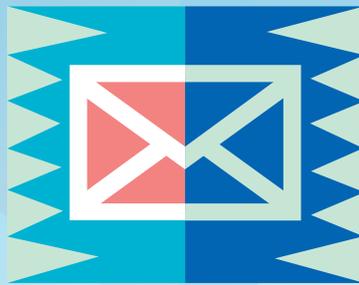


## Course Guide

# New Testament Survey 2

## Romans through Revelation

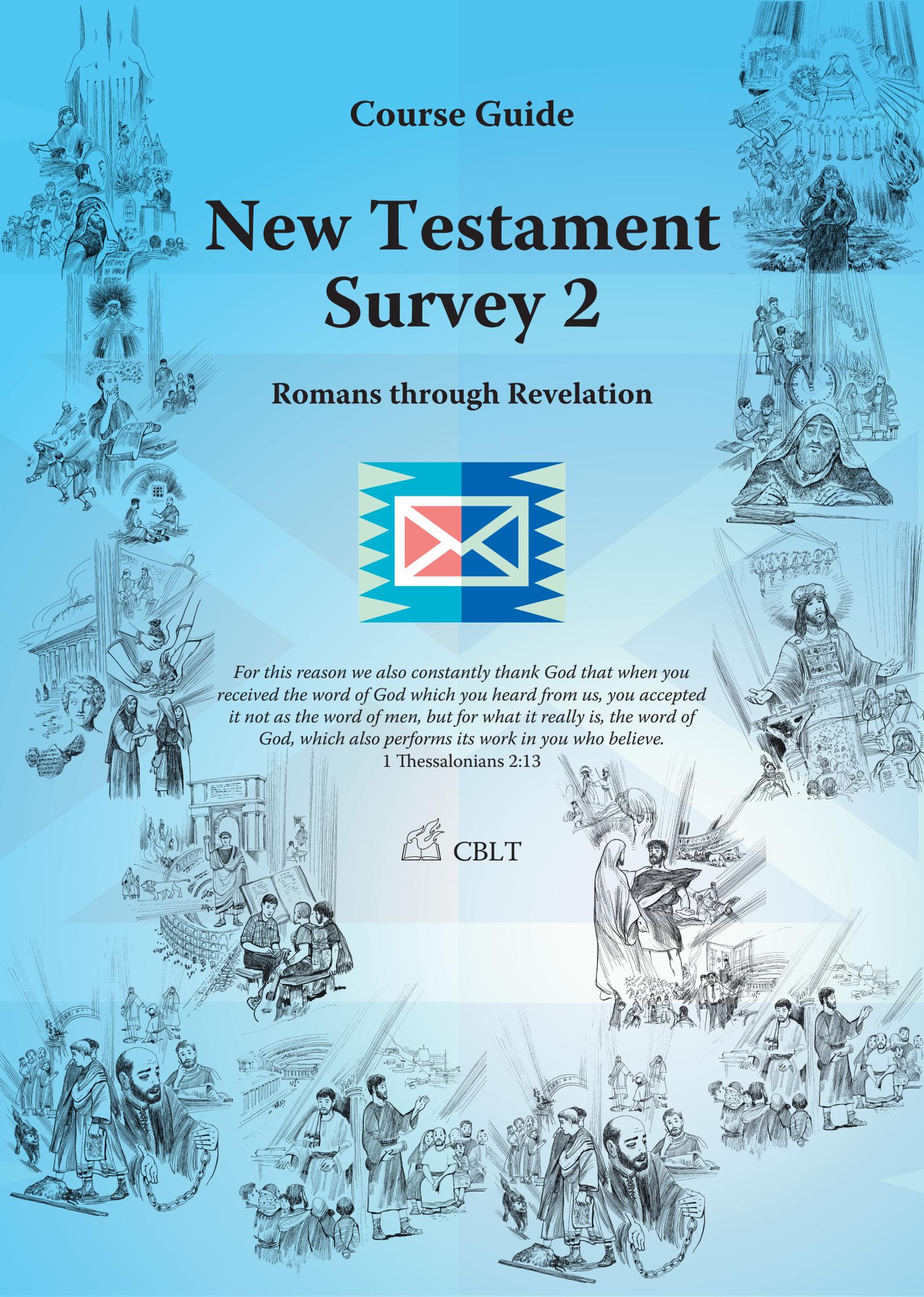


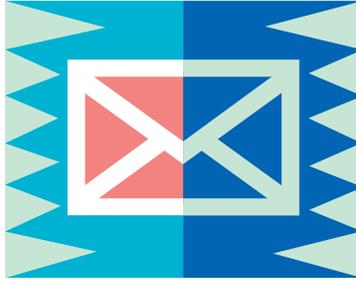
*For this reason we also constantly thank God that when you received the word of God which you heard from us, you accepted it not as the word of men, but for what it really is, the word of God, which also performs its work in you who believe.*

1 Thessalonians 2:13



CBLT





This cover picture of a letter brings into immediate focus a large portion of the New Testament. How delightful to get a letter from a friend, right? God seemed to think so. The Bible says, “Like cold water to a weary soul, so is good news from a distant land” (Proverbs 25:25). Throughout the Bible God has had friends and we are called His Friends. God has sent us 21 letters with His Good News! Initially God communicated orally to Noah, Abraham and the Patriarchs, but soon God founded both His earthly and His spiritual Kingdoms on enduring written information. These letters not only provide directions for the administration of the earthly part of Christ’s Spiritual kingdom, but also lay out a plan for the personal enjoyment and success of heavenly citizens during their earthly sojourn.

Unfortunately during church history these letters have become such sacred documents that we forget that they were originally written as letters. They were not written as formal documents in language that required a special education to understand; they were just letters. The apostles used the everyday language of the people, not the legal language or some archaic version. With that in mind we encourage you to cast aside your previous ideas and come to them with a fresh mind, prepared to set aside all that you have learned before and ready to read each letter as though you were one of those who first received it.

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# The Latest! A New Format!!

As of January 2019 we have decided to change the format of this course to individual lessons 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 one lesson at a time, and might encourage them to start studying, even giving the option to start with a certain lesson that has a higher interest value for your group.

We still would 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 persevere and enjoy the fulfillment that comes from completing a whole course. There is something very rewarding about seeing a project through to the end.

As you prepare for individual lessons find the seminar for that lesson and make adjustments accordingly. The monthly plan for studying is in the introductory booklet. But if your group is not committed to doing the whole course and therefore you do not use the introduction with all the details of grading etc, you would still be wise to encourage your students to keep a calendar and plan when they are going to work on the lessons and to keep track of how much time they spend working on them. 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.

Because there are individual lesson booklets it is assumed that you will only cover one lesson per seminar. We have not changed the “two lesson” format in this guide, but you will find it easy to locate the objectives for each lesson and cover those.

In addition there is a supplement which you need to make sure you have, and you need to pass out the first time you meet. The supplement is called *New Testament Geography and Chronology*. Make sure you have copies of that for your students even if you are not doing all of the lessons right away. In total there are 14 booklets for the students: 1 introductory booklet (only needed for students who want to go through the whole course for credit), 1 supplement, and 12 lesson booklets.

# 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), 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.

Make sure that you understand the principles of leading a small group. 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. This guide will help you along that road.

May God prosper you!

## I. Course Schedule

- Seminar 1:** Orientation
- Seminar 2:** Lesson 1—James and Galatians — *The Truth about Faith*  
Lesson 2—1 and 2 Thessalonians — *Standing Firm in Persecution*
- Seminar 3:** Lesson 3—1 Corinthians — *Problems of the Church*  
Lesson 4—2 Corinthians — *Ministry Defended*
- Seminar 4:** Lesson 5— Romans — *Righteousness by Faith*  
Lesson 6— Colossians and Ephesians — *Christ and His Church*
- Seminar 5:** Lesson 7— Philemon and Philippians — *Joy and Forgiveness*  
Lesson 8—1 Timothy and Titus — *Church Leadership*

**Seminar 6:** Lesson 9—1 Peter, 2 Timothy & 2 Peter— *Encouragement and Warnings*  
Lesson 10— Hebrews — *The New Covenant*

**Seminar 7:** Lesson 11—Jude, 1, 2 & 3 John — *Love in Action*  
Lesson 12—The Revelation — *Climax of the Ages*

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

## II. Grading

### A. Grading Scale

The grading scale shown below:

1. Shows how a **final grade** is determined for *New Testament Survey 2*
2. Identifies **definite standards** for the completion of the course
3. Reflects a **balanced concern** for development in the areas of academics, faithfulness in attendance, and practical involvement
4. Serves as an **evaluation tool** in identifying areas of need and growth in the student's life

Grade	Exams	Workbook	Attendance	Practical Assignments
5	3 of 3 90%	100% complete	7 of 7 seminars	13 of 14
4	3 of 3 80%	90% complete	7 of 7 seminars	12 of 14
3	3 of 3 80%	80% complete	6 of 7 seminars	11 of 14
2	3 of 3 75%	75% complete	6 of 7 seminars	10 of 14
1	Insufficient attendance or work			

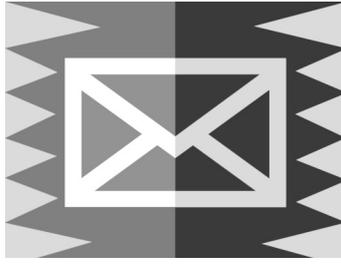
### B. Meaning of the Final Grade

- 5 — Excellent academically, faithful in attendance, completed most Practical Assignments and all exams. Overall excellent performance.
- 4 — Good academically, faithful in attendance, completed 12 Practical Assignments and all exams. Overall above average performance.
- 3 — Good academically, reasonably faithful in participation and attendance, completed a minimum of 11 Practical Assignments and all exams. Overall average performance.
- 2 — Good academically, reasonably faithful in participation, completed a minimum of 10 Practical Assignments 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, 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.** The student must complete all Practical Assignments 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 2*

SEMINAR



## I. Before the Seminar

- Verify that the students who are to be studying with you are suitable. If you are leading a group that wants to take this course for credit, they should have already completed *New Testament Survey 1*. 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.
- If this is your first time leading this version of *New Testament Survey 2* then you will need to work through each lesson yourself so that you will have a better understanding of the students' questions.
- Whether you have taken this version of *New Testament Survey* or not review the Practical Assignments, 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. Planning is a wonderful life skill. Take this opportunity to work with people on it.
- Prepare to give an overview of the New Testament, either from the "Supplementary Material", or from your own notes. We have provided the same material for this as for *New Testament Survey 1*, so you will want to review it and focus on those aspects (such as the Roman and Greek influences) which are most important to *New Testament Survey 2*.
- Choose a character trait that you feel would be beneficial for your whole group to work on for the coming month. Be prepared with some Bible verses and examples of how that trait

can be exhibited in our lives. It is good to use Bible examples of those who did or did not exhibit that trait.

