

Preach the Word

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2 Timothy 4:1-5

(1) I charge you therefore before God and the Lord Jesus Christ, who will judge the living and the dead at His appearing and His kingdom:

(2) Preach the word! Be ready in season and out of season.

Convince, rebuke, exhort, with all longsuffering and teaching.

(3) For the time will come when they will not endure sound doctrine, but according to their own desires, because they have itching ears, they will heap up for themselves teachers;

(4) and they will turn their ears away from the truth, and be turned aside to fables.

(5) But you be watchful in all things, endure afflictions, do the work of an evangelist, fulfill your ministry.

Should I Preach?

Introduction:

- A. A common adage says, “Don’t preach unless you would be unhappy doing anything else.”
- B. This saying stands in direct conflict with the attitude of the apostle Paul. - 1Corinthians 9:16; Romans 1:14-15
- C. This lesson is intended to help you answer the question, Should I preach?

Body:

- I. This does not necessarily mean “full time” preaching (i.e., giving up secular employment and being supported by the church to devote your time and life to the Lord’s work).
 - A. There is an advantage in giving your time fully to the Lord’s work. - 1 Timothy 4:15-16
 - B. But there is definitely a place for the preacher who supports himself at secular employment. - Acts 18:1-3; e.g., Jim Mahan
 - C. The “man of God” will allow the needs of the Lord’s work, not his own personal advantage, determine which course he will pursue. - 1 Corinthians 9:19,23
- II. There is a divinely ordained basis upon which you should make your decision. - Matthew 25:14-30
 - A. “talent”: “a sum of money ... equal to about 237 dollars” (Thayer. 614)
 - B. They represent opportunities which we receive according to our ability. - verse 15
 - C. The lesson is ability + opportunity = responsibility.
 - D. By this standard we will be judged. - Matthew 25:21,23,30
 - E. The opportunity is certainly there. - Matthew 9:36-38
 - F. How do you know you lack the ability if you have not tried? - e.g., upsets in sports; Philippians 2:13; Ephesians 3:20-21
- III. Still, the question remains, Should I preach? Perhaps your own answers to these questions will help you decide.
 - A. Is there any work more important than preaching? - 2 Corinthians 4:3
 - B. Are more preachers of the gospel needed? - Matthew 9:36-38
 - C. Is anything more valuable than a human soul? - Matthew 16:26-27
 - D. Is anything more terrible than the loss of a human soul? - 2 Thessalonians 1:7-9
 - E. Is anything more wonderful than the salvation of a human soul? - 3 John 4
 - F. Can I fail to develop my ability to serve God and still please Him? - Matthew 25:30
 - G. Can I do any less than my best in God’s service and still please Him? - Matthew 6:33
 - H. Do I have anything to lose by simply trying my best to develop what ability I have to serve God?

Conclusion:

- A. Now, ask yourself some questions to make practical application of the lesson.
 - 1. Do I have the ability to preach?
 - a. How do I know if I haven’t tried? - e.g., trying a new food
 - b. Could I develop into a preacher?
 - 2. Do I have anything to lose by simply trying to develop what ability I have to serve God?
- B. Will you try to develop your ability to preach?

The Characteristics of a Preacher

Introduction:

- A. The book marker “Would You Hire This Preacher?” describes the travail of the apostle Paul.
 - B. People generally expect the preacher and his family to be better than other Christians. This is probably the source of the old saying, “The preacher’s kids are the meanest in town.”
 - C. What should a preacher be like?
- I. People often make demands the Bible does not.
- A. secular education - 1 Corinthians 2:1-5
 - B. dynamic personality - 2 Corinthians 4:5
 - C. married - 1 Corinthians 9:5
 - D. just the right age - 1 Timothy 4:12; Philemon 9
- II. Preachers **do** have greater responsibilities, since they preach the gospel. - 1 Timothy 4:12
- A. in **personal life** - 1 Timothy 6:6-11; 2 Timothy 2:22
(The two biggest personal failings of preachers involve money or sexual immorality.)
 - B. in **use of the word** - Titus 2:6-8
 - 1. honest - 2 Corinthians 4:2
 - 2. courageous - 2 Timothy 4:1-5
 - 3. studious - 1 Timothy 4:15; 2 Timothy 2:15
 - 4. gentle - 2 Timothy 2:24-26
 - 5. humble - Ibid
 - C. in **personal relations** - Romans 14:7
 - 1. Fit in. - 1 Corinthians 9:19-23
 - 2. Be considerate of the weak. - 1 Corinthians 10:32-33
- Conclusion:
- A. It is no easy task to measure up as a “man of God.” - 1 Timothy 6:11
 - B. But the rewards outweigh the demands. - Philippians 4:1

