

## Chapter Four

# TEXTUAL STUDIES

According to Herbert Lockyer in “*All About Bible Study*” (p.97) it is computed that there are 31,173 verses forming the Bible; that the middle verse is Psalm 118:8; the shortest Old Testament verse is I Chronicles 1:25; and the shortest New Testament verse is John 11:35.

### A. DEFINITION

Textual exposition may be approached in different ways depending on the way a student desires to approach this kind of study. The following approach has been helpful.

Textual Study is the taking of one or two verses that are complete in themselves and breaking open the verse (or verses), making an appropriate outline and using all its components as the foundation on which a total message is prepared.

It is a more difficult method of study and requires greater thought, carefulness of interpretation and creativity in formulating a suitable outline, and then putting “the body of flesh and sinews” on this skeletal framework.

### B. IMPORTANCE AND LIMITATIONS

It is important to recognize the progression in Methods of Bible Study. Word Studies should lead to Textual Studies. Word Studies are a means to an end, not the end in themselves. Textual Studies also are a means to an end. Textual Studies also lead to Passage Studies and finally to Book Studies.

Because the Bible is one harmonious whole, the student needs to constantly keep in mind that he is to work from part to whole and whole to the part.

The Bible may be likened to a TREE. The tree is one tree, having roots, trunk, two main branches and many other branches off these two main branches, having twigs and leaves. The Bible is a unity, it is one book, yet has many branches.

- \* The Study of the *whole Bible* is viewing the tree as a unity, as whole.
- \* The Study of the *Testament*, Old and New, distinguishes the two main branches of the tree.
- \* The Study of a *Book* is the study of a branch on one of the main branches.
- \* The Study of a *Verse* (or verses) is like the study of a twig or twigs.
- \* The Study of a *Word* is like the study of a leaf, or leaves on a twig.

The leaf (or leaves) are not the whole tree, but must be related to the whole tree, working from the part to the whole and the whole to the part.

Therefore, it is important to know that no one verse of Scripture is the total or full truth on any given subject. The verse (or verses) may be a complete statement in itself, but no one verse contains in itself the complete theology of the Bible. If this is not realized, then the exegete can lead people into false doctrine.

An example of this is seen in the misinterpretation of I Corinthians 15:29, where it speaks of being “baptized for the dead”. This is the one and only verse in the whole of the New Testament that speaks of such a custom. To preach on this verse only and use it to justify baptism for those that have died unrepentant violates the whole New Testament teaching on baptism.

Every verse in the New Testament should be considered and only then can the true doctrine of baptism be discovered. In other words, the first principle of Biblical interpretation is the Context Principle. Any textual study and textual exposition must be done in the light of the Whole-Bible Context, as the topics of Scripture arise out of the whole of Scripture.

The verse must always maintain its association with its passage, chapter, book, testament and Bible context. The Context Principle is the ultimate safe guard for any verse in textual studies. This must always be kept in mind.

### C. METHOD

The general procedure in Textual Studies may be as follows:—

1. Choose a suitable verse that you are quickened by the Holy Spirit to expound.
2. Make sure that the verse (or verses) is complete in itself i.e., that the sentences are complete in thought, even if it involves two or three verses. Do not just take a part-verse with an incomplete thought out of its context.
3. Realize that the words are inspired of God and that the words themselves are as “seeds” that can be watered by the Spirit and diligent research and can become “a tree” with “branches”.
4. Discover the major thought in that verse and make a suitable sermon title out of it.
5. Break open the verse (or verses) and list all the parts of the verse that may lend themselves to exposition and comment.
6. Formulate an outline. The outline ought to wrap itself around the title of your textual message. Outlining is one of the most important yet difficult parts of textual study. Alliteration is a good and challenging way to outline!

**Alliteration** = “The repetition of the same sound, usually of a consonant, at the beginning of two or more words immediately succeeding each other, or at short intervals, as the repetition of f and g in the following line:

Fields ever Fresh, and Groves ever Green.”

7. The outline can be likened to the “skeletal framework” or the “framework” of a house you are building.

The greater part now is to put “the body of sinews and flesh” on this skeletal outline, or, to build the house with windows, rooms, pictures, furniture, etc., on the “framework outline”.

This is done by supplying additional Scriptures, comments, and/or illustrations as appropriate to the title-subject and parts of the verse under consideration. One needs to beware of **overloading** any one part so as not to end up with an imbalanced message. The student should seek to present a balanced textual message.

8. Always check in the immediate passage context for information that may help in the exposition of the verse under consideration.
9. Watch for the possible use of **the law of opposites** in a verse or passage. i.e., “Walk as children of light” has within it **the law of opposites**, which is, “Do not walk as children of darkness.”

## D. EXAMPLES

Two examples of Textual Studies are provided here following the procedural steps outlined under Method.

### THE LOVE OF GOD

1. **The Text** — John 3:16.
2. **Completeness** — This verse is complete in its thought. It has been called “The Gospel in a Nutshell”.
3. **Seed** — Each word (or words) inspired of God is as a “seed” in itself and can be watered by the Spirit to become a “tree with branches”.
4. **Title** — The major thought in this verse and therefore is a suitable title is “The Love of God”.
5. **Parts** — The verse may be broken up as to its parts as follows:—

|                           |   |
|---------------------------|---|
| GOD                       | — |
| SO LOVED                  | — |
| THE WORLD                 | — |
| THAT HE GAVE              | — |
| HIS ONLY BEGOTTEN SON     | — |
| THAT WHOSOEVER            | — |
| BELIEVETH IN HIM          | — |
| SHOULD NOT PERISH         | — |
| BUT HAVE EVERLASTING LIFE | — |

6. **Outline, Content, Scriptures, Comments**

### THE LOVE OF GOD

- 1) The Greatest Lover — **God.** Sustainer. Creator of Universe. Personhood. Genesis 1:1; John 1:1-3. Essential attributes of God.
- 2) The Greatest Love — **So Loved.** Moral attributes of God. Love and all the attributes of love. I Corinthians 13.
- 3) The Object of Love — **The World.** Inhabitants of the earth. Not just the kosmos, but people in all nations. Burden for the world. John 17.
- 4) The Evidence of Love — **That He gave.** Love gives. Ephesians 5:1-2; Romans 5:5-8. Gave Him in death for us. Christ died for us. Love gives.
- 5) The Channel of Love — **His only begotten Son.** Not angel, planet or gift. But His only, unique, beloved Son. The dearest to His heart. No longer animals for sacrifice, but His Son. Colossians 1:12-13; Romans 8:32.
- 6) The Recipients of Love — **That Whosoever . . .** None excluded. All. Christ died for all. Jew and Gentile. Not willing that any should perish. Not for the predestined, or pre-selected. Romans 10:12; I Timothy 2:4.

- 7) The Condition of Love — **Believeth in Him.** Love can only be received in faith. God can love all people but they must believe to receive that love. Faith is the channel for the reception of the love of God. John 3:36.
- 8) The Purpose of Love — **Should not perish.** Born in sin. Perish in hell fire. Christ died to save us. Not willing that any should perish. II Peter 3:9; Matthew 25:46; II Thesalonians 1:9.
- 9) The Promise of Love — **But have everlasting life.** Greatest promise. Not just physical but spiritual, eternal, God life. Romans 6:23; John 5:24; 4:14.