- Pray for the group you are about to meet with.

## II. During the Seminar

### △ Fellowship

Most likely this is a group that has already met together, or meets regularly, whether it is a group working through the CBLT courses, or a church group looking to grow in Bible knowledge. Ask what Jesus has done in their lives in the last week. Be prepared to share something from your own life also. (We serve a living Savior! We should be looking for what He is doing all the time.) Then ask this question, “What is your favorite passage in the New Testament? Why?”

Pray together. Ask one or two students to pray for the whole group and this course, asking the Holy Spirit to teach them through this course to develop in knowledge and understanding, to improve their ministry skills and to grow personally in becoming Christ-like.

### △ 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

Some of these objectives will be unnecessary if you are leading a group who is not doing the course for a completion certificate, so evaluate what information is important.

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

*New Testament Survey* is divided into two parts. This second one covers the Epistles and Revelation, the doctrinal and prophetic books of the New Testament. Each book will be studied individually, but the overall focus is where it fits in the New Testament. The books will be dealt with in chronological order to help keep this larger picture. Students will learn about some of the problems that faced the early church and how these were handled by the apostles. They will also see how the epistles lay out the framework of the Kingdom of God by building on the foundation of the teachings of Jesus. Each student will be given the opportunity to share what he is learning with others and to put this knowledge into practice in his own life.

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

- Of what importance are the “epistles” to Christianity?
- What would you like to learn about the epistles that you don’t know?
- What is the first thing that comes to mind when you think of Revelation? Why?

Remember to encourage all of the students to participate in answering questions.

#### 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.

<b>Seminar Objective 2</b>	<b>Introduce students to the materials</b>	Time ____
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Pass the materials out at this time. Each student should receive the introductory booklet, the supplement, and booklet Lesson 1. 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 Practical Assignments. The students should title these notebooks, “New Testament Survey 2: Exercises” and “New Testament Survey 2: Practical Assignments.”

Now have your students turn to the “Table of Contents” in the introductory booklet. This will give them an overview of the course. Explain that there are 12 lessons covering 22 books. Each lesson covers a minimum of one book, but some lessons cover several shorter books. The study will begin with reading the Biblical text and doing some initial studies of the book; the second part consists of background information such as geography, date of writing, audience and author as well as the reading of the textbook which will be found in the appendices. You may wish to have students open the Lesson 1 booklet to see how this looks for the books of James and Galatians.

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.”

<b>Seminar Objective 3</b>	<b>Explain how to study using these materials</b>	Time ____
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Emphasize:

1. They are to complete all questions, exercises, and assignments found in the lesson booklet.
2. All answers to questions should be written in their booklet.
3. All exercises and Practical Assignments should be documented in separate notebooks.
4. They are to complete all reading assignments as they come to them in the workbook.
5. **All** Practical Assignments should be completed **before** the student proceeds 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.
6. A brief **written report** must be turned in to the course coach 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 are to preach or teach this must be signed by a mentor at the end of the introductory booklet on the “Assignment Checklist”.

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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.

There is an Assignment Record towards the end of the introductory booklet. The Assignment Record allows them to check off when they have completed their work.

There will be three exams. The exams will follow the fourth, eighth and twelfth lessons and will include content only from those four lessons in each section.

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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Originally the course was planned so that seminars would be set for every two weeks and would cover 2 lessons each time; 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 2</i></b>	Time ____
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In this course there are 14 Practical Assignments and 3 exams. The Bible study should be rich and rewarding. The course covers all the epistles and Revelation, emphasizing the uniqueness of each book and how they all fit together to give us the framework for the present and future Kingdom of God. This study also shows how the disciples of Jesus continued the work that He had begun.

Throughout this course you will be required to do various assignments, 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.

You may be tempted to skip reading the whole books through, but it is important that we always base our Bible study and knowledge on what the Word itself actually says—rather than use it to confirm what others say about it! This is specifically why this pattern of study has been chosen for the whole New Testament. Also if you short cut on the reading and take the “easy way out” on the assignments you will only cheat yourself. To develop understanding you must spend time in God’s Word, and this course provides you with the opportunity to do that.

Share an overview of the New Testament. Either use one that you have prepared based on your own material or prepare a review from the supplementary material which is included at the end of the “Seminar 1” in the Course Guide for *New Testament Survey 1*. You may also wish to present a timeline of the writing of the New Testament along with significant events. One is included in the “Supplementary Material” 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 if you are following the seminar schedule laid out in this guide. Otherwise just explain the lesson they will be covering.
- Turn to Practical Assignments 1 and 2 in Lesson 1 and have a student read them aloud. Make sure that everyone is clear as to what is expected of them. Repeat the process for the Practical Assignment 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. Have them write in the assignments in the appropriate place as a beginning. 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 struggles of the early church and how the leaders resolved them.

## 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 Corinthians 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 (Matthew 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.

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	
	1 Thessalonians 2 Thessalonians	Colossians	1 Timothy Titus	2 Thimothy	1 Peter 2 Peter	
John	1 Corinthians 2 Corinthians	Ephesians			1 John 2 John 3 John	
Acts	Romans	Philippians				

## 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.

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 First Letters

### 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 and questions are most important and what time you will spend on them.
- Review your work on the Practical Assignments 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.

### 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 the textbook helpful? How?
- Was your Bible reading hurried? Fruitful?
- What plan 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 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. Some of the work is done in the supplement so make sure you check this as well. You also need to check each student's Bible or New Testament to see if they have done the marking required in Exercises 1 and 4 of Lesson 1 and Exercises 2 and 7 of Lesson 2.

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

### Seminar Objective 1

To review the background of James

Time \_\_\_\_

**1. Without looking in your books give me as much background info as you can remember.**

With their books closed, have students review as much of the background information of James as they can, such as author, audience, date, geography, and general background.

**2. How did this affect your understanding of the content of James? What was the most helpful thing that you learned from your study of the background of James? Did you know this information before? Do you understand the importance of adding background information to give a fuller picture of what the author is trying to communicate and why?**

Sometimes background info adds little to our understanding initially, and our knowledge of this does not affect our understanding of spiritual truths. However it is greatly beneficial as we dig deeper to be able to have a fuller picture. Keep this before the students as you proceed through the course.

### Seminar Objective 2

To understand the key message and teachings of James (Lesson 1)

Time \_\_\_\_

**1. What importance do the key words of "faith" and "works" have in James? What did you learn from marking the references to God?**

Ask students to share about their experience with marking the words from Exercise 1. Does anyone have some new observations or questions?

**2. With books closed, what is the theme of James? Key verse? How do these two interrelate?**

Theme: Works are the evidence of a living faith.

Key Verse: James 2:26

Notice how the key words help to establish the theme and key verse of James.

Key Words: Jesus, Lord (and other references to God), faith, works

**3. Discuss the chart on James from Lesson 1, Question 8. Have students compare their charts. What did you learn from it? How can you use the information presented in this chart to present James to other people?**

After you make sure the students understood the task and did it properly, discuss the usefulness of the information personally and the possibility of using it in sermons, small group discussions or Sunday School.

**4. How does James portray Jesus as “Our Pattern”? (Lesson 1, Question 9)**

Encourage discussion on this and other questions relating to the textbook. You may wish to focus on certain issues that Mears has drawn out that are important for your group.

**5. Practical Assignment 1: Prepare a Sermon on Faith**

Ask several students to share the theme, main points and practical application of their sermons. Encourage discussion, but be careful to make sure that it is balanced especially in the area of legalism. Many Christians get caught up in rules. It is easier to live by a list than it is to live by faith.

You will need to watch your time on this and make sure that several students have a chance to share. If you have looked over their outlines before the seminar started, try to choose people with different approaches or applications.

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<b>Seminar Objective 3</b>	<b>Discuss Galatians (Lesson 1)</b>	Time ____
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Galatians should be a familiar book for most of the students as they have covered it in *Galatians and Romans*.

**1. What new insights into Galatians did you get from marking the words “gospel”, “law” and “faith” in Exercise 4, Lesson 1? What new insights into the issues of faith and legalism?**

**2. Review Galatians.**

Take a few minutes now to ask questions about the author (Paul), audience (the churches of Galatia), geography (Galatia/present day Turkey), date (AD 49) and general background of the epistle.

Make sure you relate this background information to the interpretation of the text, so that students see why it is important to know this “dry” information. For example: the geography of Galatians is important to understand whether Paul was writing to churches he had himself visited and planted or complete strangers.

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<b>Seminar Objective 4</b>	<b>Compare the content of Galatians with that of James</b>	Time ____
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**1. Ask who can give the basic information of Galatians, such as theme, key verse (not just the reference, but the whole verse) and any of the “Topics and Teachings” listed in the workbook.**

Have students close their books and keep them closed for these questions.

Theme: Salvation is by grace through faith, not by any human effort.

Key Verse: Galatians 2:16 and/or 3:11

**2. Explain how these books fit together despite the fact that they look like they oppose each other at first glance.**

If a discussion on this doesn’t get started easily, encourage students to compare the themes of the two books as they are written in the workbook and also the key verses. Remind students that James and Galatians are often held as opposing texts because of the strong stand the authors took on the issues of faith, grace, works and salvation. However, we know that “a house divided against itself cannot stand” and that God is the one who orchestrated the writing and inclusion of these books in the New Testament. So somehow these books must fit together.

**3. Contrast Christianity and religion (Lesson 1, Exercise 6).**

This is also a good place to introduce discussion of the contrast between Christianity and Religion. Have several students share their charts and encourage them to compare this information from Galatians with what James teaches.

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<b>Seminar Objective 5</b>	<b>Discuss Practical Assignment 2: Examine Your Life for Spiritual Fruit</b>	Time ____
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If you feel that your group is comfortable enough with each other and you have the time, ask everyone to share one of their weakest areas and the method they have chosen to strengthen it such as memorization, Bible study or other methods. Have each person share not only what they decided to do, but also how they have kept that commitment so far.

If you are short on time you may choose to discuss this with each student individually before or after the seminar.

Before moving on to Lesson 2 ask if students have any further questions from Lesson 1.

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<b>Seminar Objective 6</b>	<b>Review general information on 1 and 2 Thessalonians (Lesson 2)</b>	Time ____
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**1. What were your first impressions of 1 and 2 Thessalonians after reading the paraphrase? (Lesson 2, Exercise 1)**

Have a few students share their impressions from their reading of the paraphrase. Did it present any new thoughts to them? Or were they impressed with any particular feelings?

**2. Review the background information of 1 and 2 Thessalonians**

(Lesson 2, Questions 1–13 and Exercises 3 and 4). With books closed ask two or three students to give a quick overview of the background information of these books including: date, author, audience, geography and general background. You may wish to have one to two students explain the first few pieces of information and another student explain the general background to these epistles.

