

Bible Question Class Books

Bible Study Questions on the Books of Titus and Philemon by David E. Pratte

**A workbook suitable for Bible classes,
family studies, or personal Bible study**



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Introduction:

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Questions labeled "think" are intended to encourage students to apply what they have learned.

I also **strongly** urge teachers to use other Scriptures, questions, applications, and comments to promote productive in-class discussion. Please, do **not** let the class period consist primarily of the following: "Joe, will you answer number 1?" "Sue, what about number 2?" Etc. Instead, let the questions be assigned as homework so students come to class prepared. Then let class time consist of **discussion** that focuses on the Scriptures themselves, not just reading the questions to see whether they were answered "correctly."

I also urge the class to emphasize the **Bible** teaching. Please, do not become bogged down over "What did the author mean by question #5?" My meaning is relatively unimportant. The issue is what the Bible says. Concentrate on the meaning and applications of Scripture. If a question helps promote Bible understanding, stay with it. If it becomes unproductive, move on. (Note: My abbreviation "**b/c/v**" means "book, chapter, and verse.")

Finally, I encourage plain applications of the principles studied. God's word is written so souls may please God and have eternal life. Please study it with the respect and devotion it deserves!

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Assignments on Titus 1

Please read Titus 1, then answer the following questions.

1. Who wrote this letter? Summarize some things we know about him.
2. To whom is the letter addressed (v4)? What are some things we know about him (give **b/c/v**)? (Think: See what you can learn about when this book was written, and where Paul was at the time.)
3. Where was Titus at this time (v5)?
4. Read through the book and **summarize** its theme.
5. How did Paul describe himself (v1)?
6. List other **passages** showing proof that Paul was an apostle.
7. **Define** “elect.” List other **passages** about the elect.
8. What is the “faith of God’s elect”?
9. **Define** “godliness.”
10. List other **passages** regarding truth.
11. **Define** “hope.” What do Christians hope for?
12. List other **passages** regarding the Christian’s hope.
13. Name something God cannot do. Why not?

14. **Case Study:** Some folks say that Christians already possess eternal life, so we cannot lose it. Does the Bible teach eternal life is a present possession or a promise or hope actually fulfilled in the future? Explain and prove your answer.

15. What had God done with His word? How?

16. What role did Paul have in this?

17. How was Titus related to Paul? Explain.

18. How many true faiths are there? Should Christians have the same faith or different faiths? Explain.

19. What blessings did Paul seek for Titus (v4)?

20. Where had Paul left Titus? What else do we know about this place?

21. For what purpose was Titus left there?

22. **Define** “elder.” List other **passages** regarding elders.

23. List, **define**, and give **passages** for two other terms for this same position.

24. **Special Assignment:** Prove that the terms used above (# 22,23) refer to the same position.

25. What does v5 show regarding the importance of elders? List other **passages** about this.

26. **Special Assignment:** List and describe the works elders should do. List **passages** for each.

27. List **passages** that show whether or not one man alone may oversee a church.

28. **Case Study:** Some members believe that a church need not follow the elders' decisions unless the decisions have first been submitted to the whole church for their endorsement. How would you respond?

29. The qualities listed in vv 6-9 are sometimes called "the qualifications of elders." Find words or phrases that show men need these qualities in order to serve as elders.

30. May a man be appointed as an elder if he lacks some qualification? May he continue to serve if he lacks some qualification? Explain.

31. Explain the purposes of the qualifications – i.e., why did God give them?

32. **Define** "blameless." List other **passages** regarding it. Explain its application and relationship to an elder's work.

33. **Special Assignment:** Explain the significance of "husband of one wife" to the following cases: (1) a woman elder, (2) an unmarried elder, (3) a polygamous elder, (4) an unscripturally remarried elder.

34. How does 1 Timothy 3:4,5 describe the elder's children? What reason is given why an elder's family relationship matters? (Think: If a man's family fails to measure up to the qualifications, do we appoint him anyway unless we can prove he is to "blame," or do we simply conclude he lacks the evidence we need to confirm his leadership qualities?)