## TRUE CIRCUMCISION

1. **The Text** — Philippians 3:3.
2. **Completeness** — This verse is complete in itself as to its seed thoughts.
3. **Seed** — Each phrase in this verse is a seed in itself and can be watered unto growth. Seed thoughts are, Circumcision, Worship, Rejoice, No confidence in the flesh.
4. **Title** — The True Circumcision.
5. **Parts** — The verse may be broken up as to its parts as follows:—
  - \* We are the circumcision
  - \* Which worship God in the spirit
  - \* And rejoice in Christ Jesus
  - \* And have no confidence in the flesh
6. **Outline, Content, Scriptures and Comments** —

## THE TRUE CIRCUMCISION

### I. The True Circumcision

#### A. Circumcision of the Flesh

i.e., Jews called the Circumcision, the Concision. Gentiles called the Uncircumcision. Ephesians 2:11-12; Acts 10:45; Romans 3:30; 4:9; Galatians 2:9; Colossians 4:11. Circumcision the sign and seal of the Abrahamic Covenant. Genesis 17. No Israelite or Stranger could eat Passover Lamb without this sign. The national distinction between Israel and Gentiles, Chosen and Unchosen nations. Exodus 12:43-51; 4:24-26; Joshua 5:3; Philippians 3:2.

#### B. Circumcision of the Spirit

Of the heart and of the spirit since the cross. The internal, not just the external. Romans 2:23-29; 3:1; Colossians 2:11-13; Galatians 6:12-16; Deuteronomy 10:16; 30:6; Jeremiah 4:4.  
The new creation.  
Implicit is the law of opposites as used here.

## II. Characteristics of the True Circumcision

### A. Worship God in the spirit

Read John 4:20-24. Worship not at Jerusalem or Samaria but in spirit and in truth. Exodus 34:8; Revelation 4:10; 7:11.

Not places but a Person. Revelation 11:1-2. Measure the worshippers.

### B. Rejoicing in Christ Jesus

Romans 15:17, 14:17; Galatians 6:14; Isaiah 61:10; Jeremiah 15:16; Acts 8:5-8; I Peter 1:8. Not rejoice “in the flesh” — rites, but “in Christ Jesus” — a Person!

### C. No confidence in the flesh

Note “confidence in the flesh” in verses 3, 4 and what Paul could have boasted in which he had in the flesh.

- 1) Circumcised the 8th day. Covenant child of Abraham.
- 2) Of stock of Israel. Chosen nation. Full bred.
- 3) Of the tribe of Benjamin. First king from this tribe.
- 4) A Hebrew of the Hebrews — true blood.
- 5) A Pharisee as regards the Law. Well taught in the word. Religious.
- 6) Zealous in persecuting the Church.
- 7) Blameless as touching the external righteousness of the Law.

Yet he counts all but refuse and loss to Christ as all external righteousness outside of Christ.

# TEXTUAL STUDIES

## WORKSHOP #1

### THE SALVATION OF GOD

TEXT — Isaiah 45:22.

The following example in its simplicity is taken from “*All About Bible Study*” (p.98), by Herbert Lockyer.

- |                                     |                         |
|-------------------------------------|-------------------------|
| 1. The Simplicity of Salvation      | “Look”                  |
| 2. The Sufficiency of Salvation     | “Unto Me”               |
| 3. The Personal Aspect of Salvation | “Ye”                    |
| 4. The Scope of Salvation           | “The ends of the earth” |
| 5. The Security of Salvation        | “I am God”              |
| 6. The Singularity of Salvation     | “There is none else”    |
| 7. The Perpetuity of Salvation      | “Everlasting” (v. 17)   |

The student with understanding, creativity and diligence can develop this outline of the text into a great textual message.

#### ASSIGNMENT:

Take the above textual outline and follow the six basic steps as in the two examples given developing this into a presentable message on “*The Salvation of God*”.

**NOTE** — The student is encouraged to purchase textbook(s) that provide SERMON OUTLINES. These provide numerous textual and sermon outlines which can be developed by following Textual Study procedures.

# TEXTUAL STUDIES

## WORKSHOP #2

Following the basic procedures as in the examples given, see what kind of outline and message you can develop from the text provided here in this Scripture.

1. The Text — Luke 4:18-19.
2. Completeness? \_\_\_\_\_
3. Seed Thoughts? \_\_\_\_\_
4. Message Title? \_\_\_\_\_
5. Parts of the Text —

### 6. Outline, Content, Scripture and Comments

“ \_\_\_\_\_ ”

I. The \_\_\_\_\_ of the \_\_\_\_\_

II. The \_\_\_\_\_ of the \_\_\_\_\_

III. The \_\_\_\_\_ of the \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

IV. The \_\_\_\_\_ of the \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

Provide illustrations from the Gospels suitable to the above.

7. Practical Conclusions. \_\_\_\_\_

# Chapter Five

## TOPICAL STUDIES

### A. DEFINITION

Topical Studies, also called Thematic Studies, arise out of Word Studies. Word Studies are actually preparatory to and become the foundation for Topical Studies.

In comparison to word studies, topical studies are much broader. Whereas a word study is focused on just one Hebrew or Greek word in Scripture, a topical study views an entire Biblical subject often including many Hebrew and Greek words. Topical studies are the extensions of word studies and the building blocks of major doctrinal subjects. They are a necessary step in the process of coming to a comprehensive knowledge of the truth of Scripture. Studying thoroughly an entire theme in Scripture, though often an awesome task is actually tremendously rewarding. By doing so, a student adds a whole new dimension to his knowledge of truth.

A Topical Study is the result of that kind of research that takes a Bible subject and follows it through the Scripture in all its related parts.

Hermeneutically speaking, it is the application of:

1. The First Mention Principle,
2. The Progressive Mention Principle,
3. The Comparative Mention Principle,
4. The Complete Mention Principle,
5. The Context Principle.

### B. IMPORTANCE

The Bible, though a compilation of 66 books, is actually one book. It has unity of thought and purpose as well as progressive unfolding of truth from beginning to end. The truths of Scripture are like rivers that run throughout Scripture, most of them beginning in Genesis and emptying into Revelation, the sea of fulfillment.

Solomon “the preacher” said “All the rivers run into the sea, and yet the sea is not full . . .” (Ecclesiastes 1:7).

So we may say, all the rivers of truth, the topics of Divine revelation, which begin in Genesis, run through the Scriptures into the sea of fulfillment, the Book of Revelation. From there they return to God who originated all things.

The Topical Method of study follows “the river” from its inception and origin through its on-flowing to its completion in “the sea”. Thus to fully understand any subject, these streams of thought must be traced through their progressive unfolding.

Many Bible students develop a very narrow perspective of Scripture by concentrating their efforts on studying specific verses of Scripture. This is indeed a valuable practice, but it must be balanced with methods of study that give an understanding of what the whole of Scripture is teaching. Studying favorite verses at random may be beneficial, but the insights gained must be submitted to the whole of Scriptural teaching on those subjects in order to avoid error from lack of balanced perspective. To understand the Biblical viewpoint of any subject, all the Scripture relevant to that subject must be considered. This can be done through topical studies.

Topical or Thematic Studies are a “Master Key” in the opening of the Scriptures and a fuller understanding of the same. The more the student does this, the greater will be his ability to move into PASSAGE and BOOK Studies.