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<b>Seminar Objective 7</b>	<b>Discuss 1 Thessalonians</b>	Time ____
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**1. Divide students into groups of three. Have students evaluate the theme and key verse of 1 Thessalonians.**

Theme: Christ desires us to live holy lives of faith as we eagerly prepare His return.

Key Verse: 1 Thessalonians 3:13

Ask if students agree with the theme and choice of key verse? Is there something that they feel would summarize it better? What does it mean to “live a holy life of faith”? How can we prepare for His return? How can we learn to be “eager” for His return? Be sure you put the appropriate time limit on this.

**2. What examples show Paul discipling people in 1 Thessalonians? (Lesson 2, Exercise 5)**

Students may have questions regarding the answers to this exercise. Go around in the circle having each student give one verse or passage for one of the items on the list (prayer, encouragement, teaching, correction, challenge). Encourage discussion. After each student has had a chance to share an answer ask if anyone has any different answers that have not yet been shared. Here are some of the possible answers:

- Prayer—1 Thessalonians 1:2
- Encouragement—1 Thessalonians 1:6–10
- Teaching—1 Thessalonians 2:10–12
- Correction—1 Thessalonians 4:13–5:10
- Challenge—1 Thessalonians 4:10–12

Note that there are several possibilities for most of the answers, so you may need to verify a student's answer with the biblical text.

**3. How are you involved in evangelism and church planting? How do you actively disciple new believers?**

After you have covered the above answers ask **each** student to share how he is involved in evangelism and church planting and how he goes about discipling new believers.

Remind students that example is an important part of discipleship and that if they wish to raise up other disciplers, they themselves must do it first.

<b>Seminar Objective 8</b>	<b>Discuss 2 Thessalonians</b>	Time ____
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**1. What stood out the most to you as you overviewed this letter? Did you find it helpful to mark the words “Lord” and “coming” in your Bible? Did this bring out any new insights or questions for you? What was one new thing that you learned from this study of 2 Thessalonians?**

**2. Who can quote the key verse or at least give the reference without looking at their workbooks?**

2 Thessalonians 1:11–12, “To this end also we pray for you always, that our God will count you worthy of your calling, and fulfill every desire for goodness and the work of faith with power, so that the name of our Lord Jesus will be glorified in you, and you in Him, according to the grace of our God and the Lord Jesus Christ”.

**3. What is the theme? How does this theme compare to the theme for 1 Thessalonians? How do you see these two books fitting together?**

Theme: Live the Christian life today in light of our future hope.

**4. How is this book an example of how we need to disciple and teach people in our churches?**

Paul dealt with urgent issues, but also gave the Thessalonians instruction on foundational truths which would help them develop in the future.

<b>Seminar Objective 9</b>	<b>Practical Assignment: Apply What You have Learned</b>	Time ____
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Ask for several volunteers to share what they learned through this practical assignment. Have them share the practical instruction that they chose from 1 Thessalonians, how they personalized it and at least one of the statements about how they could put it into practice in their personal life. Then have them share how they are doing with that and what they have learned through this exercise.

Have each student quote or write out **from memory** the verse that they chose.

## Closing

### 1. Summary of Key Points

James, Galatians, 1 and 2 Thessalonians were some of the first books of the New Testament to be written. Each one dealt with urgent issues that the church was facing at that time and indeed are still facing today! These four books remind us that we are to live our Christian lives in faith and that faith should have a practical outworking in our lives as we stride towards the day of the Lord's return.

### 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 Practical Assignments 1 and 2 in Lesson 3. Note that Practical Assignment 2 will probably take a little extra time, so students should not delay in beginning their homework even though Lesson 4 is a little lighter. For Practical Assignment 1, if you have several students from the same church you may assign some of them different passages or topics that are covered in Lesson 3 (such as 1 Corinthians 12–14) to preach on. Or you may arrange for them to preach in another church or to a different audience than other group members.
- 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. This is especially important for advanced students.
- Remind students that they are expected to fill out the “Monthly Course Planner” which is supplied in the introductory booklet.
- 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 and to review the self-tests as they study for the exam.

### 3. Prayer

Have students break up into groups of two or three and pray together conversationally asking God to help them apply what they have learned from these letters in their ministries and personal lives.

## 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?

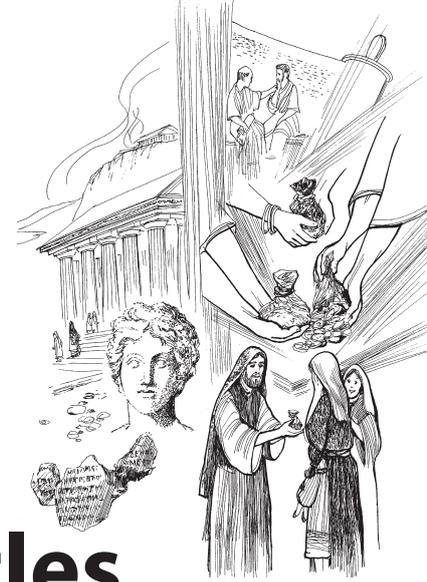
- Which of the members need to be encouraged to participate more in the sharing and discussion times? How will I encourage them? When could I have responded more appropriately to the needs of members or to the leadership of the Holy Spirit?
  - What level is this group on spiritually? Is the discussion adequately meeting their needs? (If it is not, you will need to spend some extra time creating a discussion that will work better for your group.)
  - 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 Corinthian Epistles

### 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. Remember that the discussion questions written here are just meant to be guides and you should develop your own questions as much as possible to make the material more applicable to your students.
- Make sure that you are familiar with Practical Assignments 1 and 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 lesson booklets 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

<b>Seminar Objective 1</b>	<b>To determine understanding of Lessons 1–4</b>	Time ____
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Give the exam covering this material. Allow 30 minutes to take the exam, instructing everyone to write down what they feel is the best answer. Remind them that this is not meant to be an easy ex-

ercise, 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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<b>Seminar Objective 2</b>	<b>To review some of the background of 1 and 2 Corinthians (Lessons 3 and 4)</b>	Time ____
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**1. Ask several students to share the background information to 1 and 2 Corinthians.**

Make sure everyone keeps their books closed as you go over this information. You should cover the author (Paul), audience (Corinthians), date (AD 55 or 56), and basic geographical information about Corinth.

You may also want to cover the general background information with questions about Paul's co-workers, why Paul went to Corinth and how long he stayed there.

**2. Do you find this information helpful in your study of the text? Did it change your understanding of the text or perhaps your view of the Corinthian church?**

**3. How can you use this information to make these letters come alive for your congregations?**

Be careful to keep the Scripture in first place and not to let the background information supersede it.

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<b>Seminar Objective 3</b>	<b>To preview 1 Corinthians</b>	Time ____
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Pick some of the following questions to reorient students to the content of 1 Corinthians.

1. What was your favorite part of Lesson 3?
2. Did you find the outline provided in the textbook useful in your reading? Is there another outline that you prefer?
3. Were you able to find all the occurrences of the words listed in this exercise (Lesson 3, Exercise 1)? Do you agree that those are key words for 1 Corinthians or are there different words that you would suggest or add?

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<b>Seminar Objective 4</b>	<b>To review the theme and key verse of 1 Corinthians</b>	Time ____
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**1. Who can remember the theme or key verse without looking at their workbook?**

Theme: God's principles must define Christian conduct.

**2. Do you feel that the theme and key verse fit together? In your readings did you find a verse that you felt would better fit this theme? Do you feel that this theme accurately represents the main thought (s) of this epistle? Do you have another theme to suggest or perhaps changes to this one? If you have another theme, do you have a key verse to recommend for it?**

**3. How can you teach these keys of 1 Corinthians in your ministry? What are some examples of God's principles? What are some modern examples of things that are "lawful" but not profitable for us?**

Encourage students to take notes on all the discussions regarding the themes and key verses of the New Testament. They will find this information useful for preaching and teaching in the future.

**1. What did you learn about God's wisdom (Lesson 3, Exercise 2)?**

Have students open their books to this exercise and review the questions listed there. You may wish to read 1 Corinthians 1:18–3:20 as a group to refresh everyone's memory of the passage. Make sure everyone has marked the words for the exercise in their Bible.

Try to draw out quieter students by asking them directly to answer some of the questions. Make sure that at least two or three students share their answers to each question and that each student answers at least on question.

**2. Ask several students to share their sermon or lesson ideas on wisdom. (Lesson 3, Practical Assignment 2).**

If some of them were asked to preach on different topics, be sure to give them opportunity to share after the ones on wisdom.

**3. Ask each student to explain how they summarized the teachings of 1 Corinthians 12–14—in an outline, point form, etc. (Lesson 3, Practical Assignment 1).****4. How 1 Corinthians 13 connected to chapter 12? 14? Why do you think that Paul placed this passage in between these other two passages? How are chapters 12 and 14 similar? Different? What spiritual gifts does Paul include in these chapters?****5. Have each student read the practical applications that they have written down.**

Encourage them to evaluate each other's statements for truth to the text and for practicality. These statements are meant to be something that they can apply in their daily lives.

**6. Ask for volunteers to share the practical applications that they chose as well as how they made them apply to their own life.****7. What are we supposed to know from 1 Corinthians 6 (Lesson 3, Exercise 3)? How should each of these pieces of knowledge affect your life?**

Follow up on this exercise by checking students have indeed marked the "do you not know" statements in 1 Corinthians 6. Ask students to share their answers to this exercise. Encourage them to apply the material in a practical and personal way.

**1. How did you outline 2 Corinthians? (Exercise 2)**

Have several students share their answers to this exercise, and ask for any additional comments or questions about Exercise 1.

**2. What was the theme for this book? What about the key verse? Do you have other suggestions for the theme or key verse of this letter?**

Theme: Live with integrity.

Key Verse: 2 Corinthians 5:14–15

**3. How do the verses in Exercise 4 confirm the theme of "integrity"? (Lesson 4, Exercise 4)**

Assign one or more verses to each student to read out loud. How do these verses confirm the theme of "integrity"?

4. **Are there other verses that you have found or can think of that confirm this theme? What are some ways that these verses instruct us to live with integrity?**
5. **What does this mean in a practical sense (day-to-day life)?**

<b>Seminar Objective 7</b>	<b>To discuss Paul's example in discipleship and pastoring (Exercise 5)</b>	Time ____
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Paul wrote many letters and 1 and 2 Timothy and Titus often come to mind when we think of discipleship or pastoring and Paul. However there are many other passages in his other writings that also teach us about this subject. Second Corinthians contains a number of these passages.

