



PRECEPT
UPON
PRECEPT®

English Standard Version

Titus

DEVELOPING
CHARACTER AND
INTEGRITY IN THE
MIDST OF A
SOCIETY WHICH
HAS LOST RESPECT
FOR GOD

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DEVELOPING CHARACTER AND INTEGRITY IN THE MIDST OF A
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ISBN 978-1-62119-139-1

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1st edition

Printed in the United States of America



PAGE **LESSONS**

- 1 LESSON ONE: **How Can a Godless Society Fail to Be Impacted When There's a Vibrant Healthy Church in It's Midst**
Overview of Titus
- 13 LESSON TWO: **Surely It Is Not Our Responsibility to Discern the Godly from the Ungodly . . . or Is It?**
Titus 1-3 and Cross-references
- 25 LESSON THREE: **Sound Doctrine—What Is It and What Is the Relationship of Sound Doctrine to Good Works?**
Titus 1-3 and Cross-references

APPENDIX

- 39 Observation Worksheets



HELPFUL STUDY TOOLS

ARTHUR, KAY; ARTHUR, DAVID; DE LACY, PETE
The New How to Study Your Bible
Eugene, Oregon: Harvest House Publishers, 2010

The New Inductive Study Bible
Eugene, Oregon: Harvest House Publishers, 2013

Greek Word Study Tools

Commentaries on Titus
(See commentary list below)

RECOMMENDED COMMENTARIES

WALVOORD, JOHN F., ZUCK, ROY B., EDS.
The Bible Knowledge Commentary: An Exposition of the Scriptures
Wheaton, Illinois: Victor Books, 1983-c1985

GUTHRIE, DONALD
The Pastoral Epistles. Tyndale New Testament Commentaries
Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1990

THOMAS, ROBERT L.; EARLE, RALPH; HIEBERT, E. EDMOND
1 & 2 Thessalonians, 1 & 2 Timothy, Titus: The Expositor's Bible Commentary
Grand Rapids, Michigan: Zondervan Publishing House, 1996.

RECOMMENDED SOFTWARE

Logos Bible Software

Powerful search engines and up to 4,000 electronic Bible study resources (commentaries, lexicons, Bible dictionaries etc.) make it fast and easy to do simple and complex **searches** of multiple sources, then pull materials together for orderly presentation—excellent for word and topical studies based on English or original Hebrew and Greek. Available at www.logos.com.



LESSON ONE

How Can a Godless Society Fail to Be Impacted When There's a Vibrant Healthy Church in Its Midst?

THIS LESSON
INCORPORATES

Observation Worksheets

You are about to begin a study of a powerful and greatly needed epistle which was written almost 2,000 years ago . . . a letter which, if read and heeded, could turn our churches around and thus impact our communities and eventually our nation.

DAY ONE

1. All study of the Word of God should be preceded by prayer. This is God's Book and the truths within it are made plain by the ministry of the Spirit of God. We will teach you a method, a good method and process of study, that will help you comprehend what the text of Titus is all about, but it is the work of the Spirit of God to take the things which belong to God and reveal them to us. So begin in prayer. Ask God to open the eyes of your understanding, to lead you and guide you into all truth, and to cleanse and nourish you through the "washing of water with the word" (Ephesians 5:26).

2. As we begin our study, our first task will be to identify the historical setting or background of the book of Titus. This is discovered by observing what the text tells you about the author of the book and the recipient(s) of the book.

In the Appendix of this workbook you will find a copy of the book of Titus. We refer to these as Observation Worksheets. These are simply the text of the New American Standard Bible printed double-spaced. This is where you can record what you observe in your study of Titus.

Read through your Observation Worksheets on Titus and mark (color) in a distinctive way every reference to the author and to the recipient. Use two distinct colors or markings so you can easily distinguish, at a glance, one from the other. (For instance, you might color the references to the author in blue and those to the recipient in orange.) As you identify each one, make sure you



also mark or color every synonym and pronoun which refers to the author and to the recipient in their distinctive ways. Mark only the singular pronouns and synonyms.

3. On the chart entitled “The People in Titus” located on page 10,
 - a. List what you learn from marking references to the author in chapters 1-3. Only record, however, information which **describes** the author—that which tells who he is, where he is, what he is.
 - b. Now record what you learn about the recipient. Follow the same guidelines you used for the author. Do not record any instructions or exhortations, however, because we will do that later on a different chart. Either write or color your observations with the color you used for the recipient; that way you can quickly distinguish what you recorded about the recipient from what you recorded about the author.