35. List other translations for "faithful children" in Titus 1:6.

36. Examine the passages listed below and other **passages** using the word "faithful" (or "believing" or "believer"), then explain the meaning: Acts 16:15; Eph. 1:1; 1 Tim. 6:2; Rev. 2:10; 1 Tim. 3:11.

37. Specifically, should a person be called "faithful" if he is not a Christian? What if he is known to be disobedient to God and will not repent?

38. List other translations of "not accused of riot or unruly" (KJV).

39. Explain what "riot" means in Eph. 5:18; 1 Peter 4:3,4; Luke 15:13.

40. Explain the meaning of "unruly" as used in Titus 1:10; 1 Tim. 1:9. (Think: How does "not accused of riot or unruly" help explain "faithful"?)

41. Of the children an elder has, how many must be "not accused of riot or unruly" in order for him to qualify? (Consider similar concepts in 1 Tim. 5:10; 3:4; 3:11.) Of the children an elder has, how many must be "faithful" in order for him to qualify? Explain your answer.

42. If a man has one or more accountable children who are not Christians, are his children "faithful ... not accused of riot or unruly"? What if one or more of his children are not accountable?

43. If one or more of his children become unfaithful after they leave home, are his children "faithful ... not accused of riot or unruly"?

44. When one man is addressed, does he have “children” if he has only one? Can the plural include the singular in such cases (are Luke 14:26; 18:29; Gen. 21:7; 1 Tim. 5:4 parallel language)? Does the plural always include the singular, and does it do so in Titus 1:6? In other words, may a man qualify as “having faithful children” if he has only one child? Explain.

45. Define each of the following terms as used in the KJV. For each one, also list other **pas-sages** (if any) where it is used, and explain how it relates to the elders’ work.

self-willed

soon angry

given to wine

striker

given to filthy lucre

lover of hospitality

lover of good (men)

sober

just

holy

temperate

holding fast the faithful word

able to exhort and convince the gainsayer

46. Explain the connection between v9 and vv 10-14.

47. **Define** the words in v10 that describe the people Paul is talking about.

48. List other **passages** in 1&2 Timothy about these problems.

49. What is the significance of “circumcision” in v10 (cf. “Jewish fables” in v14)?

50. What did Paul say should be done about these people (v11; cf. v13)? Why are they dangerous?

51. What often motivates such people? List other similar warnings.

52. How did a Cretan prophet describe them? (Think: Was this Cretan prophet inspired by God? Why quote him?)

53. Application: Why would it be hard to deal with such people?
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54. How should such people be dealt with (v13)?

55. List other **passages** regarding rebuking sin.

56. **Special Assignment:** Is it always wrong to be “sharp” with people? Is it always right? What should be the motive for rebuke?

57. What are “fables”? What other *passages* discuss them?

58. List other *passages* about the danger of human commands.

59. **Define** “pure.” List other *passages* about purity.

60. In what sense are all things pure to those who are pure? (Think: Does this mean “pure” people can do sinful things without being held guilty? Explain.)

61. In what sense is nothing pure to the defiled and unbelieving? (Think: Does this teach “total depravity” – i.e., sinful people cannot do anything good at all? Explain.)

62. Explain how sinners are defiled in mind and conscience.

63. Is a person saved simply because he professes to know God? Give other *passages* elsewhere about this.

64. How can a person deny God in works?

65. **Define** “abominable” and “reprobate” (KJV).

66. **Application:** What application does this verse have to people who say works are not necessary to salvation, but we are saved by “faith only”?

Assignments on Titus 2

Please read Titus 2, then answer the following questions.

1. What kind of things should Titus speak (2:1)?
2. **Define** “sound” and list other *passages* where it is used similarly.
3. List the groups of people Titus was to teach according to 2:1-10.
4. **Define** these terms (KJV) as used regarding aged men:
 - sober
 - grave
 - temperate
 - faith
 - charity (love)
 - patience.