### C. METHODS

There are different ways of doing a topical study. Perhaps the easiest is by using a Topical Bible in which someone has already topically analyzed Scripture. This is to be favored when the student desires a quick run-down on the subject. The weaknesses of it are a lack of thoroughness, accuracy, definitiveness, and personal analysis based on one’s own understanding of truth. The method set forth here is strong in these areas of weakness, and thus, is to be used apart from the topical Bible.

Single words seldom comprise the fullness of a Biblical subject. Usually there will be several Hebrew and Greek words that are so related on the subject that they must be studied together as a topic.

(e.g., “*Sin*” is mentioned numerous times in the Scriptures. However, the study of the Topic of SIN would involve related words, such as “Transgression, Iniquity, Lawlessness, Error, Unrighteousness” and so forth, in order to get the total Biblical revelation of this theme. It would also include study as to the Origin of Sin in the human race. There are nine Greek words in the New Testament for “sin”.)

(e.g., “*The Living God*” is used about 15 times in the Testaments combined. However, one cannot obtain the total Biblical revelation of GOD from this one phrase. This belongs to Thematic Study. Hence the need to study “GOD” as to His Nature, His Being, His Essential and Moral Attributes, Character and Power, in relation to the universe and all creatures in order to obtain the whole Biblical revelation on the Doctrine of God.)

Thus word studies are actually preparatory to topical studies and topical studies are actually the compilation of word studies.

The procedure to follow for Topical Studies is:

1. Choose the word(s) which comprise the Topic. Remember that a single word is seldom an adequate guide to a Biblical truth.
2. It is important always to make sure you do “Word Studies” and get the proper meaning of words.
  - a) English Translations are often very inadequate to express exactly what the Hebrew thought or Greek word and thought may be as to its contextual usage. Use the Tools for bridging this gap, as noted in previous lessons.
  - b) In studying a New Testament word, do not forget the use of Old Testament words, for, numerous words in the Greek New Testament have their origin and chief source of thought for understanding in the Old Testament Hebrew background — not the Greek culture! Remember, the New Testament writers, though they wrote in the Greek language, were Hebrew believers, Hebrew in thought, believing Jews.
  - c) Some words, consistently translated, maintain their basic meaning in both Old and New Testaments. i.e., Leaven.
3. The context of a verse, passage, chapter, book and Testament, or the whole-of-the Bible context often determines the meaning of the words in a Topic and therefore needs to be checked out.

Check every word in every verse in its contextual use in order to arrive at the full truth on that subject.

What is that verse saying in its use of that word?

e.g., In the Topic of “Baptism”, Word Studies should be combined with Topical Studies in order to come to the complete Biblical truth on that subject. What the Bible (especially the New Testament Books) says on Baptism needs to be brought together, compared, interpreted and obeyed. i.e., What do the Gospels, the Acts and the Epistles say about “Baptism”? The Gospels cannot, should not, be used against the Acts, nor the Acts against the Epistles, etc.

4. Bring all of the research together in a summarization of the Topic. The student will have to gauge the depth and extent of this kind of study according to his own desires and needs. He will be tempted to get side-tracked into many tributaries of thought and related subjects, but he would do well to stick to the mainstream of his subject until finished and then go back and pursue the other areas.
5. After gathering all the information on the study topic, the same questions, given as a guideline under Word Studies, may be applied, as appropriate, here. After columnizing the Scripture references, the theme, major thoughts, then move to the second stage of “framework” using all or any of the following questions.

Who? What? Why? When? Where? How?

There are thousands of themes (topics) in Scripture, which begin in Genesis, the seed book of the Bible, and run through each book of the Bible into the book of Revelation. To discover these in their completeness, the Topical Method of Study would have to be utilized. The Topical Method of study yields a gold mine of truth from these things.

Following is but a very brief list of topics and bible themes that can be studied throughout the Scripture. It will be seen that Word and Topical Studies are involved here.

|                     |                     |                               |
|---------------------|---------------------|-------------------------------|
| Fear of God         | The Blood           | The Name of God               |
| Love of God         | Baptism             | Salvation                     |
| Faith               | Redemption          | God                           |
| Grace               | Reconciliation      | Hell                          |
| Repentance          | Sanctification      | Christ Jesus                  |
| Holiness            | Hope                | Holy Spirit                   |
| Peace               | Jerusalem           | Music and Worship             |
| Gospel              | New Birth           | Feasts of the Lord            |
| Mercy               | Power               | Truth                         |
| Tabernacle of Moses | The Cherubim        | Sin                           |
| Tabernacle of David | Angels              | Satan and Demonology          |
| River of God        | Sun, Moon and Stars | Significance of Bible Numbers |
| The Serpent         | The Rock/Stone      | Seed of Abraham               |
| Temple of Solomon   | Antichrist          | Zion                          |

**Recommended Textbook** — “The New Topical Textbook”  
David A. Reed (Oliphants Ltd., London).

# TOPICAL STUDIES

## WORKSHOP #1

**TOOLS NEEDED:** Strong's Concordance, New Thayer's Lexicon, Vine's Dictionary, New Englishman's Greek Concordance and a King James Version of the Bible.

**ASSIGNMENT:** Do a topical study on "patience" in the N.T. Complete the following steps. (Read all of the following instructions before beginning.)

1. Look up the word "patience" and "patient" in Strong's. Record all of the different numbers (N.T.) for the Greek words translated "patience".
2. There are four main words for "patience" listed there. Do a word study on each of these four, combining their related forms with them. (e.g. 5281 and 5287 belong together.) Begin with the largest number and work to the smallest.

1. \_\_\_\_\_

### **Strong's**

A. *Dictionary number* —

B. *Transliteration* —

C. *Etymology* —

D. *Definitions* —

E. *Ways translated* —

### **Thayer's**

*Primary Definitions* —

### **Vine's**

A. *Transliteration (from Strong's)* —

B. *Definitions* —

**New Englishman's Greek Concordance**

| Scripture Reference | Usage In Passage — Brief Verse Quote | Topical Significance/Insights |
|---------------------|--------------------------------------|-------------------------------|
|                     |                                      |                               |

2. ....

**Strong's**

- A. Dictionary number –*
- B. Transliteration –*
- C. Etymology –*

*D. Definitions –*

*E. Ways translated –*

**Thayer's**

*Primary Definitions*

**Vine's**

- A. Transliteration (from Strong's) –*
- B. Definitions –*

**New Englishman's Greek Concordance**

| Scripture Reference | Usage in Passage — Brief Verse Quote | Topical Significance/Insights |
|---------------------|--------------------------------------|-------------------------------|
|                     |                                      |                               |

3. ....

**Strong's**

- A. Dictionary number –*
- B. Transliteration –*
- C. Etymology –*

*D. Definitions –*

*E. Ways translated –*

**Thayer's**

*Primary Definitions*

**Vine's**

- A. Transliteration (from Strong's) –*
- B. Definitions –*

**New Englishman's Greek Concordance**

| Scripture Reference | Usage in Passage — Brief Verse Quote | Topical Significance/Insights |
|---------------------|--------------------------------------|-------------------------------|
|                     |                                      |                               |

4. ....

**Strong's***A. Dictionary number –**B. Transliteration –**C. Etymology –**D. Definitions –**E. Ways translated –***Thayer's***Primary Definitions***Vine's***A. Transliteration (from Strong's) –**B. Definitions –***New Englishman's Greek Concordance**

| Scripture Reference | Usage in Passage — Brief Verse Quote | Topical Significance/Insights |
|---------------------|--------------------------------------|-------------------------------|
|                     |                                      |                               |

On the basis of all that you have learned about “patience” from your studies of these four words, answer the following questions. This should give you a fairly accurate picture of what the N.T. has to say about “patience”.