The following is an example of how to list the information on the chart:

THE PEOPLE IN TITUS

Chapter 1	Chapter 2	Chapter 3
1:1 Paul, a servant of God 1:1 An apostle of Jesus Christ 1:4 Titus, Paul's true child in a common faith		

4. Evaluate the facts you just recorded on the chart. Does anything on that chart give you any historical clues as to where Paul or Titus were, where they had been previously, where either would be later, when it was written? Record below what you learned about the historical setting.



- When we teach the inductive method of study, we urge our students to look for the obvious and the people are the most obvious in the book of Titus.

As you read through Titus, did you notice a category of people who help you see the author’s reason for writing what he does to the recipient? When you find it, record it below.

DAY
TWO

- Yesterday you were to look for a third category of people mentioned in Titus. While Paul mentions elders, men, women, and slaves, he also makes reference to rebellious men in Titus 1:10. Read Titus and mark in a third color or distinctive way every reference to these men. Note how they are described, how they behave, and what they are doing. Let’s get a profile on these men.
- Now having marked and observed the references to the rebellious men, record what you learn about them in the appropriate chapter column on the chart “The People in Titus.” Color or write this information in the same color you used for rebellious men on your Observation Worksheets.

The following is an example of how to list the information on the chart:

THE PEOPLE IN TITUS

Chapter 1	Chapter 2	Chapter 3
1:1 Paul, a servant of God 1:1 An apostle of Jesus Christ 1:4 Titus, Paul’s true child in a common faith 1:9 They contradict		

- Again review the chart, looking for any further information that would help you see more about the historical setting. Are there any clues regarding what is taking place within the church?



DAY
THREE

On page 11 you'll find a chart entitled "What Paul Wants Titus to Do." Read Titus again, verse by verse, and list on this chart what Paul wants Titus to do. As you read you might want to put a red arrow like this → in the margin next to each of these statements.

1. Look for the verbs that call Titus to action. Identifying these will help you separate the instructions to Titus from the descriptions of older men, women, etc., which you don't want to put on this chart.
2. As you record these, use the words from the text and record the chapter and verse where you found it.

The following is an example of how to list the information on the chart:

WHAT PAUL WANTS TITUS TO DO

Chapter 1	Chapter 2	Chapter 3
1:5 Put what remained into order 1:5 Appoint elders in every town as I directed you		

3. Now, review the chart looking for any words that might be repeated. This will help you see the key words in the book. When you discern the words that are repeated, mark these in a distinctive way on the chart.

How are you doing, Beloved Student? We are so grateful for your diligence. How we pray that you will be faithful to finish what you have begun. This first lesson takes time, but it is necessary so that you get a good overview of Titus and become familiar with its general content. This will help you keep everything in its proper context, which is vital.

Bathe in God's truth. Don't let your study simply be a gathering of facts. Let it be God's means of cleansing and transforming you into the image of Jesus Christ.

DAY
FOUR

1. In Titus there are three major key words: *doctrine*, *works*, and *sound*. Read your Observation Worksheets again and mark each in a distinctive color or way. If you are new to Precept Upon Precept studies, you can read about key



words in the section “Getting the Big Picture” in *The New How to Study Your Bible*.

- a. The first key word, *doctrine*, is translated from the Greek word *didaskalia* and means “instruction (the information or the function).”
 - b. The second word, *works*, is *ergon* which denotes a work, a deed, an act.
 - c. The third word, *sound*, is *hugiēs* or *hugiainō* and means whole or healthy.
2. Now list what you learn about *doctrine*, *works*, and *sound* from each reference. Note the context of the word. Also pay attention to who or what is connected with the word.

Yes, you guessed it! There is a chart for your list on page 12 entitled “What I Observed about Doctrine, Works, and Sound.” As you make your list, keep in mind the definition of the word. Also record the verse where you found the word.

For example, under “Chapter 1” about doctrine you might put

WHAT I OBSERVED ABOUT DOCTRINE, WORKS, AND SOUND

Chapter 1	Chapter 2	Chapter 3
1:9 The overseer is to be able to exhort in sound doctrine		

3. Evaluate the information you gathered from listing all you learned about the key words. What seems to be the theme of the book? (The theme is determined by what is talked about the most.)

Also look for any statement(s) in the text which would summarize the theme of the entire book.



4. Now,
 - having reviewed the general content of Titus
 - and keeping in mind the key words
 - and all you learned about the people you recorded on “The People in Titus” chart
 - and Paul’s instructions and exhortations to Titus,if someone asked you, “Why did Paul write this letter to Titus? What prompted him or provoked him to write such a letter?” what would you say was Paul’s purpose or reason for writing? Record it below.

