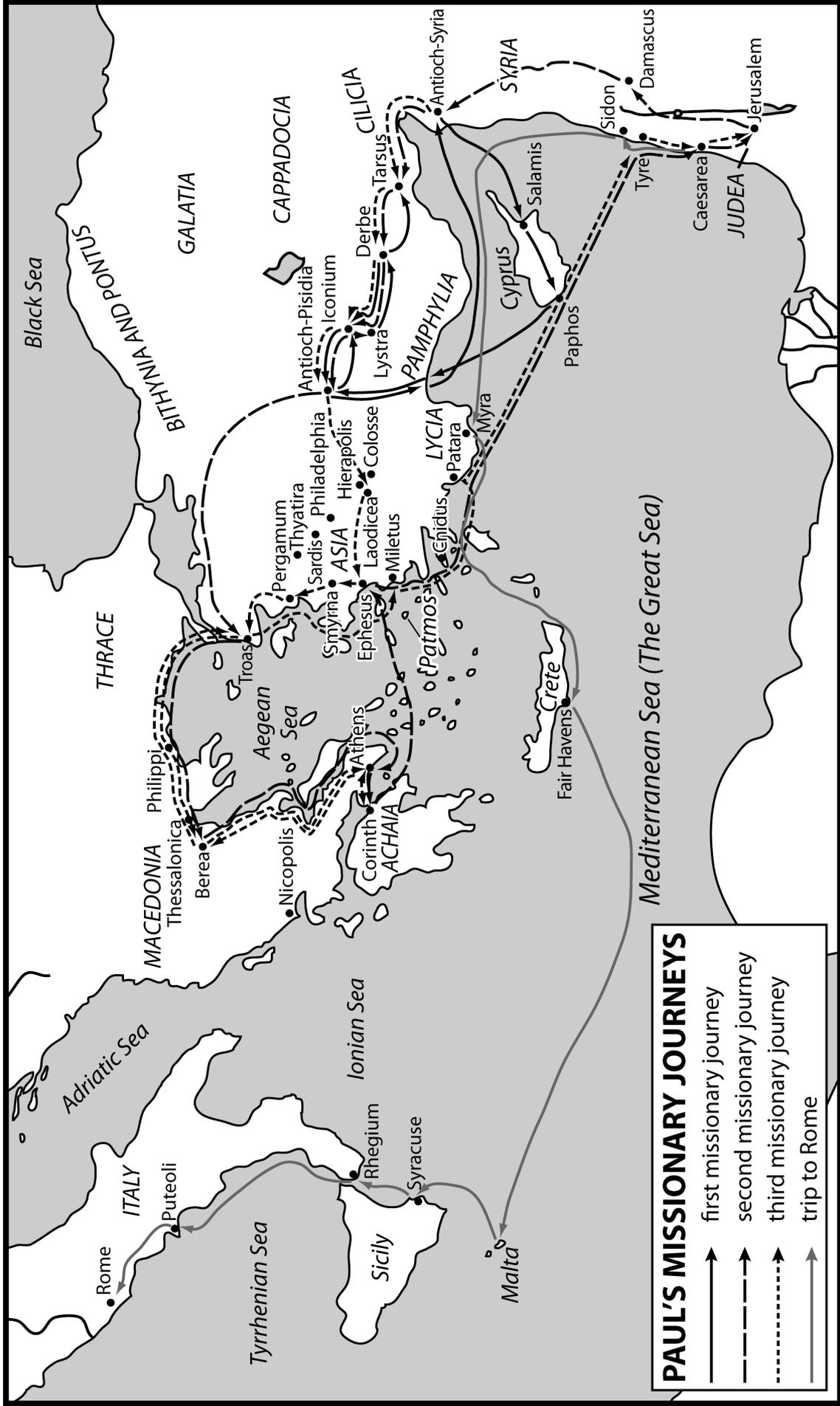
- I. The gospel to the Jews 1:1—9:43
  - A. Speaking the word with boldness 1:1-5:42
    1. Ascension; Judas replaced 1:1-26
    2. The Spirit's coming 2:1-47
    3. The apostles' witness 3:1—4:31
    4. Gamaliel's warning 4:32—5:42
  - B. The deacons 6:1--8:40
    1. Hebrews versus Hellenists 6:1, 2
    2. Seven deacons chosen 6:3-7
    3. Stephen, the first martyr 6:8—7:60
    4. Philip, the evangelist 8:1-40
  - C. Saul converted 9:1-31