1. **What is patience?**
2. **Who is to be patient?**
3. **When are we to be patient?**
4. **Under what circumstances are we to be patient?**
5. **Why do we need patience?**
6. **How do we get patience?**

# TOPICAL STUDIES

## WORKSHOP #2

**TOOLS NEEDED:** Strong's Concordance, New Thayer's Lexicon, Vine's Dictionary, New Englishman's Greek Concordance, Old Testament Word Studies and a King James Version of the Bible.

**ASSIGNMENT:** Do a topical study on "stumbling" in the Bible. Complete the following steps. (Read all of the following instructions before beginning.)

1. Look up the word "stumble" and "stumbled" (eth and ing) in Strong's. Record all the different numbers in both Old Testament and New Testament for the Hebrew and Greek words translated "stumble".
2. There are ten words for "stumble" and "stumbled" listed there. Of these ten words, eight will be used: Hebrew numbers 3782, 5062, 6328, 8058, and the four Greek listings. Do a word study on each of these six words. (Go from the lowest number to the highest.)

1. Hebrew \_\_\_\_\_

**Strong's**

A. *Dictionary number* -

B. *Transliteration* -

C. *Etymology*

D. *Definition* —

E. *Ways translated* —

**Wilson's**

*Primary Definitions* —

| Scripture Reference | Usage in Passage — Brief Verse Quote | Topical Significance/Insights |
|---------------------|--------------------------------------|-------------------------------|
|                     |                                      |                               |

2. Hebrew

Strong's

- A. Dictionary number –
- B. Transliteration –
- C. Etymology –

D. Definitions –

E. Ways translated –

Wilson's

Primary Definitions

| Scripture Reference | Usage in Passage — Brief Verse Quote | Topical Significance/Insights |
|---------------------|--------------------------------------|-------------------------------|
|                     |                                      |                               |

## 3. Hebrew

## Strong's

A. *Dictionary number* –B. *Transliteration* –C. *Etymology*D. *Definitions* –E. *Ways translated* –

## Wilson's

*Primary Definitions*

| Scripture Reference | Usage in Passage — Brief Verse Quote | Topical Significance/Insights |
|---------------------|--------------------------------------|-------------------------------|
|                     |                                      |                               |

## 4. Hebrew

**Strong's***A. Dictionary number –**B. Transliteration –**C. Etymology –**D. Definitions –**E. Ways translated –***Wilson's***Primary Definitions*

| Scripture Reference | Usage in Passage — Brief Verse Quote | Topical Significance/Insights |
|---------------------|--------------------------------------|-------------------------------|
|                     |                                      |                               |

**1. Greek****Strong's**

- A. Dictionary number –*
- B. Transliteration –*
- C. Etymology –*

*D. Definitions –*

*E. Ways translated –*

**Thayer's**

*Primary Definitions*

**Vine's**

- A. Transliteration (from Strong's) –*
- B. Definitions –*

**New Englishman's Greek Concordance**

| Scripture Reference | Usage in Passage — Brief Verse Quote | Topical Significance/Insights |
|---------------------|--------------------------------------|-------------------------------|
|                     |                                      |                               |

**2. Greek****Strong's***A. Dictionary number –**B. Transliteration –**C. Etymology –**D. Definitions –**E. Ways translated –***Thayer's***Primary Definitions***Vine's***A. Transliteration (from Strong's) –**B. Definitions –***New Englishman's Greek Concordance**

| Scripture Reference | Usage in Passage — Brief Verse Quote | Topical Significance/Insights |
|---------------------|--------------------------------------|-------------------------------|
|                     |                                      |                               |

### 3. Greek

#### Strong's

- A. Dictionary number –*
- B. Transliteration –*
- C. Etymology –*

*D. Definitions –*

*E. Ways translated –*

#### Thayer's

*Primary Definitions*

#### Vine's

- A. Transliteration (from Strong's) –*
- B. Definitions –*

#### New Englishman's Greek Concordance

| Scripture Reference | Usage in Passage — Brief Verse Quote | Topical Significance/Insights |
|---------------------|--------------------------------------|-------------------------------|
|                     |                                      |                               |

**4. Greek****Strong's***A. Dictionary number –**B. Transliteration –**C. Etymology –**D. Definitions –**E. Ways translated –***Thayer's***Primary Definitions***Vine's***A. Transliteration (from Strong's) –**B. Definitions –***New Englishman's Greek Concordance**

| Scripture Reference | Usage in Passage — Brief Verse Quote | Topical Significance/Insights |
|---------------------|--------------------------------------|-------------------------------|
|                     |                                      |                               |

WRITE A SUMMARY PARAGRAPH (OR MORE) ON WHAT YOUR RESEARCH HAS SHOWN YOU ON THE WORDS “STUMBLE” AND “STUMBLED”.

# Chapter Seven

## BOOK STUDIES

### INTRODUCTION

The study of a Book of the Bible is really the “ultimate” of all methods of Bible study. As Hermeneutics is “a science and an art”, the science being “knowing the rules” of interpretation, the art being “using the rules”, so Book Study may be said to involve the same. In Book Study, “knowing the tools” and “using the rules” are brought together in order to exegete a Bible Book!

Book Study is often the combination of Word Studies, Character Studies, Place Studies, Textual Studies, Topical Studies and Passage Studies. It takes the skill of all these methods combined and woven together in order to have sound exposition of a book.

Not every student will be able or called to do this but following are some basic guidelines that one may use to do a Book Study.

1. **Read the chosen book two or three times** (A.V.), and/or another translation. This familiarizes the student with the contents of the book.
  
2. **Define whether the book** is doctrinal, poetical, personal, historical, prophetic or eschatological. i.e., Old Testament or New Testament Survey groupings.  
 Note — If the Book is doctrinal, especially a New Testament book, then make a brief list of the major doctrines in the book.
  
3. **Discover what are the main themes or major theme of the book.**  
 e.g., Romans has several themes in it but the major theme would be “Justification by Faith”.  
 Other themes would be:— The Divine Purpose in the Setting Aside of the Jewish Nation;  
                                           The Grafting in of the Gentiles;  
                                           The Body of Christ and Gifts in the Body;  
                                           Government by the State, etc.
  
4. **Study the Background of the book.**
  - A. **Time** — When was the Book written?  
 Note chapter and verse references from the book itself which may indicate the time written. Or, check resource books that may help locate the time of writing within the life span of the author.
  
  - B. **Place** — Where was the Book written?  
 Check if any chapter and verse within the book itself gives indication of the place where it was written. If not, refer to some text on Bible Introduction.

## 5. Study the Background of the City.

- A. Geographically
- B. Culturally
- C. Politically
- D. Historically
- E. Religiously — Heathen or Jewish Religion.

## 6. Character Studies

- A. **The Writer** — Who wrote the book?  
Do a character study of the author of the book. Learn what you can about the writer, his personality, his character, either from the book itself, or other books of resource material. Make chapter references as to internal evidence where possible.
- B. **The Recipients** — Who were the recipients of the book, or, to whom was the book written?  
Check internal evidences giving chapter and verse references if there be such. Otherwise, refer to reference sources.
- C. **Other Persons** — Make a character profile of other prominent persons in the book involved either in the sending of the book or the social setting of the book.