Ask the following questions for each passage listed in this exercise. If you do not have a lot of time, you may wish to pick out certain passages in advance to focus on, ask students only a few questions on each passage, or ask a different student to share their research for each passage.

1. What is this passage about?
2. What was Paul doing?
3. Who was he approaching? Why?
4. What was his attitude? How did he approach this issue?
5. What example did he set that we can follow?
6. What is a principle that we can draw from this passage? Is there more than one principle that we can draw from this passage?

Remember that the focus is discipleship and pastoring, not just the general Christian life. Encourage students to look for principles of discipleship or pastoring in each passage. How can I put this into practice in my ministry right now? Make sure that students give specific, concrete answers, not philosophical or theological ones. Help them apply these Scriptures to their ministry.

Students should refer to their answers in their notebooks for this discussion. You may also need to have the passage read out to the group. Try to pick quieter people to do the readings so they can contribute in a non-threatening way.

## Closing

### 1. Summary of Key Points

Paul sets us a good example in discipling. These letters to the Corinthians dealt with some delicate issues. Paul managed to stand firm and present the truth of God to the church, but he did so with love and gentleness. What a great example for us to follow in our discipleship of others!

### 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 Practical Assignments 1 in Lesson 5 and 1 and 2 in Lesson 6 for the next meeting. Lesson 5 is not long, but the Practical Assignment will take some extra work and everyone should start on it as soon as possible. Note also that Practical Assignment 2 in Lesson 6 cannot be completed if 1 has not been completed first.
- Encourage students to memorize the themes and key verses of each book they study and also to familiarize themselves with the outlines for the books.
- Remind students that their "Monthly Course Planner" will be evaluated at the next seminar.

### 3. Prayer

Ask the students to break into pairs and pray for each other using something that they have learned through this study of James, Galatians, 1 and 2 Corinthians.

## 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:
  - Was I well-prepared? How should I prepare for the next seminar?
  - 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 2 — Exam 1

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

## Part 1—True and False

(2 points each, \_\_\_/24)

**Mark the following statements either True or False.**

- \_\_\_ Galatians was the first New Testament book written.
- \_\_\_ The key theme of Galatians is “salvation is by works and faith”.
- \_\_\_ Second Thessalonians was most likely written in A. D. 52.
- \_\_\_ James was written in A. D. 48.
- \_\_\_ The key theme of James is “works are the evidence of a living faith”.
- \_\_\_ Galatians was Paul’s answer to the Judaizers.
- \_\_\_ First Thessalonians emphasizes that “we are to live holy lives as we prepare for the return of Christ.”
- \_\_\_ First Thessalonians was written after 1 Corinthians, but before 2 Corinthians.
- \_\_\_ Second Thessalonians is about the resurrection of Christ.
- \_\_\_ First Corinthians makes the point that holiness can only be reached by sticking to God’s principles.
- \_\_\_ First and 2 Corinthians were written within a short time of each other.
- \_\_\_ Second Corinthians encourages us to live with integrity so that we will be saved.

## Part 2—Matching

(3 points each, \_\_\_/18)

**Match the key verse with each book.**

- |                        |   |
|------------------------|---|
| 1. ___ James           | a. All things are lawful, but not all things are profitable. All things are lawful, but not all things edify.   |
| 2. ___ Galatians       | b. Nevertheless knowing that a man is not justified by the works of the Law but through faith in Christ Jesus, even we have believed in Christ Jesus, so that we may be justified by faith in Christ and not by the works of the Law; since by the works of the Law no flesh will be justified. |
| 3. ___ 1 Thessalonians | c. For just as the body without the spirit is dead, so also faith without works is dead.  |
| 4. ___ 2 Thessalonians | d. So then, brethren, stand firm and hold to the traditions which you were taught, whether by word of mouth or by letter from us.   |

5. \_\_\_1 Corinthians      e. For the love of Christ controls us, having concluded this, that one died for all, therefore all died; and He died for all, so that they who live might no longer live for themselves, but for Him who died and rose again on their behalf.
6. \_\_\_2 Corinthians      f. So that He may establish your hearts without blame in holiness before our God and Father at the coming of our Lord Jesus with all His saints.

## Part 3—Multiple Choice

(2 points each, \_\_\_/20)

**Write the letter to the best answer in the blank.**

1. One of the topics of 2 Corinthians is \_\_\_\_\_.
  - a. marriage
  - b. spiritual gifts
  - c. salvation by faith
  - d. Christian giving
2. \_\_\_ discusses Christian liberty, male and female roles, and the Lord's Supper.
  - a. 1 Corinthians
  - b. 1 Thessalonians
  - c. 2 Thessalonians
  - d. James
3. Paul's testimony appears in \_\_\_\_\_.
  - a. James
  - b. Galatians
  - c. 1 Corinthians
  - d. both b. and c.
4. A key focus of 1 Thessalonians is \_\_\_\_\_.
  - a. salvation by works
  - b. the return of Jesus
  - c. Christian love
  - d. grace
5. Paul writes about \_\_\_ in 1 Corinthians.
  - a. God's wisdom
  - b. the Second Coming
  - c. the fruit of the Spirit
  - d. all of the above
6. One of the subjects that James touches on is \_\_\_\_\_.
  - a. prayer
  - b. forgiveness
  - c. love
  - d. marriage
7. James also wrote about \_\_\_\_\_.
  - a. self-control
  - b. church leadership
  - c. neither a. nor b.
  - d. both a. and b.
8. \_\_\_ teaches us how to handle a lazy person.
  - a. James
  - b. 2 Corinthians
  - c. 1 Thessalonians
  - d. 2 Thessalonians
9. In Galatians Paul emphasizes the contrasts between the \_\_\_\_\_.
  - a. old and new covenants
  - b. law and grace
  - c. live in the Spirit and life in the flesh
  - d. all of the above
10. Both \_\_\_ deal with issues about faith and works.
  - a. 1 and 2 Corinthians
  - b. 1 and 2 Thessalonians
  - c. James and Galatians
  - d. none of the above

## Part 4—Fill in the Blank

(2 points each answer, \_\_\_/26)

Choose one of the following words to fill in each blank below. Some words may be used more than once or not at all.

Paul  
James

Corinth  
Thessalonica

Jerusalem  
Galatia

Macedonia  
Achaia  
Acropolis

- \_\_\_\_\_ wrote the epistles to the Corinthians.
- \_\_\_\_\_ wrote the letters to the Thessalonians while in \_\_\_\_\_.
- The letter addressed to the Diaspora is \_\_\_\_\_, and was written from \_\_\_\_\_.
- \_\_\_\_\_ wrote to the church in \_\_\_\_\_ to warn them against the Judaizers.
- Thessalonica was located in the Roman province of \_\_\_\_\_.
- Both James and Galatians were written before the \_\_\_\_\_ Council.
- The \_\_\_\_\_ was a prominent feature in many Roman cities, but particularly so in both \_\_\_\_\_ and Athens.
- \_\_\_\_\_ presided over the Jerusalem Council.
- The letter to \_\_\_\_\_ was written from Ephesus.

## Part 4—Map

(2 points each, \_\_\_/12)

Plot the following items on the map:

a. Jerusalem  
b. Galatia

c. Thessalonica  
d. Corinth

e. Ephesus  
f. Antioch





# 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%.

## Part 1—T/F

1. F (L1. II. B. 3 Date)
2. F (L1. III. C. 1 Theme)
3. T (L2. II. B. 4 Date)
4. F (L1. II. B. 3 Date)
5. T (L1. II. C. 1 Theme)
6. T (L1. III. B. 4 General Background)
7. T (L2. II. C. 1 Theme)
8. F (L2. II. B. 4 Date/5 General Background)
9. F (L2. III. A)
10. T (L3. II. C. 1 Theme)
11. T (L4. II. B. 3 Date)
12. F (L4. II. C. 1 Theme)

## Part 2—Matching

1. c. (L1. II. C. 2 Key Verse)
2. b. (L1. III. C. 2 Key Verse)
3. f. (L2. II. C. 2 Key Verse)
4. d. (L2. III. B. 2 Key Verse)
5. a. (L3. II. C. 2 Key Verse)
6. e. (L4. II. C. 2 Key Verse)

## Part 3—Multiple Choice

1. d. (L4. II. C. 3 Topics and Teachings)
2. a. (L3. II. C. 3 Topics and Teachings)
3. b. (L1. III. C. 3 Topics and Teachings)
4. b. (L2. II. C. 3 Topics and Teachings)
5. a. (L3. II. C. 1 Theme)
6. a. (L1. II. C. 3 Topics and Teachings)
7. c. (L1. II. C. 3 Topics and Teachings)
8. d. (L2. II. C. 3 Topics and Teachings)
9. d. (L1. III. C. 3 Topics and Teachings)
10. c. (L1. I)

## Part 4—Fill in the Blank

1. Paul (L3. II. B. 1 Authorship and Audience and L4. II. B. 2 Geography)
2. Paul, Corinth (L2. II. B. 5 General Background)
3. James, Jerusalem (L1. II. B. 5 Geography)
4. Paul, Galatia (L1. III. B. 2 Audience and Geography/4. General Background)
5. Macedonia (L2. II. B. 3 Geography)
6. Jerusalem (L1. III. B. 3 Date)
7. Acropolis, Corinth (L4. II. B. 4 General Background)
8. James (L1. II. B. 1 Authorship)
9. Corinth (L4. II. B. 3 Date)

## Part 5—Map (for answers see supplement, Map 2)

1. c. Thessalonica
2. d. Corinth
3. e. Ephesus
4. b. Galatia
5. f. Antioch
6. a. Jerusalem





SEMINAR

# 4



# Foundations of the Church

## 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 these letters? Remember the goal is not merely academic learning or a regurgitation of facts, but rather spiritual growth and the development of new Christian leaders.
- Make sure that you are familiar with the Practical Assignments 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 one thing that they are doing to encourage spiritual growth in their families.

### △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 refresh students on Romans' background and content (Lesson 5)</b>	Time ____
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Everyone should be familiar with Romans from working through the *Galatians and Romans* course. So do not spend a long time reviewing Romans. Try to focus instead on how it connects

to the rest of the New Testament and on some of the other information in Lesson 5, such as the Romans Road.

**1. Review the basic background information of Romans.**

Have students keep their books closed for this discussion. See how much of the background of Romans they can remember without looking. Ask about the **author (Paul)**, **audience (Roman Church)**, **date (AD 56)**, **geography** (written to Rome; from Corinth). Ask about any additional background information that they can remember in regards to Romans (e. g. information about **Rome** or **Paul's plans** when he was writing this letter).

**2. Review the content of Romans.**

Move from the above discussion into discussion of the content as smoothly as possible. Without having students open their books ask them what the main **theme** of Romans is, what some of the key topics are. Ask about the **key words, key verse, and theme**. Encourage them to remember as much as they can from *G/R* as well.