5. **Special Assignment:** Consider carefully *who* is required to obey the instructions of vv 1-3 – i.e., when does a man or woman become an “older” man or woman? For example, if a man (or woman) is old enough by reason of age that he/she could be an “elder” (or an elder’s wife), then is he/she an older man (or woman)?

6. List and **define** each term used to describe older women. Give other verses for each.

7. List other **passages** regarding women as teachers.

8. **Application:** Is this passage advice or command? In what ways may older women obey this passage? In what ways may they be guilty of disobeying it?

9. Whom should older women especially emphasize teaching?

10. Why are older women especially qualified to teach these people the kinds of things described here?

11. How important is an older woman's example in this work?

12. List other **passages** showing women's role in loving their husbands. How does this relate to the purpose for woman's creation?

13. **Application:** Can love be taught? If so, why and how?

14. List other **passages** regarding women's duty to children.

15. What is the emphasis of a woman's role in life according to this context?

16. **Case Study:** Society discourages the role of women in caring for men and children. Many women view such a role as demeaning or unimportant. How does God's word compare to modern society's view of women?

17. **Define** "discreet," and list other **passages** about it. Give reasons why young women should be taught discretion.

18. **Define** “chaste,” and list other **passages** about it.

19. List other **passages** about sexual purity and/or impurity.

20. **Application:** Is chastity the norm in our society? List some specific examples of lessons young women should be taught in order to maintain chastity. What application may be made to clothing, dancing, flirting, etc.?

21. Give other translations and definitions for “keepers at home” (KJV). How does this relate to loving her husband and children (v4)?

22. Make a list of specific responsibilities a young woman (with husband and children) needs to learn as a homemaker. List Bible **passages**.

23. **Define** “good.” Make a specific list of “good” works young women should learn in addition to their duties as homemakers.

24. If an able-bodied man is married, which spouse (husband or wife) is **commanded** by God to provide the financial support his family needs? Prove your answer.

25. **Application:** Suppose a young woman has children at home and an able-bodied husband. Will she be able to adequately fulfill all the duties God requires of her (see above) if she also holds a “full-time” job away from home like God expects men to do? Defend your answer.

26. List Bible **passages** regarding the husband as head of the family and/or wife as subject to her husband.

27. **Application:** Is this teaching generally accepted in our society? What are some specific lessons young women should be taught in order to properly submit to their husbands?

28. What consequence is described if young women fail to act as described in vv 4,5? List other **passages** and explain the importance of this.

29. What should young men be taught (v6)? Think: Why do young men especially need this instruction?

30. Along with young men, what should Titus do (vv 7,8)?

31. List other **passages** about setting good examples. Think: Why do young people especially need to learn this?

32. List the characteristics of proper doctrine (v7).

33. **Define** these terms and explain how they relate to the work of (young) preachers.

34. What is “sound” speech? Where else has it been discussed?

35. What reason is given why sound speech is important?

36. **Case Study:** Some members say we do not need to be concerned what people in the world think about us, since they are lost anyway. How would you respond?

37. What group is addressed in vv 9,10? List other *passages* about them.

38. What is the first requirement of servants (v9)? Explain what is involved.

39. What is meant by “not answering back”? Why is this important?

40. **Define** “purloin” (KJV). What application should be made to servants?

41. **Define** “fidelity” (KJV). Why is this important to servants?

42. How does one “adorn the doctrine”? How does this relate to other instructions about influence and to servants in particular?

43. **Define** “grace.” List other *passages* about it.

44. What does grace bring to men?

45. List other *passages* showing whether or not salvation is received on the basis of conditions people must meet.

46. Grace brings salvation to how many people? List other *passages* showing all can be saved.

47. **Case Study:** Calvinists teach that God’s grace extends only to those whom God unconditionally chose before the world began. Explain the application of Titus 2 and other passages to this view.

48. What does grace teach us?

49. **Special Assignment:** Explain the connection between grace and God's word. Consider Eph. 1:5-11; 2 Tim. 1:8-10; Acts 15:11; 20:24,32.