## 7. Check the Book for Problem/Solution.

What necessitated the writing of the book? Were there problems that required solutions? Were they church problems, personal problems, national problems, or leadership problems?

Make a list, in brief, from internal evidences of these problems and/or the solution the writer presents.

### i.e., The Problems in Corinth

Worldly wisdom  
Carnality  
Immorality  
Marriage problems  
Disorders at Lord's table  
Confusion over spiritual gifts  
Doctrinal confusion over the resurrection body  
etc.

### The Solution of Paul's Writing

Divine wisdom  
Spirituality  
Holiness of life  
Marriage order  
Church order, Table order  
Order of the gifts  
Resurrection body and order  
etc.

## 8. Old and/or New Testament Connections

- A. If an Old Testament book, note its connection with the New Testament and make a list of the all the cross-references, allusions, persons or stories referred to in the New Testament.  
i.e., Note all the references in the New Testament by Jesus and the apostles from the Book of Genesis.

- B. If a New Testament book, do the same as above, making a note and listing all the references, cross-references, allusions, persons or stories referred to from the Old Testament.

It is good to list the Old Testament passages quoted.

i.e., Note the Old Testament passages Paul refers to in I Corinthians 5, and I Corinthians 10.

9. **Keys to open a Book.**

The student should look for:

- A. **Key words** — making a list of them all, and the number of times mentioned, and chapter and verse references.  
(It is helpful to refer to Old Testament and New Testament survey by Conner/Malmin.)

- B. **Key Phrases** — As above.

- C. **Peculiarities** found in the book should be noted, and words or phrases unique to this book only and needing special study to understand.

i.e., I Corinthians 15:29 speaks of “baptism for the dead”. Only used in this epistle and needing special understanding by study.

10. **Outline of the Book**

Outlining the Book is of utmost importance as it provides the necessary framework for the exposition of the book.

Suggested guidelines would be the following:—

A. **Title of the Book**

This would be taken from the major theme of the book.

i.e., Proverbs — “The Book of Wisdom”

Romans “The Book of Justification by Faith”

B. **Chapter Titles**

These would be taken from the dominant theme in the chapter content(s).

i.e., James Chapter One — The Believer and Temptation

James Chapter Two — The Believer and Faith and Works

James Chapter Three — The Believer and The Tongue and Wisdom

James Chapter Four — The Believer and Pride and Humility

James Chapter Five — The Believer and Patience and Prayer.

**Note** — Alliteration is an excellent but challenging approach in outlining!

C. **Chapter Sections or Sub-headings**

These will arise out of the following:

- 1) Where a subject-section in a chapter begins and ends.
- 2) Where the use of the key word(s) in that section are noted.
- 3) Where the Greek text (if a N.T. Book) admits the section or sub-section and where one is knowledgeable of the Greek.

**D. Consistent Outline Format (Refer Sheet)**

There are various ways of outlining or format. Whichever is chosen, the outline format should be consistent throughout the exposition of the whole book.

The exposition should basically be as follows:

**1) INTRODUCTION:**

Dealing with authorship, date, background of the book, recipients, themes, or other related material to introduction.

**2) OUTLINE AND EXPOSITION:**

The framework and body of the exposition. Includes chapter titles, chapter divisions and sub-sections of the chapters and verses and exposition of the same.

**3) CONCLUSION:**

Summarizing the major lessons from the chapter content and exposition.

**SUMMARY:**

As mentioned in the introduction, Book Study will take the skill of the exegete to weave together the various methods of Biblical Research as worked through in this textbook. Therefore:—

Word Studies  
Character Studies  
Place Studies  
Textual Studies  
Topical Studies  
Passage Studies  
will be woven together in Book Studies!

# BIBLE BOOK OUTLINE

The following pages from First Epistle to the Corinthians are just a brief sample outline covering some of the major points and guidelines recommended in Book Studies.

An Outline, Key Words and Chapter Themes page from Chapter One is provided giving ideas for the student to follow.

## "CATECHISM WITH CHARISMATIC CORINTHIANS" (Studies in 1 Corinthians Epistle)

The word "Catechism" refers to a handbook of instruction by the method of "asking questions and correcting the answers". Under the present outpouring of the Holy Spirit there are many questions which have arisen in the "Charismatic Churches".

The Epistle to the Corinthians is Paul's "catechism" – giving answers to many questions that Charismatic believers ask – both then and now!

"Catechism with Charismatic Corinthians" presents an exciting, challenging and stimulating series of studies relevant to the Church of today! Refer to Luke 1:1–4; Acts 18:25; 21:21, 24; Romans 2:18.

Introductory:– 1 Cor. 1:1–3; 2:1–5.

### 1. THE CITY OF CORINTH

- |                                                                              |                                     |
|------------------------------------------------------------------------------|-------------------------------------|
| (a) It's Name –                                                              | (f) It's Population –               |
| (b) It's Geography –                                                         | (g) It's Moral Condition –          |
| (c) It's History –                                                           | (h) It's Religion –<br>*Pantheism – |
| (d) It's Political Status –                                                  | (i) It's Old Testament 'Church' –   |
| (e) It's Culture –<br>*Commerce –<br>*Education –<br>*Sports –<br>*Seaport – | (j) It's New Testament 'Church' –   |

### 2. THE EPISTLE TO CORINTH.

It was not until about AD 90 that Paul's letters were collected and put together. It seems that there could have possibly been three Epistles sent to Corinth, of which the Holy Spirit has preserved the major Epistles. 1 Cor. 5:9. "I wrote unto you in an Epistle....."

- \* The cause for this letter – Cor 1:11; 16:17; 7:1.
- \* Sent possibly by the hand of Timothy from Ephesus – 1 Cor 4:17; 16:10, 11
- \* The Epistle of Reproof, or, the Epistle of New Testament Church Order.
- \* Written by Paul about AD. 53–57 during his stay at Ephesus on his third missionary journey (Acts 19).
- \* Problems in the Charismatic Corinthian Church
  - (a) The Problem of Divisions and Contentions
  - (b) The Problem of Worldly Wisdom and Philosophy
  - (c) The Problem of Carnality and Personalities
  - (d) The Problem of Vanity and Pride
  - (e) The Problem of Incestuous Immorality
  - (f) The Problem of Church Discipline
  - (g) The Problem of Law Suits
  - (h) The Problem of Immorality and Idolatry
  - (i) The Problem of Believers and Unbelievers in Marriage relationships; ie., Husbands & Wives, Virgins, Widows, Celibacy, etc.
  - (j) The Problem of Meats offered to Idols
  - (k) The Problem of Paul's Apostolic Authority
  - (l) The Problem of Idolatry, Immorality and Demonology
  - (m) The Problem of Headship & Covering of Men and Women
  - (n) The Problem of Heresies in the Church
  - (o) The Problem of Disorder at the Lord's Table and the Love–Feast
  - (p) The Problem of Discerning the Lord's Body
  - (q) The Problem of Ignorance concerning Spiritual Gifts, "the charismata"
  - (r) The Problem of the Lack of Love
  - (s) The Problem over the Utterance Gifts of Prophecy, Tongues & Interpretation of Tongues
  - (t) The Problem over the Resurrection Body and the Kingdom of God

The problems noted in the Epistle are evident today in the "Pentecostal/Charismatic Churches". The answers given to these problems are as applicable today as then, if we will listen and obey. The challenge of any Church problem is discovering the Divine solution!