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<b>Seminar Objective 2</b>	<b>To apply to our lives what we learned from Romans</b>	Time ____
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**1. What did you learn from Romans 7 and 8? (Lesson 5, Exercise 4)**

What did you learn from completing this exercise? Do you have any new insights into the work of the Holy Spirit? How can you apply what you learned into your life and ministry? Have you shared this with anyone recently? Name at least one specific situation in which you can apply the truths and principles of this passage.

**2. Who has completed this practical assignment already? (Lesson 5, Practical Assignment) Who did you share the Roman Road with? Did you find this tool useful? Is there anything you would add or subtract? Do you think you will use it again in the future?**

**3. How can you share it with other church members so that they can have more confidence in evangelism? Do you have other tools that you can share as well?**

Remind everyone that it is very important for a new believer to make a public confession. This does not have to be in the church, but it is important that as soon as possible, immediately if at all possible, the new Christian should share his commitment with someone else. It helps to provide accountability as well as encourages the new believer if someone else is aware and happy for them.

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<b>Seminar Objective 3</b>	<b>To discover new insights into the epistle to the Colossians (Lesson 6)</b>	Time ____
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**1. What new insights did you gain into Colossians from this study? What was your favorite part of this study of Colossians? Why? What did you learn new from this study? How has that affected your life? Have you shared this information or insight with anyone else outside of this group?**

**2. What is one thing that you have begun to apply to your life from Colossians?**

**3. How do you see Colossians fitting into the rest of the New Testament?**

Notice the place on the dateline and encourage students to compare it to other books that they have already studied in this course. What do you think it would have been like to only have Colossians (as well as oral instructions and stories) to guide your Christian life and church?

Allow students to use any information that is pertinent to Colossians from Lesson 6 for this discussion.

**4. Note that this discussion encompasses Practical Assignments 1 and 2.**

If a student doesn't bring up these Practical Assignments ask directly who has completed them and have them share. Everyone needs to share from Practical Assignment 1. Write down the commitments that each student makes and be prepared to ask about them at the next seminar.

**5. What does "Christ is all, and in all" mean? (Lesson 6, Exercise 3)**

The above discussion should also encompass Exercise 3, however, if it is not touched on you will need to deal with it separately.

Have as many students as you have time for read their summaries. Make sure that students are tying it to the theme of Colossians and are not suggesting that Christ is in all things (like trees, buildings, dogs, etc.), but rather that they are connecting it to the greater context. If necessary read the surrounding passage together.

**6. What verses did you find that indicate the deity of Christ and how do they do that? (Lesson 6, Question 10)**

Have several students share their answers to this question and ask if there are any additional answers that were not covered by these students. Ask "How can you use this information in a practical way in your life and ministry"?

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**Seminar  
Objective 4**

To discuss Ephesians (Lesson 6)

Time \_\_\_\_

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Ephesians is often thought of in relation to the armor of God or that famous passage in chapter five on marriage, but this little book actually contains a lot more and our study in the workbook focuses on some of the other key thoughts in Ephesians.

**1. Based on your answers to Exercise 4 and the other studies in Ephesians, what do you feel is the main theme of Ephesians? (Lesson 6, Exercise 4)**

Someone will come up with the theme from the workbook. Use this as a base point for the following questions.

Theme as stated in the workbook: Jesus Christ, only Head of the Church, unites believers through His power.

**2. Do you agree with that theme? Do you feel it really encompasses the main thoughts of Ephesians? How is it related to the Key Words from Exercise 4?**

Key Words: Church, walk, mystery, saints

**3. How do you suggest this theme be modified to better encapsulate the content or main thoughts of Ephesians?**

**4. What about the Key Verse? Do you have other suggestions for it?**

Key Verse: Ephesians 1:22–23

**5. Review the topics and teachings of Ephesians.**

Briefly review the "Topics and Teachings" section in the workbook, having a different student summarize each topic.

Are there other topics or teachings that you feel should be added to this section? Did anyone take the time to read the Scripture passages that relate to these titles?

If you have the time assign topics to the students (individually or in groups of two), have them read the passage that is relate to their topic and briefly summarize what the Scriptures say about it. Then gather everyone together again to share their findings with each other. Allow 10–20 minutes for this, depending on the size of your group.

**6. *What is the most significant thing that you learned in Lesson 6? Do you have any other questions related to this material?***

This is just a time for students to share something that stood out to them in this lesson and to clear up any remaining questions.

## 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.

These two lessons covered three books which all contribute to our understanding of the church as Christ intended it. Romans lays out foundational doctrines, while Colossians and Ephesians focus more on the relationship of Christ with the church. These books all lay foundations both for our personal walks with Christ and for the function and relationship of the Church with Christ.

### 2. Preparation for Next Seminar

- Assign Lessons 7 and 8. Go over the main points to be studied in the coming two weeks. Lesson 8 is not a heavy lesson, so students may want to use this time to catch up on any assignments they have not yet completed.
- 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 three Practical Assignments that students will need to complete before the next seminar. Practical Assignment 1 in Lesson 7 is a group project and will require some extra time, so it is important that students start immediately. You may wish to encourage students to start planning for this assignment right now. You may wish to have students look at Appendix 3 and choose which two Bible studies they are going to complete at this time. Try to make sure none of them overlap (unless your group is too large).
- 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

Read the “Food for Thought” under the Ephesians section. No one needs to answer this out loud, but use it as the basis for your prayer time. Encourage everyone to pray both for themselves and others in the areas of personal relationships and witness. If this is an all male or all female group this is an ideal time to pray about being a good witness through spouse relationships.

### III. After the Seminar

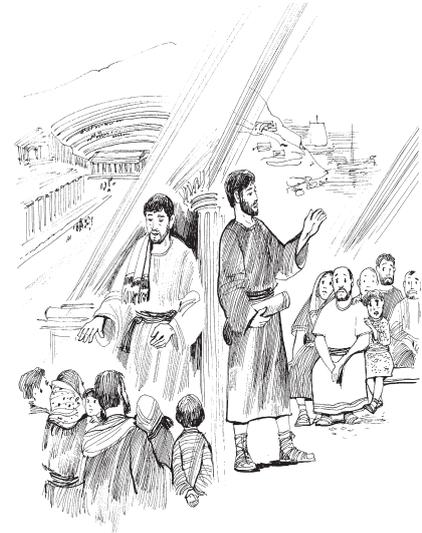
1. In your prayer journal, record specific ways you can pray for group members. Don't forget to lift up a special prayer for those who did not share during the seminar!
2. Ask yourself the following questions and jot notes in your notebook:
  - What spiritual or mental preparation do I need to make for 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.





SEMINAR

# 5



## Instructions for Leaders

### 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.
- Review the Kingdom of God Bible Studies in Appendix 3 of Lesson 8.
- Make sure that you have a copy of the exam for every student.

### II. During the Seminar

#### △ Fellowship

Follow up with Practical Assignment 1 from Lesson 7. This assignment will take some extra work and students only have two more seminars before this course is complete, so it is important that they are practicing now. It is also important that you have arranged when and where they will present this skit. The sooner you announce that the more seriously the students will work on the assignment.

#### △ Administration

Take time to make sure your records are up-to-date. Check that students have completed Practical Assignments 2 from Lesson 7 and the assignment in Lesson 8 and also that they are working on skit. Also make sure to check that the maps in the supplement are being filled out properly and correctly. You will need to review the workbook to know which areas should be filled in.

#### △ 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.

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**Seminar Objective 1****To determine understanding of Lessons 5–8**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.

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**Seminar Objective 2****To review what students learned in their study of Philemon (Lesson 7)**Time \_\_\_\_

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**1. What stood out to you most from this study of Philemon?**

Do not allow students to open their books for this discussion. It is meant simply as a review and to see if they have really grasped the basics of the study or not.

Leave time for several students to answer, then choose three students to present a brief review of the study.

**2. Assign one student to give an overview of the background information, such as audience (Philemon, Apphia, Archippus and the church at their house), author (Paul) and date (AD 61).****3. Have another student give a quick review of the content of Philemon.****4. Let the third student explain the theme and key verse as well as any other information that they feel is pertinent.**

Theme: Christian love overrides all social divides.

Key Verse: Philemon 17

**5. Discuss the chart of people mentioned in the Prison Epistles (Question 12, Lesson 7).**

Did you find this a difficult chart to fill out? Did you learn anything new? These people were all connected with Paul somehow, many of them traveled with him. What categories of ministry are listed in this chart? Do you think it would be beneficial to have people around you to perform some of these functions? Why or why not? What can you do to find people like this?

This is a time to try to make these people come alive to your students.

---

**Seminar Objective 3****To review what was learned from Philippians (Lesson 7)**Time \_\_\_\_

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**1. What does it mean to “conduct yourself in a manner worthy of the gospel of Christ” (Lesson 7, Exercise 3)?**

Ask for several volunteers to share their answers to this exercise. Encourage discussion, particularly about how to apply that to this day. What would someone who is conducting themselves in a manner worthy of the gospel of Christ look like today? Who would he hang out with? What would he do with his time? What TV programs would he watch? What language would he use? What would his reputation be with other people (both unbelievers and believers)?

**2. What did you discover from your comparison of Philippians and Colossians? (Practical Assignment 2)**

Ask several volunteers to share their answers.

Who has already preached the sermon they prepared? If you have time you may wish to have one student preach his sermon now—particularly if you have someone who doesn't have the opportunity to preach on a regular basis.

Have everyone show you their sermon outlines. Ask each student to share the practical application that they are focusing on in their sermon. If a student does not have a good, clear practical application for his sermon, have the group help him clarify it, so that his audience will walk away being challenged in a specific area of their lives.

Before moving on to the next section ask if there are any questions regarding Philippians or anything else in Lesson 7.

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<b>Seminar Objective 4</b>	<b>To discuss some of the key thoughts of 1 Timothy (Lesson 8)</b>	Time ____
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**1. *First Timothy is a familiar book, especially for church leaders. What stood out to you in this study of the book?***

Encourage a time of general sharing and review the basic elements of the content and background of 1 Timothy.

**2. *What do you feel are the qualifications for being a spiritual leader? (Lesson 8, Exercise 4)***

Ask each student to share one qualification from their chart as well as the verse that it was found in and what it means. Continue in this manner until no one has any more qualifications to add from 1 Timothy 3:1–13. Be careful to evaluate the explanations of the qualifications and encourage discussion as it is likely people will understand them differently.

**3. *What kinds of spiritual leadership are there? What do these qualifications apply to particularly?***

Encourage students to evaluate themselves privately with this list.

**4. *How would you define false teaching?***

The workbook does not allow much space to Paul's writing on false teaching in 1 Timothy, but it is a topic that also comes up in many of his other letters.