50. **Define** "ungodliness," "worldly," and "lusts."

51. List other **passages** about these ideas.

52. Does grace prove we should not speak against sin? Explain.

53. **Define** "soberly." Where else have we studied about it?

54. **Define** "righteously" and list other **passages** about it.

55. **Define** "godly" and list other **passages** about it.

56. What does grace teach us (vv 11,12) about Jesus' return (v13)?

57. List other **passages** about Jesus' second coming. What will happen then?

58. **Application:** If one really looks for Jesus' return, how will he act? What effect will it have in his life?

59. What terms are used to describe Jesus in v13?

60. List other **passages** that refer to Jesus as “God.”

61. What did Jesus do for us (v14)? List similar **passages**.

62. **Define** “redeem.” Why did we need redemption?

63. After being redeemed, to whom do we belong? Explain the connection to redemption and other **passages**.

64. **Define** “zealous.” For what should we be zealous?

65. List other **passages**, especially in Titus, about good works.

66. Look at v14 again. What should be done about lawless deeds (iniquity)? What should be done about good works? What should we learn?

67. What should Titus do with the truths Paul taught (v15)? **Define** the terms. (Think: Does rebuking sin conflict with grace?)

68. What “authority” does a preacher have?

Assignments on Titus 3

Please read Titus 3, then answer the following questions.

1. List other **passages** regarding civil rulers, and summarize our duties to them.

2. Under what circumstances may we disobey rulers? Proof?

3. List other **passages** regarding the importance of good works.

4. **Special Assignment:** Explain the role of good works in salvation. Are they necessary? Do they earn salvation?

5. List other **passages** about “speaking evil” of others and give examples illustrating how we may be guilty.

6. **Define** “no brawlers” (KJV). Explain how one can obey this while standing firm for the truth (use references in your answer).

7. **Define** “gentle” and list other **passages**.

8. **Application:** Give examples of how a “gentle” person will act.

9. **Define** “meekness” (KJV) and list other **passages**.

10. Explain how a meek person will act.

11. How had these people lived in the past? (Think: How are we different from them?)

12. **Define** “lust” and give examples of people living in lust and pleasure.

13. **Define** “malice,” “envy,” and “hate.”

14. Explain how these attitudes (#13) relate to one another.

15. In contrast to our sins (v3), what did Jesus bring (v4)?

16. Review your notes on 2:11-14 & 3:1. List again **passages** that show we must meet conditions to receive salvation.

17. **Special Assignment:** Explain what a person would have to do to be saved by works alone without mercy. Why can't this succeed? Proof?

18. Describe different kinds of works mentioned in Scripture and give **passages** for them.

19. Study the “not ... but” expressions in the following passages. Is the “not” item completely excluded? Explain. John 6:27; 12:44; 1 Cor. 1:17; 15:10; 1 Peter 3:3,4; Mark 9:37; Matt. 10:20; Acts 5:4; 1 Thess. 4:8; Gen. 45:8; 2 Tim. 1:9.

20. **Case Study:** Many people uses verses like Titus 3:5; Eph. 2:8,9 to prove we do not need to meet any conditions to be saved, especially not baptism. How would you answer?

21. **Define** “regeneration.” List other **passages** about the new birth.

22. What other New Testament practice related to salvation involves a washing or cleansing? Proof?

23. List other *passages* that connect baptism to being born again.

24. **Special Assignment:** What is the “washing of regeneration”? Proof? Relate this to the discussion of conditional vs. unconditional salvation.

25. What is “renewed” in man’s salvation? List other *passages* regarding new mind, new man, new life, etc.

26. What role does the Holy Spirit play in this renewal?

27. List other *passages* that discuss salvation and that refer to both the word and baptism or the Spirit and the water, etc.

28. What was “poured out” abundantly (v6; cf. v5)? (Think: Study what outpouring is referred to. Holy Spirit baptism? Indwelling of the Holy Spirit?)

29. **Define** “justify.” Where else have we studied justification by grace?