### 3. OUTLINE OF CORINTHIANS

- (a) Corrective Section: Carnalities ..... 1:1 – 8:13  
Divisions/Immorality/Marriage/Idolatry
- (b) Constructive Section: Spiritualities ..... 9:1 – 16:24  
Ministry/Communion/Spiritual Gifts/Body of Christ/Love/Resurrection/Collections

The following SURVEY page of First Corinthians is taken from "New Testament Survey" by Kevin J. Conner and Ken Malmin.

## I CORINTHIANS

### 1. TITLES:

- A. The First Epistle to the Corinthians
- B. The Book of Correction
- C. The Book of N.T. Church Order

### 2. AUTHOR:

Written by Paul, the apostle to the Gentiles.

### 3. DATE:

Probably written between 53 and 57 A.D. during Paul's stay at Ephesus on his third missionary journey (Acts 19). Later he visited Corinth again (Acts 20:1, 2).

### 4. KEY WORDS:

|                                    |    |
|------------------------------------|----|
| A. Body                            | 44 |
| B. Spirit (Greek word)             | 41 |
| C. Wise (dom, er)                  | 31 |
| D. Tongue (s)                      | 22 |
| E. Prophet, Prophecy, etc.         | 21 |
| F. Charity, Love (same Greek word) | 16 |

### 5. KEY VERSES: 1:24, 30; 3:10, 11

### 6. PURPOSE:

- A. To answer questions that the Corinthians had addressed to him concerning problems in the church (7:1; 8:1; 12:1; 16:1).
- B. To reprove and correct abuses in the mental, moral, social, and spiritual life of the Corinthian church.

### 7. MESSAGE:

- A. Recognition of the Lordship of Jesus is the solution to division in the body of Christ.
- B. God's church must be built by God's wisdom and power rather than by man's.
- C. To have order in the church we must conform to God's order.
- D. That which edifies the church is sound doctrine and that which motivates the church is God's love.

### 8. OUTLINE:

- I. Corrective Section: Carnalities ..... 1:1 - 8:13  
Divisions/Immorality/Marriage/Idolatry
- II. Constructive Section: Spiritualities ..... 9:1 - 16:24  
Ministry/Communion/Spiritual Gifts/Body of Christ  
Love/Resurrection/Collections

### 9. SUMMARY:

The church at Corinth was founded by Paul, as recorded in Acts 18. It had enjoyed the ministries of Paul, Peter, and Apollos and factions had arisen around these personalities. Other carnalities such as immorality, idolatry, and heresy had arisen. Thus Paul wrote this first epistle to reprove the Corinthians of these and to correct disorders concerning the Lord's Table, spiritual gifts, and the collection. He also answered questions and clarified misunderstandings concerning the resurrection. All of these things are evidence of a lack of spirituality, the essence of which is love.

### 10. CHRIST SEEN:

Christ is seen as the Power of God (1:24), the Wisdom of God (1:24, 30), our Righteousness, Sanctification, and Redemption (1:30), the Love of God (13), and the Resurrection (15).

**“CATECHISM WITH CHARISMATIC CORINTHIANS”**  
**(Studies in 1 Corinthians Epistle)**

**OUTLINE OF EPISTLE**

| <b>1 CORINTHIANS</b>                                                                                                                              |                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EPISTLE OF NEW TESTAMENT CHURCH ORDER</b>                                                                                                      |                                                                                                                                                                                                                                                      |
| <b>Corrective Section – Ch. 1–8</b>                                                                                                               | <b>Constructive Section – Ch. 9–16</b>                                                                                                                                                                                                               |
| 1. Divisions<br>2. Wisdom<br>3. Carnality<br>4. Immorality<br>5. Church Discipline<br>6. Law Suits<br>7. Marriage/Celibacy, etc.<br>8. Idol–Meats | 1. Apostolic Ministry<br>2. Idolatry<br>3. Immorality<br>4. Headship & Covering<br>5. Heresies<br>6. Lord’s Table<br>7. Spiritual Gifts<br>8. Discerning the Body of Christ<br>9. Love<br>10. Utterance Gifts<br>11. Resurrection<br>12. Collections |

**CHAPTER ONE**

**A. Outline of the Chapter**

- i. Greetings and Salutations. 1:1–3
- ii. Prayer of Thanksgiving. 1:4–9
- iii. Problems of Divisions. 1:10–17a
- iv. The Wisdom of God vs The Wisdom of Man. 1:17b–25
- v. The Calling and Choice of God. 1:25–31

**B. Key Words and Chapter Themes**

1. Call, Called, Calling – 1:2, 2, 9, 24, 26, 26.
2. Chosen – 1:27, 27, 28.
3. Baptize, Baptized – 1:13, 14, 15, 16, 16, 17.
4. The Name – vs 1, 2, 2, 3, 4, 7, 9, 10, 13.  
 Lord, Jesus Christ, Christ Jesus, Christ, Lord Jesus Christ 20 times + 9 times in total.
5. The Father and Son – 1:1, 2, 3, 4, 4, 9, 18, 20, 21, 21, 24, 25, 27, 27, 28, 30.  
 Reveals the unity of the Father and the Son in redemptive plan.
6. Wisdom, wise – vs 17, 19, 19, 20, 20, 21, 21, 22, 24, 26, 27, 30.
7. Foolish, foolishness – 1:18, 20, 21, 23, 25, 27.

**SUMMARY –** Those who are called and chosen are baptized into the Name of the Father, Son and Holy Spirit, even the Name of the Lord Jesus Christ. These know the wisdom of God in Christ although it is foolishness to the unregenerate world.

# BOOK STUDIES

## WORKSHOP

**TOOLS NEEDED:** KJV of the Bible and any other required “Tools for Research” as in this text.

**ASSIGNMENT:** The student is to do an outline study of introductory nature of the Epistle of Jude following the steps, questions and format as given here.

**Note:** By using the tools of research the student will, with their own creative research, be able to produce a suitable framework for a verse by verse exposition of this short Epistle.

1. Read the book through twice in the KJV and once in another translation.
2. Define whether the book is doctrinal, personal, eschatological or otherwise.
3. What is the major theme of the book?
4. Who was the writer? What can you find out about him?
5. When was the book written? To whom was it written?
6. What was the main reason for writing the Epistle?
7. What are the key words?
8. What could be the key verse?
9. Make a list of any and all Old Testament references and allusions.

10. Make a suitable outline of the Epistle.
11. Make a list of other important observations in the book.
12. What practical conclusions and lessons for the church may be found in this Epistle for today?

Note: The student is encouraged to do a verse by verse exposition of the book using skilfully the keys given.

# Chapter Eight

## OUTLINING STUDY

### A. INTRODUCTION

All Bible students should recognize the importance of outlining when it comes to the ministry of the Word, whether preaching or teaching in whatever realm or level.

Outlining requires good skill and creativity. Whatever method of Bible study is being done, whether Word, Character, Place, Textual, Topical, Passage or Book Studies, outlining is important. Its importance may be seen in the following comments.