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<sup>5</sup> *The Wesley Bible*

- D. Aeneas healed 9:32-35
  - E. Dorcas raised to life 9:36-43
- II. The gospel to God-fearers 10:1—12:25
- A. Cornelius converted 10:1-48
  - B. Peter's defense 11:1-18
  - C. Antioch evangelized 11:19-30
  - D. Peter released from prison 12:1-25
- III. The gospel to the Gentiles 13:1—21:16
- A. First missionary journey 13:1—14:28
    - 1. Departure to Cyprus 13:1-12
    - 2. Mission in Antioch of Pisidia 13:13-52
    - 3. In Iconium, Lystra, Derbe 14:1-28
  - B. Conference in Jerusalem 15:1-35
  - C. Second missionary journey 15:36—18:22
    - 1. Paul revisits young churches 15:36—16:8
    - 2. On to Macedonia 16:9—17:14
    - 3. Ministry in Athens 17:15-34
    - 4. Church planting in Corinth 18:1-22
  - D. Third missionary journey 18:23—21:16
    - 1. Victory in Ephesus 18:23—19:22
    - 2. Riot in Ephesus 19:23-41
    - 3. Journey to Jerusalem 20:1—21:16
- IV. The gospel from Jerusalem to Rome 21:17--28:31
- A. Paul on trial 21:17--23:32
  - B. Defense before Felix 23:33—24:27
  - C. Defense before Festus 25:1-21
  - D. Defense before Agrippa 25:22—26:32
  - E. Voyage to Rome 27:1—28:16
  - F. Paul's prison witness in Rome 28:17-31

# Maps of Paul's Journeys



**PAUL'S MISSIONARY JOURNEYS**

- first missionary journey
- - - second missionary journey
- · · third missionary journey
- trip to Rome

# New Testament Survey 1— Exam 3

Name \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_/100

## Part 1 — Matching

(2 points each blank)

**Write the letter of the definition that best matches a word in the blank beside it.**

- |  |  |
|--|--|
| 1. ___ Judaizer                        | a. a person who tried to make the early Christians follow the Old Testament law  |
| 2. ___ canon                           | b. presenting or taking the same point of view; used especially of the first three gospels of the New Testament  |
| 3. ___ inerrant                        | c. the quality of being logically valid; the quality of having legal force or effectiveness; as it pertains to the Bible the quality of being what it claims to be—the inspired, authoritative Word of God |
| 4. ___ synoptic                        | d. within Christianity it refers to the fact that the 66 books of the Bible contain no error in the original texts   |
| 5. ___ evangelical                     | e. in the Roman Empire, the administrator of a province  |
| 6. ___ Messianic                       | f. the books of the Bible recognized by any Christian church as genuine and inspired   |
| 7. ___ theocracy                       | g. under the direct rule of God Himself.   |
| 8. ___ validity                        | h. of or relating to a messiah promising deliverance   |
| 9. ___ inter-<br>testamental<br>period | i. the time from about 400 BC to 5 A.D of which we have no Biblical record   |
| 10. ___ procurator                     | j. relating to or being a Christian church believing in personal conversion and the inerrancy of the Bible especially the four Gospels   |

## Part 2 — Multiple Choice

(2 points each question)