The Work of a Preacher

Introduction:

- A. The attitude many have toward the work of a preacher is exemplified by the woman who "quit the church" because "the preacher did not come to visit her family."
- B. Do you want the preacher to do the work God has assigned him or the work denominations assign their pastors?
- C. What is the scriptural work of a preacher?

Body:

I. The Substance of the Preacher's Work is to Preach the Word. - 2 Timothy 4:1-5; Acts 20:20, 26-27

III. With What Aims Should He Preach?

- A. toward God: Please - Galatians 1:10
- B. toward Sinners: Save - Romans 1:14-17
- C. toward Brethren: Edify - Acts 20:20,32
- D. toward the Faith: Guard - Jude 3
- E. toward the Faithful: Teach to Teach - 2 Timothy 2:2
- F. toward the Congregation: Set in Order - Titus 1:5

IV. What methods should he use?

- A. no craftiness or deceit - 2 Corinthians 4:2
- B. convict - John 16:8; Acts 2:37
- C. beseech - 1 Corinthians 1:10
- D. persuade - 2 Corinthians 5:11
- E. command - 1 Timothy 4:11
- F. teach - 1 Timothy 4:13
- G. fight - 1 Timothy 6:12; 2 Corinthians 10:3-5; Acts 17:16-17; Titus 1:13-14
- H. reprove and rebuke - 2 Timothy 4:2
- I. exhort - 2 Timothy 4:2; Titus 1:9

II. What attitudes should he have?

- A. faith - 2 Corinthians 4:13; Romans 10:17; 1 Peter 4:11
- B. boldness - 2 Corinthians 3:12
- C. diligence - 1 Timothy 4:14-16; 2 Timothy 2:15
- D. gentleness - 2 Timothy 2:24-26
- E. longsuffering - 2 Timothy 4:2
- F. authority - Titus 2:15
- G. love - Ephesians 4:15

Conclusion:

- A. The work of a preacher is to preach the Word.! - 2 Timothy 4:2
- B. The reward is great. - 2 Timothy 4:6-8

The Preacher and the Local Church

Introduction:

- A. An elder in a congregation with which I once worked informed me that one of my duties was to regularly visit every shut-in in the congregation.
 - B. Could you prove your concept of the relationship of the preacher to the local church from the New Testament?
 - C. What is the relationship of the preacher to the local church?
- I. A preacher may:
- A. preach to a local church. - Romans 1:7,15
 - B. preach to a church that has elders. - Acts 20:17; 1 Timothy 1:3
 - C. remain at one church indefinitely. - Acts 20:31; 8:40; 21:8
 - D. receive wages from the church where he preaches. - 1 Corinthians 9:14
 - E. receive wages from other churches to work with a church. - 2 Corinthians 11:8
- II. In relationship to the local church, the preacher is **not**:
- A. the pastor - Acts 20:17,28; 14:23; 1 Timothy 3:1-7
 - B. a clergyman - 1 Corinthians 4:6 - e.g., woman who asked Dad, “What do we believe?”
 - C. professional visitor of the sick - Acts 6:1-4; James 5:14
 - D. social butterfly - Acts 20:20 - e.g., preacher who did “personal work” by visiting members
 - E. youth director - 1 Timothy 3:14-15; Romans 14:17
 - F. church manager - 1 Peter 5:1-2
 - G. office manager - Acts 20:20; 1 Timothy 4:15 (e.g., spend 40 hours a week in the office)
 - H. church officer - Philippians 1:1
 - 1. Philip was a deacon in Jerusalem. - Acts 6:1-6
 - 2. But he was an evangelist wherever he went. - Acts 8:5,26,35,40; 21:8
 - I. an hireling - John 10:13 - e.g., preacher who could preach equally well either for or against instrumental music in worship
- III. In relationship to the local church:
- A. Has already been assigned his work by the Lord. - 2 Timothy 4:1 (He may enter into agreement with local church how to discharge this work with them. - e.g., bulletin, classes, radio or TV program, etc.)
 - B. His work is the public and private preaching and teaching of the Word. - 2 Timothy 4:2; Acts 20:20
 - C. He must preach all the Word regardless of the desires of the members. - 2 Timothy 4:3-5; Acts 20:26-27
 - D. He must study to prepare for his work. - 1 Timothy 4:15-16; 2 Timothy 2:15
 - E. His life must be an example to others. - 1 Timothy 4:12; Acts 20:20,35
 - F. His overall relationship with the local church as a preacher is fellowship. - Philippians 4:15
- Conclusion:
- A. The local church should leave the preacher free to do his work without encumbering him with demands that hinder his proper work. - Acts 6:2
 - B. Preachers must do their divinely assigned work and refuse to be turned aside by carnally minded brethren.