#### 1. Outlining Helps in the Understanding of Scripture

- a. It helps one more readily to comprehend Scripture.
  - \* Is the book, chapter or passage a unit, a complete whole?
  - \* Or, does it consist of a number of short passages dealing with different subjects?
  - \* If so, what these varying subjects or themes?
- b. It helps one to understand the progression of thought that the writer had in mind when writing to his hearers.

#### 2. Outlining Helps in the Memorization of Scripture

- a. It helps one to locate more quickly various passages in the Bible.
- b. It helps one to grasp more easily the content of the Bible as a whole.
  - \* Alliteration, if possible, sharpens the focus on any book or passage in the Bible.
  - \* Sequential outlining helps avoid redundancy.

#### 3. Outlining Helps in the Presentation of the Scripture

- a. It helps one to present the Scripture message with greater clarity.
- b. It helps the hearers more readily to receive and retain the message.
- c. It helps to make the subject more interesting.

### B. METHODS OF OUTLINING

There are various methods of outlining which may be used successfully. The following approach is a general one in this area. It is important to remember that whichever approach is used the student must be consistent in format, whether it be by NOUN, PHRASE or SENTENCE Outlining.

The key to successful study is the ability to organize properly the data that has been acquired. No one wants to be stranded with an endless pile of facts and without any logical method of presentation. For this reason a thorough understanding of proper outlining techniques is most beneficial and time-saving.

An outline is the simplest means of showing the plan of presentation. It is merely a means of grouping similar facts. It should not be a struggle to create, but rather should serve to aid the writer or speaker. Like a builder's blueprint, an outline may be changed as the need arises or expanded to include new ideas.

Small details need not appear in the outline, but an effective outline *will* show:

1. The **order** of the parts.
2. The **divisions** of the subjects.
3. The **relationships** of the parts.

## THE FORM

1. Use **Roman** numerals (I, II) to indicate the **major** divisions.
2. Use **capital** letters (A, B) to indicate the **second** level of division.
3. Use **Arabic** numerals (1, 2) to indicate the **third** level of division.
4. Use **lower-case** letters (a, b) to indicate the **fourth** level of division.
5. Use **Arabic** numerals within **parentheses** to indicate the **fifth** level of division.
6. Use a **period** after each number or letter.
7. **Indent** each subdivision approximately five spaces.

- I. ....
- A. ....
- B. ....
1. ....
2. ....
- C. ....
- II. ....
- A. ....
1. ....
- a. ....
- b. ....
2. ....
- B. ....
1. ....
2. ....
3. ....

### Complete the following:

- (1) An outline is a system of grouping ..... facts.
- (2) With what signs are the main groups of an outline given? .....
- (3) Do all the details have to be included in the outline? .....
- (4) An effective outline will show:
  - The ..... of the parts.
  - The division of the .....
  - The ..... of the parts.

## THE DIVISION

The process of outlining is based on two principles of division.

### PRINCIPLE #1

- Make certain the outline covers the subject *completely*.
- The sum of the major headings must represent the entire subject.
- The sum of the subdivisions must represent the entire major headings.

### PRINCIPLE #2

- Do not allow single headings to appear in the outline.
- The very fact of dividing implies two or more parts. This fact means if you have a I, you must have a II; if you have an A, you must have a B, etc.

Below is an outline. Read it carefully and notice the way the topics are listed.

### The Care of a Pleasure Horse

- I. The Importance of Proper Care
- II. Proper Feeding
  - A. Amount and kinds of grain
  - B. Amount and kinds of hay
  - C. Fresh clean water
- III. Proper Grooming
  - A. Brushing and combing
  - B. Bathing
  - C. Health care
  - D. Clean stable
- IV. Proper Equipment
  - A. Bridles
  - B. Bits
  - C. Saddles
- V. A Healthy and Enjoyable Horse

Using the above outline as a guide, complete these equations:

1. I (The Importance of Proper Care) + II + III + IV + V = \_\_\_\_\_  
\_\_\_\_\_.
2. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_  
= Proper Equipment.

## THE ARRANGEMENT

After you have decided on the major divisions on your subject (I, II, III, etc.) arrange the parts logically. The nature of the subject will usually suggest an appropriate arrangement.

The most common arrangements are:

1. There is a TIME pattern.
  - a. The main points are chronological divisions.
  - b. The order progresses from a given point in time backward or forward.
2. There is a SPACE pattern.
  - a. The main points are determined by physical placement.
  - b. The order is from east to west, north to south, top to bottom, etc.
3. There is the CATEGORICAL pattern.
  - a. The main points are determined by a systematic classification based upon the relationship of the parts to the whole.
  - b. The order may follow one of several patterns:
    - 1) the most important or interesting first and last with the least important in the middle.
    - 2) the simple to the complex or
    - 3) the familiar to the unfamiliar.
4. There is the CAUSE-EFFECT or EFFECT-CAUSE pattern.
  - a. The main points are built around (I) the cause and (II) the effect.
  - b. The order depends on whether you are seeking to determine the causes from the known effect or the effect from the known causes.
5. There is the PROBLEM-SOLUTION pattern.
  - a. The main points are (I) the problem and (II) the solution.
  - b. The order is obvious.
6. There is the REASONS-FOR or REASONS-AGAINST pattern.
  - a. The main points are reasons for supporting or opposing a proposition.
  - b. The order may be several of the above.

Make certain that the subheads in a section are *coordinate* to each other and *subordinate* to the major headings.

WRONG: I. The eighteenth century  
           II. The American Revolutionary War.  
           Section II should be a subhead of Section I.

Use parallel *structure* for parallel parts of the outline.

WRONG: I. Preparation of Soil (phrase).  
           II. Seeds (noun).

**How would you change the two points directly above to make them parallel?**

## SAMPLE OUTLINE OF THE GOSPEL OF MATTHEW

### I. The King – His Humanity.

- A. His Pedigree. 1:1–17
- B. His Birth. 1:18–25
- C. His Infancy. 2:1–23
- D. His Baptism. 3:1–17
- E. His Temptation. 4:1–11
- F. His Ministry Begins.

### II. The Kingdom.

- A. The King's Citizens.
  - 1. Character – 5:1–12
  - 2. Influence – 5:13–16
- B. The King's Laws.
  - 1. Man's relation to man. 5:21–48. As to murder, adultery, divorce, oaths, revenge, enemies.
  - 2. Man's relation to God. 6:1–34. As to alms, prayer, fasting, money, food, raiment, & judgement.
    - (a) Spiritual – 6:1–18
    - (b) Temporal – 6:19–34
- C. Evidence of being in the Kingdom. 7:7–29. Two ways. Two Trees. Two Builders.

### III. The King's Ministry.

- A. His Deity and Humanity.
- B. By His power
  - 1. over disease. 8:1–22
  - 2. over Nature. 8:23–27
  - 3. over demons. 8:28–34
  - 4. over sin. 9:1–8
  - 5. over death. 9:18–26
  - 6. over bodily affliction. 9:27–31
- C. The King calls and commissions the Twelve. 9:36–38. 10:1–42.
- D. The King's witness of John the Baptist. 11:1–19.
- E. The King Upbraids cities of unbelief. 11:20–30.
- F. The King and the Sabbath Day. 12:1–13.
- G. The King and His only sign. 12:14–50.

### IV. The Kingdom in Mystery Form.

- A. The Sower. 13:1–23.
- B. The Wheat and Tares. 13:24–30, 36–43.
- C. The Mustard Seed. 13:31–32.
- D. The Leaven and Meal. 13:33.
- E. The Hid Treasure. 13:44.
- F. The Pearl of Great Price. 13:45–46.
- G. The Dragnet. 13:47–58.
- H. The Scribe and the Kingdom of Heaven. 13:58.