**Choose the best answer and write the corresponding letter in the blank.**

11. The purpose of Paul's second missionary journey was to \_\_\_\_.
- |  |                            |
|--|----------------------------|
| a. plant new churches                                    | c. try to placate the Jews |
| b. strengthen the churches that had already been planted | d. go to Rome              |
12. \_\_\_\_ is not a language that was spoken commonly during the time of the New Testament.
- |          |           |            |          |
|----------|-----------|------------|----------|
| a. Greek | b. Hebrew | c. Aramaic | d. Latin |
|----------|-----------|------------|----------|
13. Acts records the spread of the Gospel \_\_\_\_.
- |                     |                           |
|---------------------|---------------------------|
| a. only to Jews     | c. to Jews and Samaritans |
| b. only to Gentiles | d. to Jews and Gentiles   |

14. John and Matthew present Jesus as the \_\_\_\_ respectively.
- a. "Son of God" and "Son of Man"
  - b. "Son of God" and "Promised King"
  - c. "Promised King" and "Son of God"
  - d. "Suffering Servant" and "Promised King"
15. The inter-testamental period was \_\_\_\_ years long.
- a. 100
  - b. 250
  - c. 400
  - d. 1000
16. Paul was first introduced in \_\_\_\_.
- a. Acts 7:58
  - b. Acts 6:1
  - c. Luke 24:21
  - d. Acts 12:13
17. Mark was written to the \_\_\_\_.
- a. Jews
  - b. Greeks
  - c. Gentiles
  - d. Romans
18. Matthew's audience was the \_\_\_\_.
- a. Jews
  - b. Greeks
  - c. Gentiles
  - d. Romans
19. \_\_\_\_ is one of the greatest aids for the spread of Christianity.
- a. Persecution
  - b. Peace
  - c. Fear
  - d. Freedom
20. Both \_\_\_\_ ruled during the lifetime of Jesus.
- a. Julius Caesar and Pontius Pilate
  - b. Caesar Augustus and Tiberius
  - c. Herod the Great and Alexander
  - d. Otho and Hamlet
21. Acts 6-7 centers on the person of \_\_\_\_.
- a. Paul
  - b. Peter
  - c. Philip
  - d. Stephen
22. \_\_\_\_ was Paul's companion on his first missionary journey.
- a. Luke
  - b. Timothy
  - c. Silas
  - d. Barnabas
23. \_\_\_\_ was Paul's companion on his second missionary journey.
- a. Luke
  - b. Timothy
  - c. Silas
  - d. Barnabas
24. \_\_\_\_ is not a factor which contributed to the spread of Christianity in the 1<sup>st</sup> Century.
- a. The emphasis on law and order which brought peace
  - b. The Roman system of roads which provided access and safety in travel.
  - c. The Greek cultural structure which furnished a foundation for social interactions
  - d. The degeneration of morality and religion creating a hunger for something better.
25. Paul and Barnabas were sent out by the \_\_\_\_.
- a. church in Jerusalem
  - b. church in Ephesus
  - c. church in Antioch
  - d. Apostles
26. A Messianic prophecy is a prophecy \_\_\_\_.
- a. that has already been fulfilled
  - b. about Israel
  - c. about a king
  - d. about Jesus

27. Acts is the only book which provides us with a record of both \_\_\_\_.
- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| a. the Ascension and Pentecost    | c. the Crucifixion and Ascension  |
| b. the Resurrection and Ascension | d. the Resurrection and Pentecost |
28. According to Ladd the basic meaning of “the Kingdom” in the Bible is \_\_\_\_.
- |                    |                  |            |
|--------------------|------------------|------------|
| a. the age to come | b. reign or rule | c. country |
|--------------------|------------------|------------|
29. Jesus was most likely born in \_\_\_\_ B.C.
- |      |      |      |
|------|------|------|
| a. 0 | c. 2 | e. 4 |
| b. 1 | d. 3 | f. 5 |
30. Jerusalem is important in the history of Christianity because \_\_\_\_.
- |                       |                              |
|-----------------------|------------------------------|
| a. Judas died there   | c. the Church was born there |
| b. Paul studied there | d. persecution started there |

## Part 3 — Memorization

***(Key Verses: 5 points each; Outlines: 2.5 points for each line)***

In the space provided below write out the key verse for Acts (note which version you use); then outline Acts according to Acts 1:8. After the section on Acts you will notice that there is a section on “Other Books.” This is a brief review of the other books that you have studied in this course. Fill in the required information under each title.