False teaching as Paul used the term, referred to heresies taught about the gospel, such as salvation is by faith *and* works, or Jesus is not really God, or Jesus did not really die on the cross. False teaching is teaching that either takes something away from the Gospel of Jesus or adds to it. It is that which goes directly against the *foundations* of Christianity, not just the various things that we have built on those foundations.

False teaching is **not** about personal opinions, such as what Christians should wear, eat or own. Or what church they should go to.

**5. *What are some false teachings that you have observed?***

**6. *How many doxologies did you find in 1 Timothy? (Lesson 8, Exercise 5)***

Have a couple students share their favorite blessing/doxology from 1 Timothy.

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<b>Seminar Objective 5</b>	<b>To review what was learned from Titus (Lesson 8)</b>	Time ____
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Titus is such a little book it is easy to forget about it. It is similar to the Timothies in much of its content. Nevertheless, there are unique things to learn from Titus as well.

1. **What stood out to you most from the marking the words “doctrine”, “deed” and “faith” (Exercise 6)?**
2. **Do you agree with the theme “Good deeds express God’s grace and influence others for Christ”? How could it be stated better?**
3. **What other significant topics did you find in Titus?**
4. **Notice that Paul also gave instructions to Titus regarding false teachers. These instructions are similar to those in 1 Timothy. How are the instructions and advice about false teachers in Titus different from the instructions in 1 Timothy? How are they the same?**

<b>Seminar Objective 6</b>	<b>To discuss the Practical Assignment (Lesson 8)</b>	Time ____
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Have each student share a summary of their findings from at least one of the Bible studies. You may not have time to review all the studies, but that is okay, those who are interested can complete them at another time.

Remind those who have not yet completed this assignment that they will need to have it completed for a future assignment.

## **Closing**

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

This has been a full seminar, with the exam and discussing four books and the Kingdom studies. Briefly summarize the main points of your discussions. You may also want to have several students quickly share the key theme to each of the four books studied.

### **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 the Practical Assignment in Lesson 10. 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.
- This practical Assignment is a preaching assignment. If you have two students preaching in the same church, either arrange for them to preach to different groups or divide the “betters” up between them.
- Note that the next seminar is not quite as long as usual, so if your students are working on a skit for the Practical Assignment from Lesson 7 they may have an extra half hour to plan and practice at the end of that session.

### **3. Prayer**

Turn to Lesson 8, Exercise 4. Briefly review the qualifications and give students a few minutes to evaluate themselves. Have everyone split up into groups of two or three and share the results of their evaluations with their partner (s). It doesn’t have to be in-depth, they may choose one specific area to focus on for prayer. Pray for each other.

Encourage everyone to continue prayer for today’s prayer partner for the remainder of the course in regards to these issues.

### 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.



# New Testament Survey 2—Exam 2

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

## Part 1—True and False

(2 points each, \_\_\_/24)

**Mark the following statements either True or False.**

- \_\_\_ Romans was written to the church that Paul had founded in the city of Rome.
- \_\_\_ Paul wrote Romans in A. D. 56.
- \_\_\_ Titus was probably written in A. D. 61.
- \_\_\_ The key thought of Colossians is “rejoicing”.
- \_\_\_ First Timothy teaches us that a godly life and sound doctrine help combat false teaching.
- \_\_\_ Ephesians encourages believers to unite into one body.
- \_\_\_ First Timothy was written after the Prison Epistles.
- \_\_\_ The theme of Romans is “the Gospel of the Righteousness of God”.
- \_\_\_ The primary purpose of Philippians is to remind believers that “all hope of man’s redemption is founded on Christ, in whom alone are completeness and sufficiency”.
- \_\_\_ The Prison Epistles were written in A. D. 67.
- \_\_\_ “Faith overrides all social divides” is the theme of Philemon.
- \_\_\_ The theme of Titus is “Good deeds express hope in God and influence others for Christ”.

## Part 2—Matching

(2 points each, \_\_\_/14)

**Match the key verse with each book.**

- |                    |  |
|--------------------|--|
| 1. ___ Ephesians   | a. Our people must also learn to engage in good deeds to meet pressing needs, so that they will not be unfruitful.   |
| 2. ___ Romans      | b. For I am not ashamed of the gospel, for it is the power of God for salvation to everyone who believes, to the Jew first and also to the Greek. For in it the righteousness of God is revealed from faith to faith; as it is written, “But the righteous man shall live by faith.” |
| 3. ___ Philippians | c. If you then regard me a partner, accept him as you would me.  |
| 4. ___ Titus       | d. Rejoice in the Lord always; again I will say, rejoice!  |
| 5. ___ 1 Timothy   | e. Christ is all, and in all.  |
| 6. ___ Colossians  | f. Pay close attention to yourself and to your teaching; persevere in these things, for as you do this you will ensure salvation both for yourself and for those who hear you.   |
| 7. ___ Philemon    | g. And He put all things in subjection under His feet, and gave Him as head over all things to the church, which is His body, the fullness of Him who fills all in all.  |

## Part 3—Multiple Choice

(2 points each, \_\_\_/24)

**Write the letter to the best answer in the blank.**

1. A key topic in Ephesians is \_\_\_\_.
  - a. family relationships
  - b. the believer's armor
  - c. both a. and b.
  - d. neither a. nor b.
2. Romans does not teach about \_\_\_\_.
  - a. salvation by faith
  - b. false teachers
  - c. the penalty of sin
  - d. eternal life
3. Philippians includes a passage on \_\_\_\_.
  - a. salvation
  - b. false teaching
  - c. correct doctrine
  - d. the incarnation of Christ
4. "Mystery" is a topic covered in \_\_\_\_.
  - a. Ephesians
  - b. Philippians
  - c. Colossians
  - d. Philemon
5. Colossians covers a variety of topics including \_\_\_\_.
  - a. sin
  - b. forgiveness
  - c. deity of Christ
  - d. none of the above
6. Both \_\_\_\_ teach on relationships between employees and employers.
  - a. Colossians and Ephesians
  - b. Philemon and Philippians
  - c. 1 Timothy and Titus
  - d. both a. and b.
7. First Timothy includes teaching about having \_\_\_\_.
  - a. wealth
  - b. a clear conscience
  - c. both a. and b.
  - d. neither a. nor b.
8. \_\_\_\_ discusses church leadership.
  - a. Romans
  - b. Philippians
  - c. 1 Timothy
  - d. none of the above
9. Philemon is best known for its teaching on \_\_\_\_.
  - a. slavery
  - b. family
  - c. salvation
  - d. all of the above
10. Paul focuses on godliness in his letter to \_\_\_\_.
  - a. Philemon
  - b. Philippi
  - c. Rome
  - d. Timothy
11. The relationship between \_\_\_\_ is soundly dealt with in Titus.
  - a. slaves and masters
  - b. sin and salvation
  - c. faith and works
  - d. false teachers and sound doctrine
12. Titus also dealt with \_\_\_\_ in his church.
  - a. laziness
  - b. fornication
  - c. gossip
  - d. none of the above

## Part 4—Fill in the Blank

(2 points each blank, \_\_\_/22)

Choose one of the following words to fill in each blank below. Some words may be used more than once or not at all.

Romans	Ephesians	Philemon	Onesimus
1 Timothy	Philippians	Paul	Corinth
Colossians	Timothy	Titus	Colosse

1. Romans was written by Paul from the city of \_\_\_\_\_.
2. The Prison Epistles are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. \_\_\_\_\_ and \_\_\_\_\_ were sent to the same city.
4. \_\_\_\_\_ was pastoring a church on Crete when Paul wrote to him.
5. A jailer may have been one of the recipients of the letter to the \_\_\_\_\_.
6. All of the letters covered in this exam were written by \_\_\_\_\_.
7. \_\_\_\_\_ was the slave whom Paul had befriended.

## Part 5—Map

(2 points each, \_\_\_/16)

Plot the following items on the map:

- |            |             |            |              |
|------------|-------------|------------|--------------|
| a. Rome    | c. Philippi | e. Corinth | g. Asia      |
| b. Ephesus | d. Crete    | f. Colosse | h. Macedonia |





# 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—T/F

1. F (L5. II. B. 1 Authorship and Audience)
2. T (L5. II. B. 2 Date)
3. F (L8. III. B. 2 Date)
4. F (L6. II. C. 1 Theme)
5. T (L8. II. C. 1 Theme)
6. T (L6. III. C. 1 Theme)
7. T (L8. II. B. 2 Date)
8. T (L5. II. C. 1 Theme)
9. F (L7. II. C. 1 Theme)
10. F (L6. III. B. 4 Date)
11. F (L7. I. C. 1 Theme)
12. F (L8. III. C. 1 Theme)

## Part 2—Matching

1. g. (L6. III. C. 2 Key Verse)
2. b. (L5. II. C. 2 Key Verse)
3. d. (L7. II. C. 2 Key Verse)
4. a. (L8. III. C. 2 Key Verse)
5. f. (L8. II. C. 2 Key Verse)
6. e. (L6. II. C. 2 Key Verse)
7. c. (L7. I. C. 2 Key Verse)

## Part 3—Multiple Choice

1. c. (L6. III. C. 3 Topics and Teachings)
2. b. (L5. II. C. 3 Topics and Teachings)
3. d. (L7. II. C. 3 Topics and Teachings)
4. a. (L6. III. C. 3 Topics and Teachings)
5. d. (L6. II. C. 3 Topics and Teachings)
6. a. (L6. II. C. 3 Topics and Teachings/  
III. C. 3 Topics and Teachings)
7. c. (L8. II. C. 3 Topics and Teachings)
8. c. (L8. II. C. 3 Topics and Teachings)
9. a. (L7. I. C. 3 Topics and Teachings)
10. d. (L8. II. C. 3 Topics and Teachings)
11. d. (L8. III. C. 3 Topics and Teachings)
12. d. (L8. III. C. 3 Topics and Teachings)

## Part 4—Fill in the Blank

1. Corinth (L5. II. B. 2 Date)
2. Colossians, Ephesians, Philemon, Philippians (L6. I.)
3. Colossians, Philemon (L7. I. B. 3 Date)
4. Titus (L8. III. B. 1 Authorship and Audience)
5. Philippians (L7. II. B. 3 Authorship and Audience)
6. Paul (see “Authorship” in each in Lessons 5–8)
7. Onesimus (L7. I. B. 4 General Background)

## Part 5—Map (all answers can be checked against the supplement, Map 2)

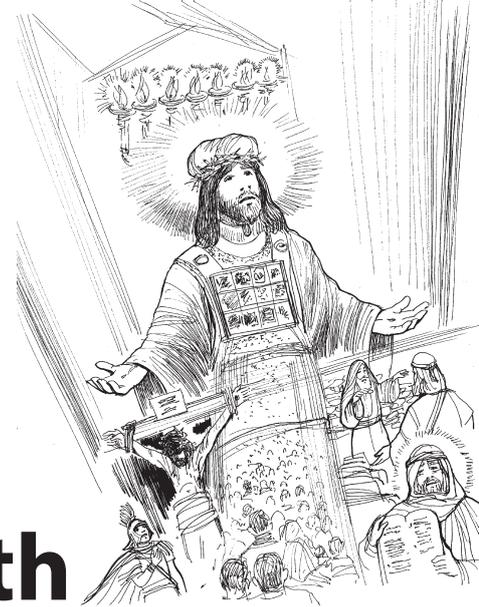
1. a. Rome
2. e. Corinth
3. h. Macedonia
4. c. Philippi
5. b. Ephesus
6. g. Asia
7. f. Colosse
8. d. Crete





SEMINAR

# 6



## The Fight for Faith

### 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.
- Make one photocopy of the “*New Testament Survey 2 Course Evaluation*” form for each member.
- Be prepared to assign a part for the final celebration to each student.