### V. The King's Ministry Continued.

- A. Death of the King's Forerunner. 14:1–13.
- B. The King Feeds 5000. 14:14–21.
- C. The King walks on the sea. 14:22–36.
- D. The King rebukes Scribes and Pharisees. 15:1–20.
- E. The King heals a Gentile. 15:21–28.
- F. The King Feeds 4000. 15:29–39.
- G. The King and the Pharisees and Sadducees. 16:1–12.
- H. The King reveals the Church. 16:13–18, 19–20(i) The King, The Cross, the Glory to follow. 16:21–28.

### VI. The King in His Kingdom Glory.

- A. The Transfiguration of the King. 17:1–27.
- B. The Kingdom in manifestation typically.
- C. The King heals a Lunatic. 17:14–21.
- D. The King and His Cross. 17:22–23.
- E. The King and Temple Tax. 17:24–27.

**VII. The King and His Teaching.**

- A. The Unmerciful Servant. 18:1–14, 15–35.
- B. As to Marriage and Divorce. 19:1–12.
- C. As to Children. 19:13–15.
- D. As to Riches. 19:16–26.
- E. As to Vineyard Labourers. 19:17 – 20:1–28.

**VIII. The King in Jerusalem.**

- A. The King's Journey to Jerusalem. 20:29–34.
- B. The King's Triumphant Entry. 21:1–11.
- C. The King in His Father's Temple. 21:12–17.
- D. The King's Enemies. 21:18 – 23:33.
- E. The King's Parable of the Marriage Feast. 22:1–14.
- F. The King Farewell's the City in Warning. 23:33–39.

**IX. The King as Prophet and Judge.**

- A. The King in Olivet. 24:1–51.
- B. The King's Parables.
  - 1. The Ten Virgins 25:1–13.
  - 2. The Talents. 25:14–30.
- C. The King and His Throne of Glory. 25:31–46.

**X. The King Rejected and Crucified.**

- A. The King Anointed for Burial. 26:1–13.
- B. The King eats the Passover. 26:17–35.
- C. The King in Gethsemane. 26:36–46.
- D. The King Betrayed and Arrested. 26:47–56.
- E. The King on Trial. 26:57 – 27:14.
- F. The King Condemed. 27:15–26.
- G. The King Crucified. 27:27–56.
- H. The King Buried. 27:57–66.

**XI. The King in Resurrection Glory.**

- A. The King Resurrected and Witnessed. 28:1–15.
- B. The King's Enemies deny the Resurrection.

**XII. The King's Commission, and Ascension.**

- A. The King in the Appointed Mount. 28:16.
- B. The King commissions His Disciples. 28:17–20.
- C. The King Ascends until the Second Coming.

# OUTLINING WORKSHOP

## #1

Below is a list of the main points and smaller points of an outline. Re-copy the items in the proper outline form, placing the points in the proper order. Be sure to indent each new division of points and keep the similar points with the same numbers or letters in a straight column. Pay attention to the way the points are related:

### **Living the Christian Life**

- A. Respect parents
- C. Study as unto the Lord
- II. At home
  - I. The importance of a good Christian life
    - A. Respect the teacher
    - C. Be involved in Christian ministries
- III. At school
  - B. Speak to everyone and smile after the meeting
  - B. Respect other students
    - A. Pay attention to the minister
- IV. At church
  - B. Be kind to brothers and sisters
  - C. Help with chores willingly
- V. Following Christ

### **Living the Christian Life**

## OUTLINING WORKSHOP \*2

Using the information on the preceeding pages, fill in the spaces below with the data provided.

### The Life of Christ

- I. ....
  - A. ....
  - B. ....
    - 1. ....
    - 2. ....
- II. ....
  - A. ....
  - B. ....
- III. ....
- IV. ....
  - A. ....
    - 1. ....
    - 2. ....
  - B. ....
  - C. ....
- V. ....
  - A. ....
  - B. ....
    - 1. ....
    - 2. ....
    - 3. ....
  - C. ....
  - D. ....
- VI. ....
  - A. ....
  - B. ....
  - C. ....

Flight to Egypt  
 Visit to Jerusalem at 12  
 Before Pilate  
 Feeding the 5,000  
 Before Herod  
 Healing the sick  
 Laws of the Kingdom  
 Passion Week  
 Sermon on the Mount

Beatitudes  
 Early Life  
 Presentation of gifts  
 Post-Resurrection Events  
 guiding star  
 Appearance to the twelve  
 visit of wise men  
 before high priest  
 forty days of preaching  
 concerning kingdom

Jesus on trial  
 Birth  
 Ascension  
 burial  
 crucifixion  
 baptism  
 triumphal entry  
 visit of shepherds  
 ministry

# OUTLINING WORKSHOP \*3

1. Make a full sentence outline of Matthew Chapter 23 using the following framework:

**Title of the Chapter** .....

I. .... vs. 1–12

    A. .... vs. 1–10

        1. .... vs. 1–4

        2. .... vs. 5–10

            a. .... vs. 5a

            b. .... vs. 5b

            c. .... vs. 6a

            d. .... vs. 6b

            e. .... vs. 7–10

                (1) .... vs. 7

                (2) .... vs. 8–10

                    (a) .... vs. 8

                    (b) .... vs. 9

                    (c) .... vs. 10

    B. .... vs. 11–12

        1. .... vs. 12a

        2. .... vs. 12b

II. .... vs. 13–36

    A. .... vs. 13

        1. .... vs. 13b

        2. .... vs. 13c

    B. .... vs. 14

        1. .... vs. 14b

        2. .... vs. 14c

        3. .... vs. 14d

    C. .... vs. 15

        1. .... vs. 15b

        2. .... vs. 15c

    D. .... vs. 16–22

        1. .... vs. 16b–17

        2. .... vs. 18–20

        3. .... vs. 21–22

    E. .... vs. 23–24

|           |           |
|-----------|-----------|
| E. ....   | vs. 23–24 |
| 1. ....   | vs. 23    |
| 2. ....   | vs. 24    |
| F. ....   | vs. 25–26 |
| 1. ....   | vs. 25    |
| 2. ....   | vs. 26    |
| G. ....   | vs. 27–28 |
| 1. ....   | vs. 27    |
| 2. ....   | vs. 28    |
| H. ....   | vs. 29–36 |
| 1. ....   | vs. 29–30 |
| a. ....   | vs. 31    |
| b. ....   | vs. 32    |
| c. ....   | vs. 33    |
| d. ....   | vs. 34    |
| (1) ....  | vs. 34b   |
| (2) ....  | vs. 34c   |
| e. ....   | vs. 35    |
| (1) ....  | vs. 35b   |
| (2) ....  | vs. 35c   |
| f. ....   | vs. 36    |
| III. .... | vs. 37–39 |
| A. ....   | vs. 37    |
| B. ....   | vs. 38–39 |
| 1. ....   | vs. 38    |
| 2. ....   | vs. 39    |

### Recommended Books with Bible Subject Outlines

600 BIBLE GEMS & OUTLINES

*S.R. Briggs & John H. Elliott (Kregel)*

1000 BIBLE STUDY OUTLINES

*F.R. Marsh (Kregel)*