### Acts

**31. Key Verse:**

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**32. Outline:**

I. \_\_\_\_\_

II. \_\_\_\_\_

III. \_\_\_\_\_

IV. \_\_\_\_\_

### Other Books

**33. Mark--Outline:**

- I. The Servant Prepared (Mark 1:1-13)
- II. The Servant Working (Mark \_\_\_\_\_)
- III. The Servant \_\_\_\_\_ (Mark 9—15)
- IV. The Servant Exalted (\_\_\_\_\_)

34. **Matthew**—Key Verse:

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35. **Luke**—Outline:

- I. The \_\_\_\_\_ of the Son of Man (Luke 1—4:13)
- II. The Ministry of the Son of Man (Luke 4:14—\_\_\_\_\_)
- III. The Suffering of the Son of Man (\_\_\_\_\_)
- IV. The Victory of the Son of Man (Luke 24)

36. **John**—Key Verse:

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# Answers to Exam 3

This exam is an objective exam based on a 100 point system. If a student answers every question correctly he will have 100 points or 100%.

## Part 1 — Matching

(2 points each)

- |                       |                          |                                       |
|-----------------------|--------------------------|---------------------------------------|
| 1. <u>a.</u> Judaizer | 5. <u>j.</u> evangelical | 8. <u>c.</u> validity                 |
| 2. <u>f.</u> canon    | 6. <u>h.</u> Messianic   | 9. <u>i.</u> inter-testamental period |
| 3. <u>d.</u> inerrant | 7. <u>g.</u> theocracy   | 10. <u>e.</u> procurator              |
| 4. <u>b.</u> synoptic |                          |                                       |

## Part 2 — Multiple Choice

(2 points each)

- |  |  |
|--|--|
| 11. b. strengthen the churches that had already been planted | 21. d. Stephen   |
| 12. b. Hebrew  | 22. d. Barnabas  |
| 13. d. to Jews and Gentiles                                  | 23. c. Silas   |
| 14. b. “Son of God” and “Promised King”                      | 24. c. The Greek cultural structure which furnished a foundation for social interactions |
| 15. c. 400   | 25. c. church in Antioch   |
| 16. a. Acts 7:58   | 26. d. about Jesus   |
| 17. d. Romans  | 27. a. the Ascension and Pentecost   |
| 18. a. Jews  | 28. b. reign or rule   |
| 19. a. Persecution   | 29. e. 4   |
| 20. b. Caesar Augustus and Tiberius                          | 30. c. the Church was born there   |

## Part 3 — Memorization

(Key Verses: 5 points each; Outlines: 2.5 points for each line)

Students need to have written the verses word perfectly (according to the Bible version they used) in order to receive the full points. For each mistake up to three deduct 1 point; if they have more than three mistakes they do not get credit for completing the verse.

For the outlines students have to get all the information right in order to receive points for that line. If there is even one mistake on a line, deduct the 2.5 points for that line.

### 31. Key Verse:

**Acts 1:8:** “... but you shall receive power when the Holy Spirit has come upon you; and you shall be My witnesses both in Jerusalem, and in all Judea and Samaria, and even to the remotest part of the earth.”

### 32. Outline:

You will have to score these outlines yourself according to the outlines that each student made for Lesson 11, Exercise 4. Each outline should cover all 28 chapters of Acts and have a minimum of three points.