30. What inheritance will God’s heirs receive? Where else have we studied this?

31. What faithful saying is recorded in v8? What should preachers do with this saying?

32. Again list other *passages*, especially in Titus, regarding good works.

33. What should we avoid (v9)? Where else have we read such warnings?

34. Where else does the book of Titus refer to the kind of people described in v9?

35. Explain the kind of strife v9 specifically refers to. (Note the reference to “genealogies” and “the law.”)

36. Can people be guilty of causing strife and contention by teaching false doctrines? Explain.

37. Can people be guilty of causing strife and contention by pressing issues and accusations that are not based on Scripture? Explain.

38. **Application:** Does this mean Christians must never strive or contend in any sense? Explain. How does this compare to v9?

39. **Define** “heretic” (KJV - v10). What other translations can you find?

40. List other **passages** using forms of this word.

41. How does v10 connect to the context and to other **passages** in 1&2 Timothy or Titus?

42. How should these people be treated?

43. List other **passages** about church discipline. How do they relate to Titus 3:10?

44. How are such people described in v11? (Think: Who actually condemns these people?)

45. What did Paul ask Titus to do in v12?

46. What else do we know about Artemas or Tychicus?

47. What did v13 say to do? Explain what this means.

48. What else do we know about Zenas or Apollos?

49. What final admonition did Paul make about good works? Where else in Titus have we read about good works?

50. How did Paul conclude the letter?

Assignments on Philemon

Please read Philemon, then answer the following questions.

1. Who wrote the letter to Philemon, and who joined him? (Note: Be sure you know basic facts about these men's lives.)
2. To what man is the letter addressed according to v1? What do we know about him?
3. What is the theme of the book, and what were Paul's circumstances?
4. Who else is addressed (v2), and what do we know about them?
5. What did Paul do for Philemon and his family (v4)?
6. What had he heard about them (v5)?
7. What had they done with their faith, and what effect did this have (v6)?
8. What had Philemon done for the saints, and how did Paul react to this (v7)?
9. How did Paul intend to approach Philemon regarding the topic he intended to discuss (vv 8,9)?
10. How did Paul describe his own circumstances?

11. On whose behalf did Paul appeal? Explain Paul's statement that he had begotten Onesimus while in chains. (Note: The story of Onesimus is not directly stated but must be deduced as the letter proceeds. Try to piece the facts together to get the story.)

12. How did Paul describe Onesimus in v11?

13. What was Paul doing with Onesimus (v12)?

14. What would Paul have preferred to do? Why?

15. Why had he not done as he preferred to do?

16. What does v16 show about Onesimus' former relationship to Philemon? What had changed about their relationship?

17. How did Paul describe the manner in which he urged Philemon to receive Onesimus (v17)?

18. What promise did Paul make on Onesimus' behalf (vv 18,19)?

19. **Application:** What does Paul's promise show about love and helping people in need?

20. Summarize your conclusions about what had happened to Onesimus and why Paul was sending him back.

21. **Special Assignment: Define** the concept of restitution. List Bible **passages** about it. Explain how the story of Philemon illustrates restitution.

22. **Case Study:** Some folks claim that, when a person is baptized, he is released from all obligations of relationships formed before baptism. What does Onesimus' case teach about this? Think of other similar examples.

23. What request did Paul make in v22? What does this indicate about Paul's future plans?

24. Who sent greetings in v23? What else do we know about him?

25. What men are named in v24? Tell what we know about each of them.

26. How did Paul conclude the letter?

27. List other New Testament passages about the master/servant relationship.

28. What practices often associated with slavery would be sinful? (Give **b/c/v**.)

30. Does any New Testament or Old Testament passage directly or absolutely forbid slavery? If so, list and explain it.

31. List Bible examples of upright people who were masters and had slaves.

32. **Special Assignment:** List New Testament passages addressed to masters of slaves. If slave owning were inherently sinful, would God tell people how to do it? Explain.

33. **Application:** State your conclusions about the morality of slaveholding and defend them by the Bible.

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