Preparing to Preach

Introduction:

- A. Ask each student why he decided to attend this class.
- B. How well will you be prepared when you first preach? - e.g., "Raccoon" John Smith's first sermon (Batsell Barrett Baxter, **Speaking for the Master**. 7)
- B. The preacher should be adequately prepared. - 1 Timothy 4:12-16
- C. How can one prepare to preach?

I. Right Kind of Life - 1 Timothy 4:12

II. Personal Preparation (from Homer Hailey, "The Preacher - His Spirit and Work." 4)

- A. Timothy as an example
 - 1. early training: in the home - 2 Timothy 1:3-5; 3:14-15
 - 2. later training - under Paul - Acts 16:1-5; 1 Corinthians 4:17; Philippians 2:19-22
- B. the young preacher's training today:
 - 1. schooling: How much should he have? All he can get that will do him good. Much is worthless or even detrimental. Degrees do not make a preacher. Do not look down upon the preacher who has no formal education nor sneer at the man who has earned the highest degree in secular education. - e.g., Acts 4:13; 22:3; Colossians 4:14; 2:8-10
 - 2. What should one study? The Bible first of all and thoroughly.
*While it is beyond question that this is the most essential element in a preacher's education, it may be assumed that the most frying sin of the preachers of this generation is ignorance of that very book which they profess to make their life-long study.... such a knowledge of the Word of God as we speak of embraces a familiar acquaintance with its history, its biography, its poetry, its prophecies, and its didactics (J.W. McGarvey, **Lard's Quarterly**. 2:240). - 1 Timothy 4:13-16*
 - 3. Associated with the Bible, the preacher student should study: Greek, Hebrew, English, history (particularly church history), public speaking, logic and typing.
 - 4. Self-discipline and habits of study: regular habits and hours, methodical study; methods of study - study one subject till mastered or allot time to various subjects each day; discipline yourself in all ways - morality, time, spending, quality of work

III. The Tools of the Trade: Begin now to build a good library. Buy only good books; do not fill shelves with cheap trash. Set aside a set amount of money each month. Ask older, faithful, knowledgeable preachers for advice on best books. Your library is your storehouse of tools for work.

Conclusion:

- A. Review: Why did you come to this class? It was because you want to preach. But why do you want to preach?
- B. You can answer that question for yourself by determining if you are willing to make the sacrifice to prepare yourself.
 - 1. Do you want soft, cushy job?
 - 2. Do you want to be the center of attention?
 - 3. Do you want access to the brethren's money?
 - 4. Do you want to save souls?

Studying for the Sermon

Introduction:

- A. If you want to preach, you must be willing to make the sacrifices. - e.g., man in Del Rio who wanted to preach but admittedly couldn't bring himself to study
 - B. The basic preparation to make is diligent study. - 1 Timothy 4:15
 - C. What methods of study should you use in preparation for your sermon?
- I. What should be the subject of my sermon?
- A. Preach to meet the spiritual needs of your audience. - Acts 17:1-3,18-31
 - 1. Some are basic and unchanging. - e.g., authority
 - 2. Some meet special needs. - e.g., Sunday morning, Sunday evening, questions
 - B. Keep a notebook of sermon ideas gleaned from experience and study. Look for new ideas.
 - C. Consult sermon outline books for ideas and helps, but do not be dependent on them.
 - D. Listen to suggestions by others, especially the elders, and make notes of questions you are asked.
 - E. Pick up all the pamphlets, tracts and bulletins (Bible teaching ones) you can.
 - F. Make no attempt to come up with original, clever topics. Preach the basics. The same basic truths can be taught in many different ways (e.g., the parables of Jesus).
- II. How shall I prepare the sermon?
- A. **Exegesis of a Passage** - e.g., John 3:1-10
- 1. Select a passage which you believe has an important message. Your purpose will be to get the audience to understand, accept and apply the message of the inspired text.
 - 2. Gain the context.
 - a. Who is the speaker?
 - b. To whom is he speaking?
 - c. What is his subject and purpose?
 - 3. Read the passage for an overview. Look for the primary message the text is teaching.
 - 4. Outline the passage. How does the text develop its message?
 - 5. Learn the meaning of each key and difficult word.
 - 6. Learn the meaning and point of each sentence.
 - 7. Run cross references for words and parallel passages. Let the Scriptures comment on the Scriptures.
 - 8. Consult some good commentaries, but do not depend on them.
 - 9. Select illustrations for major and difficult points.
 - 10. Make application to the audience.
 - 11. Practice your sermon aloud (true for all types).
- B. **Study of a Bible Topic** - e.g., conditions of salvation
- 1. Select a topic that is both needed by your audience and discussed by the Bible (If the Bible says nothing about the topic, it is not spiritually needed by your audience. - 2 Timothy 3:16-17). It may be discussed in principle, although not specifically mentioned (e.g., abortion, independence of the local church, etc.).
 - 2. Find all relevant passages by using the concordance, standard reference works (e.g., **International Standard Bible Encyclopedia (ISBE)**, **Naves's Topical Bible**), sermon outline books, good books on the topic and commentaries.

3. Study the passages relevant to the topic.
4. Divide the passages into sub topics (e.g., steps to salvation). Unnecessary, repetitive passages may be left out.
5. Select illustrations for major and difficult points.
6. Make application to the audience.

C. Word Study - e.g., sin

1. Select an important Bible word.
2. Look up the definition of the word in a good Bible dictionary. Be careful of the comments of the dictionary on the usage of the word in specific passages. This is just uninspired commentary.
3. Use the concordance to find every usage of the word in the Bible. Having done this, you may find three things.
 - a. There are passages which better define the meaning of the word than does the Bible dictionary (e.g., 1 John 3:4 on “sin”). If the dictionary definition of the word contradicts the Bible usage, the dictionary is wrong (e.g., Vine’s dictionary says “form” is unchangeable, but Mark 16:12 says Jesus appeared “in another form.”).
 - b. There are passages which well illustrate the meaning of the word.
 - c. The word is used so many times and has so many different applications, you may need to limit your sermon to just one aspect of the word’s usage.
4. Study the passages where the word is used (at least those dealing with the aspect of the subject you have decided to develop).
5. Divide the passages into sub topics. Repetitive passages may be left out.
6. Select illustrations for each major and difficult point.
7. Make applications to your audience.

D. The Biographical Study - e.g., Ruth

1. Choose some favorite Bible character as your subject.
2. Read the complete story in the Bible.
 - a. Read carefully.
 - b. Take notes.
 - c. Look up additional references in your concordance.
 - d. Consult good commentaries that cover the passages. Remember to always use commentaries cautiously.
 - e. Consult a book of biographical sermons or lessons.
3. Plan your approach
 - a. time order - e.g., Ruth
 - b. reasons for greatness - e.g., Abraham
 - c. reasons for failure - e.g., King Saul
 - d. good and bad points - e.g., David
4. Make application to your audience.

Conclusion:

- A. Firmly determine in your own mind: If I am to preach, **I must diligently study!**
- B. Decide on a sermon topic and begin the study for your sermon.

The Introduction to the Sermon

Introduction:

- A. C.R. Nichol maintained that a sermon should be so well outlined that no notes are necessary.
 - B. Every sermon **must** be well outlined to be effective.
 - 1. An outline gives coherence and unity to the sermon.
 - 2. Anything worth doing is worth planning.
 - C. In this lesson we will learn how to construct the first part of the outline - the introduction.
- I. The introduction has three functions.
- A. Get the attention of the audience.
 - B. Give the audience a reason to listen.
 - C. Prepare the audience for what is to follow.
- II. How can one accomplish these three goals?
- A. How to get the audience's attention:
 - 1. If the subject is very interesting, simply announce it. - e.g., Is it right for a Christian to serve in the military? (The congregation where I preach is about half military personnel.)
 - 2. Make a startling statement. - e.g., John 3:3
 - 3. Ask a rhetorical question (a question in which the answer is implied). - e.g., Do you realize that in the US today two of every five marriages end in divorce?
 - 4. Tell a funny or interesting story. - e.g., preacher who was against sin
 - B. How to give the audience a reason to listen:
 - 1. Have an appropriate biblical text.
 - a. The text should not just be a point of departure; it should be central to the point of the sermon. - e.g., preacher who was told not to preach on baptism
 - b. Different types of sermons require different types of texts.
 - (1) exegesis: passage to be studied
 - (2) topical: passage vital to the subject or one that sums up your purpose
 - (3) word study: passage that illustrates meaning, importance or application of the word
 - (4) biography: passages that makes important point about life, the one to be emphasized
 - 2. Stress the fact your audience needs to know about this subject. - e.g., importance of question, "What must I do to be saved?"
 - 3. Stress the relevance of your subject to your audience. - e.g., If you were to die tonight, where would you spend eternity?
 - C. Prepare the audience for what is to follow.
 - 1. Tell your audience precisely what you will discuss. - e.g., Today we will learn God's law concerning divorce and remarriage.
 - 2. Ask a question to be answered by the sermon. - e.g., What must I do to be saved?
 - 3. State a proposition to be proven by the sermon. - e.g., Jesus Christ is the Son of God.

Conclusion:

- A. Each sermon needs a coherent outline.
- B. The first part of the outline is the introduction.
- C. The introduction should accomplish three things:
 - 1. Get the attention of the audience.
 - 2. Give the audience a reason to listen.
 - 3. Prepare the audience for what is to follow.
- D. Assignment: Write an introduction to your sermon.

The Body of the Sermon

Introduction:

- A. Suppose a preacher began his sermon with a very funny story in which he gained the audience's attention; then impressed upon them in the most convincing manner the importance of his subject; announced precisely what he planned to discuss in the sermon; and then proceeded to discuss whatever happened to come to mind, in no apparent logical arrangement or regard for his announced topic, giving greater emphasis to minor details and skipping across the important points.
 - B. Such a sermon would:
 - 1. lack unity - it didn't keep to the plan,
 - 2. lack coherence - it did not progress smoothly and logically from one point to another, and
 - 3. be improperly balanced - it was not well proportioned.
 - C. A sermon with a beautiful introduction and conclusion but a poor body is like a sway back, pigeon toed, knock kneed, flea bitten horse with a beautiful head and tail.
 - D. How can you construct an effective body for your sermon?
- I. Definition: The body of the sermon is the sermon proper. In the body you accomplish what you announced you would accomplish in the introduction.
- II. There are three basic elements of a good sermon body.
- A. It has **unity**.
 - 1. If a sermon has unity, every point in the outline has as its ultimate function the accomplishment of the specific purpose you designated for your sermon. You do not wander from the theme.
 - 2. The exact form of the body will be determined by the nature of the sermon. Your study plan should, to a considerable extent, determine the composition of the body of the sermon.
 - 3. Unity helps both you and your audience to remember your message.
 - B. It has **coherence**.
 - 1. Coherence is continuity of utterance and thought. It is the smooth fitting together of your ideas as they are expressed one after another.
 - 2. Each point should follow the one before in logical sequence. Again, by following your study outline this can be achieved.
 - 3. Let your audience know what your main points are and when you are passing from one to another.
 - 4. Let your audience know where you are from time to time.
 - C. It has proper **emphasis**.
 - 1. Emphasis is the giving of prominence to some ideas over others.
 - 2. There are three ways to emphasize points.
 - a. **proportion**: the length of time you devote to each
 - b. **repetition**: the number of times you repeat your ideas (which may be done in different ways or by illustrations)
 - c. **position**: the location of ideas within a sermon (varies)
 - 3. The relative importance and/or difficulty of each point should determine the emphasis you give it.