### II. 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. There is only one more seminar so it is important students complete everything now.

#### △ Discussion

**Seminar  
Objective 1**

To review background and content of 1 Peter (Lesson 9)

Time \_\_\_\_

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 theme for 1 Peter? Key verse?**

Theme: Live holy and be holy in your Christian life exhibiting love in all your relationships.

Key Verse: 1 Peter 1:15

**2. What are the key words that you had to mark for Peter?**

“Suffer”, “love” and “holy”.

**3. To whom was 1 Peter written?**

“To those who reside as aliens, scattered throughout Pontus, Galatia, Cappadocia, Asia, and Bithynia, who are chosen”

In what modern day country are these places located?

Turkey.

Now is a good time to check everyone’s maps in their supplements and make sure they are doing their map work correctly.

**4. Did you have any trouble filling out the chart on relationships in Question 9?**

Students may open their books at this point. Deal with any questions regarding Question 9 before moving on.

**5. Did you find any other verses in relation to Exercise 3? (Lesson 9)**

Did you find these verses encouraging? How or why? How can you share these with other people to encourage them?

---

**Seminar  
Objective 2**

To discuss the teaching from 2 Timothy (Lesson 9)

Time \_\_\_\_

---

**1. What stood out to you the most about 2 Timothy?**

Second Timothy is a great follow up to 1 Timothy. Paul used it to expand on some of the same topics as he wrote about in 1 Timothy. He also teaches Timothy about discipleship through this letter, but he not only teaches, Paul exemplifies it. Through his letters he was discipling Timothy.

**2. Which of the key words for 2 Timothy do you find most important to the message of the book? (Exercise 4)**

Key Words: Faith, suffer/suffering, Word/Gospel

Try to draw the students out. They do not have to stick with the above reasons, but if they do, ask for a specific example 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 feel that the key theme and verse outlined in the workbook are appropriate for 2 Timothy?**

The theme is: Be strong and courageous in the faith and ministry that God has called you to.

The key verse: 2 Timothy 2:15.

This is just a discussion starter. It is important that students are evaluating what the workbook teaches, not just accepting it blindly. If no one has any alternate suggestions, work as a group to come up with another theme statement.

This will help students think through these things more for themselves in the future.

**4. Are there any questions or comments about the Topics and Teachings section for 2 Timothy?**

There were quite a few topics covered. It may be helpful—if you have the time—to quickly review a couple of the key ones, like “Discipleship” or “Apostasy”.

---

**Seminar Objective 3**

To examine the teachings in 2 Peter (Lesson 9)

Time \_\_\_\_

---

**1. What did you learn from marking keywords in your Bible for 2 Peter? Did anyone have any trouble with this exercise? (Exercise 5, lesson 9)**

Encourage students to share what they found and help each other.

**2. From the outline in the workbook for 2 Peter, which teaching do you find most helpful at this point in your ministry? Why?**

How can you share this with others or put it into practice in your ministry?

**3. Do you feel that a better key verse could have been chosen for the theme?**

Theme: Be on your guard against false teaching and grow in the truth.

Key Verse: 2 Peter 3:17–18

What other verses would you suggest? Why do you think this verse was chosen above the other options?

**4. Do you know of any false teachers in your area?**

In the last few lessons, several books have dealt with false teachers. We have already discussed the kinds of things they teach. Now it is important to identify those in your area. Hopefully, you won't have any in your area, but it is important to keep watch and be in touch with other pastors and Christian leaders in your area about this issue. There are many active cults which “look good”, but are teaching error.

---

**Seminar Objective 4**

To review general information from Hebrews (Lesson 10)

Time \_\_\_\_

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**1. What was your favorite passage/verse/story in Hebrews?**

What stood out to you the most in this study? Why? How does that relate to your life?

What is something new that you learned from this lesson?

Make sure students have their books closed before you ask the following 3 questions. They should answer from memory.

**2. What do we know about the author? The audience? When it was written? Where it was written from and sent to?**

Author: not named

Audience: not named

Date: AD 65–70

Geography: no geographical information available

**3. What is the key theme of Hebrews? Key verse?**

Theme: Jesus Christ, Son of God and Son of Man, is superior to all and the Author and Finisher of our faith.

Key Verse: Hebrews 4:14

**4. Can anyone give a brief outline of the book of Hebrews? (Exercise 3) Does anyone have anything to add to that outline? What are some of the key topics of Hebrews?**

**Seminar  
Objective 5**

To apply teachings from Hebrews

Time \_\_\_\_

**1. Share from the Practical Assignment.**

Have students show their sermon outlines to the group. **What practical application did you draw for your sermon?** Who did you preach to? Or Who are you going to preach to?

**Did studying the “betters” help you understand what you have as a Christian?**

**2. Who would like to share their definition of faith? (Exercise 4)**

If possible have several students share. Encourage discussion, but make sure that you find one common definition to agree upon before closing the discussion.

If you need help getting the discussion going, you can ask these questions: **Will someone read Mears’ definition? What do you like about this definition? What would you change about it? Why?**

**△ Closing**

**1. Summary of Key Points**

Ask if there are any more 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 in their own lives some of the 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. Remind students that there are two practical assignments in these lessons. Both of these assignments will take a little extra effort, so it would be wise to look ahead and start on them immediately.
- Students will also need to complete any unfinished Practical Assignments before the next seminar.
- During the next seminar there will be an exam covering Lessons 9–12.
- 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.

Also this is an ideal time for students to share the skit (from the Practical Assignment in Lesson 7). 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 2* 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:
  - 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

#### 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.
2. Have one or several students tell a New Testament story in their own words. Include some challenge or practical application at the end. It would be best to use stories from Acts or Revelation as they are most pertinent to *New Testament 2*, however, because this is the completion of the whole course it might be good revision to tell other New Testament stories as well. (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 2 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?  
\_\_\_\_\_  
\_\_\_\_\_
2. What would you suggest your group leader could do with future groups that would enhance learning and the group experience?  
\_\_\_\_\_  
\_\_\_\_\_
3. What kinds of activities were most meaningful to you during the group sessions? Why?  
\_\_\_\_\_  
\_\_\_\_\_
4. What kinds of activities were least meaningful to you? Why?  
\_\_\_\_\_  
\_\_\_\_\_
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?  
\_\_\_\_\_  
\_\_\_\_\_

(You may use the back for further comments.)



# 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.
- Ask yourself the following questions:
  - 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?

## 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 the Practical Assignment from Lesson 7 and make sure that either it has already been completed or that a definite date has been set for the presentation of the skit. If a date has not been set within the next two weeks you will need to set a time and place. Also check all the preaching assignments and the small group leading assignment (from Lesson 11).

## Discussion

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**Seminar Objective 1**

To determine understanding of Lessons 9–12

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. Make sure that the grades are recorded.

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**Seminar Objective 2**

To review and discuss what was learned from Jude (Lesson 11)

Time \_\_\_\_

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1. ***What were your first impressions of Jude? What makes Jude stand out from the rest of the epistles? What makes it unique? (This is a personal opinion question, designed to promote discussion, but some possible answers include the author, audience, how completely interwoven with other Scripture it is, and the fact that he states his purpose directly at the beginning of the book).***
2. ***What do we know about the author of Jude?***
3. ***What is the key message of Jude? How does it apply to today?***

Theme: Christians need to fight to keep their faith pure and unblemished by ungodly impostors.

4. ***Are there any other comments or thoughts about Jude?***

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**Seminar Objective 3**

To review and discuss what was learned from the Johannine epistles

Time \_\_\_\_

---

1. ***What background information do you remember about the Johannine epistles?***

Make sure students keep their books closed until they have exhausted their memories. They should cover the main background information such as **author, audience, geography and date.**

2. ***What is the key teaching of 1 John? What key words did you notice? What is the key verse?***

Theme: God's light in the Christian's life results in a heart attitude of love and obedience.

Key Verse: 1 John 2:5

3. ***Did you discover anything new about 1 John through this study?***
4. ***How does the key teaching of 1 John compare with that of 2 and 3 John? Are they related to each other?***

5. ***Did you "test" yourself according to Mears? (Exercise 5, lesson 11)***

Check that everyone has completed Exercise 5 and see if anyone is willing to share some or all of their answers.

6. ***What was the most important thing that you learned from the study of 2 John?***

7. ***What is the key verse of 2 John? What are some of the key words?***

Key Verse: 2 John 9

Key Words: love, truth, teaching

8. **Which of the topics and teachings did you find most interesting?**
9. **Did anything particular stand out to you from the study of 3 John?**
10. **Did you agree with the key theme? How would you change or improve upon it? What about the key verse?**

Theme: Hospitality to believers lets us share in their work.

Key Verse: 3 John 8

11. **How are 2 and 3 John similar? (Lesson 11, Question 24)**

<b>Seminar Objective 4</b>	To discuss the Bible lesson for the Practical Assignment	Time ____
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You will not have time for everyone to answer these questions. Make sure that they have at least prepared a study and have plans to lead it. Try to help where the proposed studies are weak.

