

Road from Text to Sermon

[This lecture corresponds to assigned Reading # 4: *Christ-centered Preaching*, pp. 102-119.]

For mid-term review:

Why does one need to be cautious about spurious texts?

How does an allegorical method of interpretation differ from an expository one?

What are web and flow, and how do they affect text selection?

Why should a preacher be careful not to run to a commentary as a first step in his sermon preparation?

Goal for this lesson: To See How We Progress from Words on a Page in a Passage of Scripture to a Sermon that is Designed to Change Hearts?

Introduction:

Six Critical Questions for Sermon Preparation:

I. What Does this Text Mean?

To answer employ these steps:

- A.
- B.
- C.
- D.
- E.

◇ Tentatively conclude what the text is basically about.

II. How Do I Know What It Means?

To answer re-create on paper the mental process by which the earlier conclusion was reached and examine its accuracy:

- A. Create a "Thought-flow Outline" (one or more of 3 basic alternatives):

- 1. Grammatical Outline:

2. Mechanical Layout:

3. Conceptual Outline:

Notes: <>Comments and observations may also be listed to the side of each of these outlines as your study proceeds.

<>The larger the "expository unit" the more appropriate the latter alternatives for outlining listed above.

<> In creating such "outlines for study of a passage" which are known as "Exegetical Outlines" it is advisable to identify which verses correspond to which outline components by incorporating verse numbers into the outline.

B. Use the development of the "Thought-flow Outline" to lead you into and through an in-depth study of:

- 1.
- 2.
- 3.

III. What Concerns Caused This Text to Be Written?

A. To answer requires study of:

- 1.
- 2.
- 3.

B. To answer also requires remembering:

^

L
E
C
T
U
R
E

To this point you have only a lecture: -----

From this point a lecture becomes a sermon:

IV. What Do We Share in Common with:

A. Those ____ Whom the Text Was Written?

--or--

B. Those (the one) ____ Whom the Text Was Written?

◇ To answer identify the _____.

S
E
R
M
O
N

Biblical teaching does not primarily point to others—it points to ...

(cf. I Cor. 10: 13)

Good preaching does not merely _____ the information in a text (or the truths about a doctrine), it _____ how a F.C.F. of the passage touches and characterizes our lives.

**V. How Should We Respond to the Truths of Scripture?
(What Difference Does it Make for Me?)**

To answer you must look:

This is the "turn key" and makes the following sermons, sermons!

	<u>Truth Principle</u>	<u>What it Means to You</u>
<i>II Sam 12:7</i>	Nathan's account of rich man stealing lamb.	
<i>Matt. 6:28 - 30</i>	Behold the lilies of the field. They toil not neither do they spin. Yet even Solomon in all his glory was not arrayed like one of these. If God so clothes the grass of the field which today is and tomorrow is cast into the fire, will he not much more clothe you?	
<i>Joshua 24:15</i>	Recounting of Israel's redemptive history.	

◊ **Good Sermons Always Answer these Questions:**

- 1.
- 2.
- 3.

Caution: The Exegetical Outline is not the Homiletical Outline

VI. What is the Most Effective Way I Can Communicate the Content and Application of the Text?

To answer we must:

A. Use Organizational Tools:

1. Collection:
2. Subordination:
3. Simplification:

◊ The seminarian error

◊ The over-reaction error: k-i-s-s

◊ A balanced view:

<><>How to K-I-S-S (properly)

Remember there are only four things that can be done to explain any text or idea:

- 1.
- 2.
- 3.
- 4.

B. Use Communication Tools:

Conclusion:

Assignments for Next Class:

Reading Assignment #5: Christ-centered Preaching, pp. 128-142

Written Assignment #2: On one page identify and write down the main points of a sermon in chapel and, if possible, the subpoints. Indicate which verses of the passage are being used to support each of the points of the message. Due at Lecture #6.