4. Do not have too many major points (5 is a good maximum as a general rule).

Conclusion:

A. Summary

1. In the body of the sermon you will accomplish your announced goal.

2. There are three basic elements to a properly constructed body.

a. **unity**: keeping to the plan

b. **coherence**: progressing smoothly and logically

c. **emphasis**: well-proportioned

B. Assignment: Construct the body of the sermon you are preparing.

Illustrations

Introduction:

- A. Tell about Larry Cavender and “Bobby’s bull.”
- B. What do you remember the longest from a sermon? If you are like most people, it is a clever illustration.
- C. This demonstrates how effective good illustrations can be.
- D. How can you effectively illustrate your sermon?

I. What are the purposes of illustrations?

- A. to impress an idea so it will not soon be forgotten - e.g., holding coin to the eye in sermon on “covetousness”
- B. to make different points plain - e.g., the Parable of the Sower
- C. to make the sermon more interesting - e.g., Naaman
- D. to clarify the meaning of a word - e.g., “Johnny’s cat on meaning of ‘baptism’”

II. What rules govern the use of illustrations?

- A. They should be relevant (not just to entertain) - e.g., coin
- B. They should be simple (If you must explain your illustration to your audience, it is useless.). - “bull in a china shop” in Nigeria
- C. They should be familiar to your audience (or at least envisionable) - “muley cow” in Florida
- D. They should be interesting. - story of “the night of the rat” to illustrate feelings in religion
- E. They should be interspersed.
- F. They should not dominate the lesson.

III. Where can you find good illustrations?

- A. the Old Testament - e.g., Naaman
- B. the parables of Jesus - e.g., the Parable of the Sower
- C. New Testament history - e.g., cases of conversion in Acts
- D. History - e.g., “I shall return.” (Gen. Douglas McArthur)
- E. Literature - e.g., “The Village Smithy”
- F. Science - Law of Entropy
- G. Personal Observation - e.g., bailing hay
 - 1. Be observant.
 - 2. Keep a notebook to write down illustrations.
- H. Newspapers and Magazines - e.g., divorce rate
- I. Books of Illustrations
- J. Other Preachers - Take notes on sermons; save good bulletins and gospel paper articles

Conclusion:

- A. What will you remember longest about this lesson?
- B. Assignment: Complete the body of your sermon by adding illustrations.

The Conclusion to the Sermon

Introduction:

- A. “In conclusion, then...” How many times have you heard this phrase used as a take-off for another fifteen minutes of preaching?
 - B. Which conclusion to a sermon on the purpose of baptism would be more effective?
 - 1. conclusion A: “And now, let us stand and sing the song of invitation.”
 - 2. conclusion B: *Why should you be baptized? To receive the remission of sins. So that you might stand pure and spotless before God, having been made free from the guilt of sin. So that God, by His grace, might save you and add you to the church composed of those who have been redeemed by the blood of the Lamb. Others may rebel and refuse to obey, but surely not you. Surely you will echo the fearless words of Joshua, “As for me and my house, we will serve the Lord.” Then, why delay? What do you hope to gain? Does your soul mean nothing? Heaven is waiting longingly for your response. Friends and loved ones are fervently, silently praying for you. ‘The Spirit and the bride say come.’ ‘And now why are you waiting? Arise and be baptized, and wash away your sins, calling on the name of the Lord.’ Won’t you come while we stand and sing?*
 - C. How can you effectively conclude your sermon?
- I. Definition: The conclusion is that part of your sermon which ties together all that preceded it.
 - II. Purpose:
 - A. to **summarize**, i.e., to help your audience remember your major points (not always necessary)
 - B. to **focus attention** on what has been said, i.e., to drive home your theme
 - C. to **involve your audience personally**, i.e., to make each person see how the lesson affects him
 - D. to **obtain response**, i.e., to get the audience to **do** what the theme teaches them to do
 - III. Methods
 - A. Summary (especially after a difficult lesson)
 - 1. Briefly summarize the major points, or
 - 2. tell a story that incorporates them (with emphasis to your audience how it does so).
 - B. Focus Attention
 - 1. a graphic illustration - e.g., story about “savior and judge” from the sermon, “Christ and the Judgment”
 - 2. a quotation - e.g., Acts 22:16 on purpose of baptism
 - 3. a final point (to show what the sermon has proven) - e.g., “The Spirit and the Word”
 - 4. tie back to introduction (answer question or restate proposition) - e.g., “What Must I Do to Be Saved?”
 - C. Involve Audience
 - 1. illustration - “savior and judge”
 - 2. personal reference (use sparingly) - e.g., Joshua 24:15
 - D. Obtain Response
 - 1. quotation - e.g., Acts 22:16
 - 2. illustration - “savior and judge”

3. personal reference - e.g., Joshua 24:15

4. an appeal for action - e.g., Acts 22:16

Conclusion:

A. Your conclusion needs to have **force** and **finality**. Bring the point home to your audience. Leave no loose ends hanging.