1. **What epistle did you choose for your Bible study?**
2. **What emphasis did you give your study?**
3. **What practical application did you draw for your group? Did anyone there have any additional insights to share about these epistles?**

<b>Seminar Objective 5</b>	To discuss the Kingdom of God as revealed in Revelation (Lesson 12)	Time ____
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1. **How do you see the Kingdom of God as it is presented in Revelation? (Exercise 5)**  
 What does it look like? Is it for the here and now or for a later time? What are/will be our roles? Encourage students to answer off the top of their heads without looking in their notebooks. Then have several students read the paragraph that they wrote about the Kingdom from Exercise 5.
2. **How did your underlining the words "Lamb" and "Throne" affect your understanding of the Kingdom of God? (Exercise 2)**
3. **Did your preparation for your sermon give you any additional insights into the Kingdom of God? (Practical Assignment)**  
 What passage did you focus on for your sermon? What practical application did you draw?
4. **How do you see the information about the Kingdom of God that we have in Revelation fitting with the information about the Kingdom of God that we have in the rest of the Scriptures?**
5. **What would be your reaction if you were to meet Jesus face to face right now? (Exercise 6) How did you answer this exercise? Do you feel prepared? What can you do to be more prepared?**
6. **What is the relationship between the Second Coming of Christ and the Kingdom of God? What role does it play?**
7. **In the workbook the key theme for Revelation is stated as "The great revelation of Jesus as the King of kings at the end of the world and the establishment of His Kingdom forever". Do you agree with this theme for Revelation?**
8. **What about the key verse? Do you feel that Revelation could be outlined around this theme and verse? What alternate theme or key verse would you suggest for Revelation? Why?**

Theme: The great revelation of Jesus as the King of kings at the end of the world and the establishment of His Kingdom forever.

Key Verse: Revelation 11:15b

**9. Are there any other thoughts about the Kingdom of God as it is presented in Revelation and in the rest of the Bible?**

Allow this discussion to go on for as long as you can, even if it means skipping or skimming the next objective. It is important that every student sees and understands how the theme of the Kingdom of God runs throughout the whole Bible and culminates in Revelation.

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**Seminar  
Objective 6**

**To review the topics and teachings of Revelation**

Time \_\_\_\_

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***Which of the topics and teachings did you find most interesting? Why? Are there any others that you would add? Do you have any questions about these topics and teachings?***

Go around the group asking them each to share a brief summary of one of the topics covered in the workbook. Include the topics under the textbook reading. Mears has a very good presentation of some of the key events of Revelation.

Point out that any of these topics would make good sermon material and that it is important for these things to be taught about too, so that people may know that while the immediate future will be more difficult, we have a Great Hope and can have faith that everything will come to pass just as it is written in Revelation!

**△ 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 Further Studies**

Discover who is interested in studying the next course. Write down their names, and arrange a time and place for the first meeting. Remind students that they cannot continue in their studies unless they have fulfilled **all** the requirements for *NT Survey 2*.

**3. Course Evaluation**

Collect the “*New Testament Survey 2. 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

Worship is a key topic in Revelation, turn now to Exercise 4 and assign several students to read the passages for the rest of the group. Use these as a foundation for a time of worship through prayer.

# 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 2*.
4. Complete the previous personal review before you do the following: Review the responses of the group members on the “*New Testament Survey 2*. 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.



# New Testament Survey 2—Exam 3

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

## Part 1—True and False

(2 points each, \_\_\_/28)

**Mark the following statements either True or False.**

1. \_\_\_ Revelation was the last book of the New Testament written.
2. \_\_\_ Jude, 1, 2, and 3 John were all written in A. D. 90.
3. \_\_\_ Second Timothy was most likely written in A. D. 66 or 67.
4. \_\_\_ The key theme of Hebrews includes the idea that Jesus is superior to all.
5. \_\_\_ First John encourages believers to walk in obedience and love.
6. \_\_\_ Hebrews was written after the fall of Jerusalem.
7. \_\_\_ Third John warns against hospitality.
8. \_\_\_ Second Peter encourages us to be on our guard against false teaching and to grow in truth.
9. \_\_\_ Revelation shows Jesus as the Messiah.
10. \_\_\_ First Peter was written around A. D. 64 when Nero began persecuting Christians.
11. \_\_\_ Second Peter was written within a few months of 1 Peter.
12. \_\_\_ Jude urges Christians to fight to keep their faith pure.
13. \_\_\_ "Hope" is the theme of 2 John.
14. \_\_\_ Both 1 Peter and 2 Timothy focus on holiness.

## Part 2—Matching

(3 points each, \_\_\_/27)

**Match the key verse with each book.**

- |                   |   |
|-------------------|---|
| 1. ___ Revelation | a. Be diligent to present yourself approved to God as a workman who does not need to be ashamed, accurately handling the word of truth.   |
| 2. ___ 1 Peter    | b. Anyone who goes too far and does not abide in the teaching of Christ, does not have God; the one who abides in the teaching, he has both the Father and the Son.                                   |
| 3. ___ 2 Peter    | c. But like the Holy One who called you, be holy yourselves also in all your behaviour.   |
| 4. ___ 2 Timothy  | d. Therefore we ought to support such men, so that we may be fellow workers with the truth.   |
| 5. ___ 1 John     | e. Then the seventh angel sounded; and there were loud voices in heaven, saying, "The kingdom of the world has become the kingdom of our Lord and of His Christ; and He will reign forever and ever." |

6. \_\_\_2 John            f. You therefore, beloved, knowing this beforehand, be on your guard so that you are not carried away by the error of unprincipled men and fall from your own steadfastness, but grow in the grace and knowledge of our Lord and Savior Jesus Christ to Him be the glory, both now and to the day of eternity. Amen.
7. \_\_\_3 John
8. \_\_\_Hebrews        g. I felt the necessity to write to you appealing that you contend earnestly for the faith which was once for all handed down to the saints.
9. \_\_\_Jude            h. Therefore, since we have a great high priest who has passed through the heavens, Jesus the Son of God, let us hold fast our confession.
- i. Whoever keeps His word, in him the love of God has truly been perfected. By this we know that we are in Him.

## Part 3—Multiple Choice

(2 points each, \_\_\_/20)

**Write the letter to the best answer in the blank.**

- Jesus, faith and covenants are all key topics in \_\_\_\_\_.
  - Hebrews
  - Revelation
  - 1 Peter
  - 3 John
- The idea that “God is Love” is most clearly presented in \_\_\_\_\_.
  - Jude
  - 1 John
  - 2 John
  - 3 John
- Revelation gives us a picture of \_\_\_\_\_.
  - the ideal church
  - heaven
  - suffering
  - none of the above
- \_\_\_\_\_ is a key teaching of \_\_\_\_\_.
  - Faith, 2 Timothy
  - Justice, Hebrews
  - Love, Jude
  - Judgment, Revelation
- Third John teaches against \_\_\_\_\_.
  - greed
  - hypocrisy
  - pride
  - gossip
- The Second Coming is addressed in \_\_\_\_\_.
  - 1 John
  - 2 Peter
  - Jude
  - none of the above
- Jesus is portrayed as our high priest in \_\_\_\_\_.
  - 1 Peter
  - 2 Timothy
  - 3 John
  - none of the above
- Both \_\_\_\_\_ contain teaching about false teachers.
  - 2 Peter and Jude
  - 2 Peter and 1 John
  - Hebrews and 2 Timothy
  - Hebrews and 3 John
- \_\_\_\_\_ is known for its comforting verses on Assurance of Salvation.
  - 1 Peter
  - Hebrews
  - 1 John
  - Revelation
- \_\_\_\_\_ is an important topic in 2 Timothy.
  - forgiveness
  - communion
  - false teaching
  - discipleship

## Part 4—Fill in the Blank

(2 points each answer, \_\_\_/26)

**Choose one of the following words to fill in each blank below. Some words may be used more than once.**

Hebrews

James

Patmos

Rome

John

Paul

Ephesus

Smyrna

Jude

Peter

Jerusalem

Philadelphia

1. \_\_\_\_\_ wrote Revelation while on the island of \_\_\_\_\_.
2. \_\_\_\_\_ also wrote three epistles that bear his name.
3. The recipients of both \_\_\_\_\_ and \_\_\_\_\_ cannot be identified geographically.
4. \_\_\_\_\_ authored 2 Timothy.
5. \_\_\_\_\_ was one of the brothers of Jesus.
6. John was in charge of the church at \_\_\_\_\_.
7. We cannot say for certain who authored \_\_\_\_\_.
8. Both \_\_\_\_\_ and \_\_\_\_\_ were disciples of Jesus.
9. Second Peter was probably written while \_\_\_\_\_ was in prison in \_\_\_\_\_.



# 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%. It is possible to get a total of 101 points on this exam; however the final grade can not be over 100%, even if a student gets every answer correct.

## Part 1—T/F

1. T (L12. II. B. 2 Date and Geography)
2. F (L11. I. B)
3. T (L9. II. B. 2 Date)
4. T (L10. II. C. 2 Theme)
5. T (L11. II. C. 1 Theme)
6. F (L10. II. B. 2 Date)
7. F (L11. IV. C. 3 Topics and Teachings)
8. T (L9. III. C. 1 Theme)
9. T (L12. II. C. 1 Theme)
10. T (L9. I. B. 2 Date)
11. F (L9. III. B. 2 Date)
12. T (L11. I. C. 1 Theme)
13. F (L11. III. C. 1 Theme)
14. F (L9. I. C. 1 Theme/II. C. 1 Theme)

## Part 2—Matching

1. e. (L12. II. C. 2 Key Verse)
2. c. (L9. I. C. 2 Key Verse)
3. f. (L9. III. C. 2 Key Verse)
4. a. (L9. II. C. 2 Key Verse)
5. i. (L11. II. C. 2 Key Verse)
6. b. (L11. III. C. 2 Key Verse)
7. d. (L11. IV. C. 2 Key Verse)
8. h. (L10. II. C. 3 Key Verse)
9. g. (L11. I. C. 2 Key Verse)

## Part 3—Multiple Choice

1. a. (L10. II. C. 4 Topics and Teachings)
2. b. (L11. II. C. 3 Topics and Teachings)
3. b. (L12. II. C. 3 Topics and Teachings)
4. d. (L12. II. C. 3 Topics and Teachings)
5. c. (L11. IV. C. 3 Topics and Teachings)
6. b. (L9. III. C. 3 Topics and Teachings)
7. d. (L10. II. C. 4 Topics and Teachings)
8. a. (L9. III. C. 3 Topics and Teachings and L11. I. C. 3 Topics and Teachings)
9. c. (L11. II. C. 3 Topics and Teachings)
10. d. (L9. II. C. 3 Topics and Teachings)

## Part 4—Fill in the Blank

1. John, Patmos (L12. II. B. 2 Date and Geography)
2. John (L11. II. B. 1 Authorship and Audience)
3. Hebrews (L10. II. B. 1 Authorship and Audience), Jude (L11. I. B)
4. Paul (L9. II. B. 1 Authorship and Audience)
5. Jude (L11. I. B)
6. Ephesus (L11. II. B)
7. Hebrews (L10. II. B. 1 Authorship and Audience)
8. Peter (L9. I. B. 1 Authorship and Audience), John (L11. II. B. 1 Authorship and Audience)
9. Peter, Rome (L9. III. B. 2 Date)