DAY FIVE

Today our goal will be to fill out the “Titus at a Glance” chart on page 9. It will not be difficult if you will simply follow the instructions one by one. You will be thrilled when you finish because you will have a complete synopsis of the book of Titus on one page and it will be a testimony to the fruit of your diligent study this week.

1. Look over the “Titus at a Glance” chart. You will see there is a place to record the following:
 - a. The Book Theme
 - b. The Author. (You already know who it is so write his name under the word “Author.”)
 - c. Key Words. (You already know three of them, so write these under “Key Words.”)
 - d. Purpose (If you have already seen this, record it on the chart.)
 - e. Historical Setting (If you have already seen this, record it on the chart.)
 - f. Chapter Themes for chapters 1, 2, and 3
 - g. Paragraph Themes
2. What is the historical setting of Titus? If you have not identified this previously, you can discern it by observing what you recorded on “The People in Titus” chart. Evaluate the following:

Does anything on that chart give you any historical clues as to

where Paul or Titus were,
where they had been previously,
when it was written,
what was taking place,
the conditions in the church or in society at the time the book was written?



Information like this gives you the historical context or setting of the book. Record your insights on the “Titus at a Glance” chart. It would be good to record the verse that gave you each insight.

3. Now go back and read Titus 1. What is each paragraph about in general? Record in the left-hand margins of your Observation Worksheets the main subject or topic which is covered in the following paragraphs. We will give you the first two paragraphs.

- a. Titus 1:1–3 Paul, entrusted with the preaching
- b. Titus 1:4 To Titus, my true child in a common faith
- c. Titus 1:5–9
- d. Titus 1:10–16

4. Now read Titus 2 and again look for the general content of this chapter, the big picture. Notice the first and last verses and the repetition of the phrase “the(se) things.” Could it be that “these things” refer to all that Paul says between verses 1 and 15?

As you look for what this chapter is about in general, pay attention to the key words you marked in this chapter. Also notice the different groups of people mentioned. What seems to be the emphasis in the chapter? Record the main thrust of each paragraph in the left-hand margins of your Observation Worksheets.

- a. Titus 2:1-10
- b. Titus 2:11-14
- c. Titus 2:15

5. Read Titus 3. Once again note the key words you marked in this chapter and how they are used. What is the main thrust of the following paragraphs? Record this information on your Observation Worksheets.

- a. Titus 3:1–11
- b. Titus 3:12–14
- c. Titus 3:15

6. A Chapter Theme describes the main content of the chapter—the subject, person, or event that is the predominant topic in that specific chapter. Now reviewing what you observed when you looked at Titus chapter by chapter, what do you think is the main theme of each chapter of Titus?



Write out the chapter theme in the form of a summary statement using words found within the text. Record these in the space provided on your Observation Worksheets.

7. Review DAY FOUR, question 4. Record the author's purpose on the "Titus at a Glance" chart.
8. Suppose someone asked you what Titus is all about, what would you say? Review your answer to question 3 of DAY FOUR. Are you satisfied with your answer? If not, again review your Observation Worksheets. Look at your "What Paul Wants Titus to Do" chart. Are there any repeated instructions? Also evaluate your "What I Observed about Doctrine, Works, and Sound" chart and your paragraph and chapter themes. What is the main subject or theme of this book? Are there any verses in Titus which seem to summarize this theme?
9. Complete the "Titus at a Glance" chart located on the next page. Transfer the Book Theme, Chapter Themes, and Paragraph Themes to the appropriate spaces.

We are so proud of you. As you close your workbook and go about your week, think about all you have learned. Ask God what He wants you to learn from this study. With such a teachable heart, God will do a precious work in your life. As you consider what you have seen, what do you think would happen in a person's life or in the life of church members if people lived their lives according to what is taught in this book? Awesome, isn't it!



TITUS AT A GLANCE

Book Theme:

	Chapter Themes	Paragraph Themes
Author:	1	1:1-3
Key Words:		1:4 1:5-9 1:10-16
Purpose:	2	2:1-10 2:11-14 2:15
Historical Setting:	3	3:1-11 3:12-14 3:15