B. If you are successful, **your audience will leave convicted personally of a particular truth, involved personally with that truth, and persuaded they must respond to that truth.**

C. Assignment: Write a conclusion to your sermon.

Delivering the Sermon

Introduction:

- A. How much good would it do your audience if you had a good lesson prepared but had laryngitis?
- B. Until a sermon is actually **delivered**, the audience is not benefitted. - e.g., delivery of a telegram
- C. How can you effectively deliver your sermon?

I. Definition: “Delivery” is the transference of the message from the mind of the preacher to the minds of the hearers.

II. There are three common methods of delivery.

- A. Reading a Manuscript - boring, boring, boring!
 1. preacher: “How was the sermon?”
 2. critic: “First, you read it. Second, you didn’t read it well. Third, it wasn’t worth reading!”
- B. Quoting from Memory - e.g., young preacher, “Behold, I come quickly!”
- C. Extemporaneous: a sermon that is carefully prepared, outlined and studied but for which there is no predetermined, fixed wording
 1. spontaneous (interesting)
 2. changeable to needs of audience and situation
 3. reasonable amount of time in preparation

III. You communicate with your audience in three ways.

- A. by what they **hear**:
 1. Use a natural, conversational tone (no “preacher’s voice,” please)
 2. Do not speak too rapidly (Make sure each word is separate and distinct.).
 3. Speak distinctly.
 - a. Enunciate, i.e., make each word clear and separate.
 - b. Don’t speak into your collar and mumble.
 4. **Use good grammar!**
 5. Let your voice be expressive. Avoid a monotone.
- B. by what they **see**:
 1. Use good posture.
 2. Be pleasant, smile.
 3. Dress in such a way that your clothing goes unnoticed.
 4. Avoid irritating mannerisms - e.g., jingling change, clearing throat
 5. Use gestures that are **natural** and **purposeful**.
 6. Move about sparingly and naturally.
 7. **Look at your audience!**
 8. Use good visual aids.
 - a. simple
 - b. visible

- c. relevant
- d. neat
- e. non-distracting
- f. accurate
- g. attractive

h. If possible, do not reveal the visual before you are ready to make the point it covers to the audience. Conceal it when you are through with it.

i. Practice their use to make sure you use them profitably.

C. by their sensing of your **attitudes**:

1. Be confident (but not cocky).

a. Know your subject.

b. Have your sermon and delivery well prepared.

c. Concentrate on delivering your message, not on what your audience thinks of you personally.

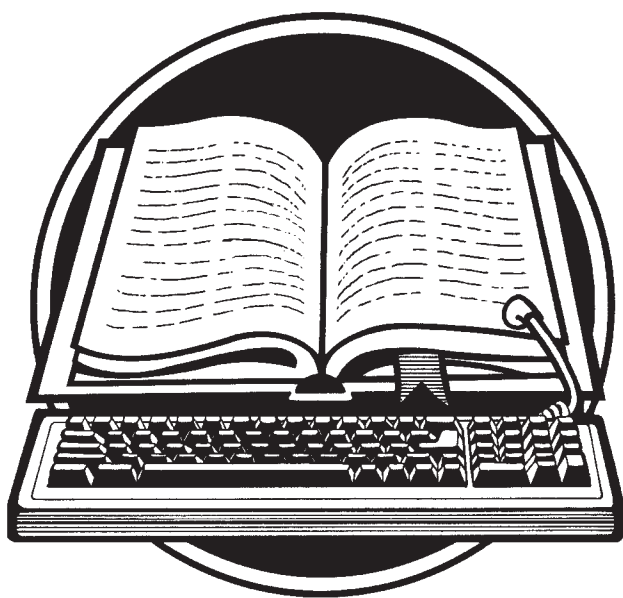
2. Be enthusiastic (Fire kindles fire).

3. Be authoritative but gentle.

Conclusion:

A. You should now be ready to deliver your sermon.

B. Practice delivering your sermon before a full length mirror. If possible, tape this and listen to yourself.



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