THE PEOPLE IN TITUS

Chapter 1	
Chapter 2	
Chapter 3	



WHAT PAUL WANTS TITUS TO DO

Chapter 1	
Chapter 2	
Chapter 3	



WHAT I OBSERVED ABOUT DOCTRINE, WORKS, AND SOUND

Chapter 1	Chapter 2	Chapter 3



TITUS 1

Observation Worksheet

Chapter Theme _____

- PAUL**, a servant of God and an apostle of Jesus Christ, for the sake of the faith of God's elect and their knowledge of the truth, which accords with godliness,
- 2 in hope of eternal life, which God, who never lies, promised before the ages began
 - 3 and at the proper time manifested in his word through the preaching with which I have been entrusted by the command of God our Savior;
 - 4 To Titus, my true child in a common faith:
Grace and peace from God the Father and Christ Jesus our Savior.
 - 5 This is why I left you in Crete, so that you might put what remained into order, and appoint elders in every town as I directed you—
 - 6 if anyone is above reproach, the husband of one wife, and his children are believers and not open to the charge of debauchery or insubordination.
 - 7 For an overseer, as God's steward, must be above reproach. He must not be arrogant or quick-tempered or a drunkard or violent or greedy for gain,
 - 8 but hospitable, a lover of good, self-controlled, upright, holy, and disciplined.
 - 9 He must hold firm to the trustworthy word as taught, so that he may be able to give instruction in sound doctrine and also to rebuke those who contradict it.
 - 10 For there are many who are insubordinate, empty talkers and deceivers, especially those of the circumcision party.
 - 11 They must be silenced, since they are upsetting whole families by teaching for shameful gain what they ought not to teach.



- 12 One of the Cretans, a prophet of their own, said, “Cretans are always liars, evil beasts, lazy gluttons.”
- 13 This testimony is true. Therefore rebuke them sharply, that they may be sound in the faith,
- 14 not devoting themselves to Jewish myths and the commands of people who turn away from the truth.
- 15 To the pure, all things are pure, but to the defiled and unbelieving, nothing is pure; but both their minds and their consciences are defiled.
- 16 They profess to know God, but they deny him by their works. They are detestable, disobedient, unfit for any good work.



TITUS 2

Observation Worksheet

Chapter Theme _____

BUT as for you, teach what accords with sound doctrine.

- 2 Older men are to be sober-minded, dignified, self-controlled, sound in faith, in love, and in steadfastness.
- 3 Older women likewise are to be reverent in behavior, not slanderers or slaves to much wine. They are to teach what is good,
- 4 and so train the young women to love their husbands and children,
- 5 to be self-controlled, pure, working at home, kind, and submissive to their own husbands, that the word of God may not be reviled.
- 6 Likewise, urge the younger men to be self-controlled.
- 7 Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity,
- 8 and sound speech that cannot be condemned, so that an opponent may be put to shame, having nothing evil to say about us.
- 9 Bondservants are to be submissive to their own masters in everything; they are to be well-pleasing, not argumentative,
- 10 not pilfering, but showing all good faith, so that in everything they may adorn the doctrine of God our Savior.
- 11 For the grace of God has appeared, bringing salvation for all people,
- 12 training us to renounce ungodliness and worldly passions, and to live self-controlled, upright, and godly lives in the present age,
- 13 waiting for our blessed hope, the appearing of the glory of our great God and Savior Jesus Christ,
- 14 who gave himself for us to redeem us from all lawlessness and to purify for himself a people for his own possession who are zealous for good works.
- 15 Declare these things; exhort and rebuke with all authority. Let no one disregard you.



TITUS 3

Observation Worksheet

Chapter Theme _____

- REMINDE** them to be submissive to rulers and authorities, to be obedient, to be ready for every good work,
- 2 to speak evil of no one, to avoid quarreling, to be gentle, and to show perfect courtesy toward all people.
 - 3 For we ourselves were once foolish, disobedient, led astray, slaves to various passions and pleasures, passing our days in malice and envy, hated by others and hating one another.
 - 4 But when the goodness and loving kindness of God our Savior appeared,
 - 5 he saved us, not because of works done by us in righteousness, but according to his own mercy, by the washing of regeneration and renewal of the Holy Spirit,
 - 6 whom he poured out on us richly through Jesus Christ our Savior,
 - 7 so that being justified by his grace we might become heirs according to the hope of eternal life.
 - 8 The saying is trustworthy, and I want you to insist on these things, so that those who have believed in God may be careful to devote themselves to good works. These things are excellent and profitable for people.
 - 9 But avoid foolish controversies, genealogies, dissensions, and quarrels about the law, for they are unprofitable and worthless.
 - 10 As for a person who stirs up division, after warning him once and then twice, have nothing more to do with him,
 - 11 knowing that such a person is warped and sinful; he is self-condemned.
 - 12 When I send Artemas or Tychicus to you, do your best to come to me at Nicopolis, for I have decided to spend the winter there.



- 13 Do your best to speed Zenas the lawyer and Apollos on their way; see that they lack nothing.
- 14 And let our people learn to devote themselves to good works, so as to help cases of urgent need, and not be unfruitful.
- 15 All who are with me send greetings to you. Greet those who love us in the faith.
Grace be with you all.