

WHEN THOUGHTS SHARE A CAUSE AND EFFECT RELATIONSHIP

They are on the *same* side, and *work together* as long as the *second works for (serves)* the *first*. The *first*, the *cause*, makes happen the *second*, its *result* (or *effect*). The *second* needs the *first* to *exist*; the *first* needs the *second* to *express* and *fulfill* itself. In this case:

1. The *second* thought usually **COMPLETES** the *first*:

LOOK FOR THESE LINKING WORDS:

Wherefore, therefore, hence, thus, so, consequently, accordingly, so that, as a result, for this reason, now

OTHER CLUES TO LOOK FOR

To **DRAW A CONCLUSION FROM** the *first*, the *second* thought should:

- Bring the first to a *logical end*
- Arrive at a *logical judgment* or *form a sensible opinion* based on the first
- Reach a *decision* about the first

To **SERVE AS A CONSEQUENCE OF** the first, the *second* thought should:

- Come *after* or *follow* the first
- Be the *natural outcome* of the first
- Be the *inescapable result* of the first

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WHAT A BLESSING!

The *Link Finder* carries a *double* benefit for those who use it:

- Not only does it label the *twists* and *turns* in the author's *trail* of thoughts to *improve* your view of the *Big Picture*
- But it also *traces* the *flow* of his thoughts that you must follow in order to *understand* and *explain* the text

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An outreach of Empower Ministries BOLTC exists for the sole purpose of equipping and training people to study, practice, and apply God's Word to ministry. We offer a complete curriculum in a flexible format, tailored to anyone's specific Gospel interests and spiritual gifts.

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EXPOSITORY LINK FINDER

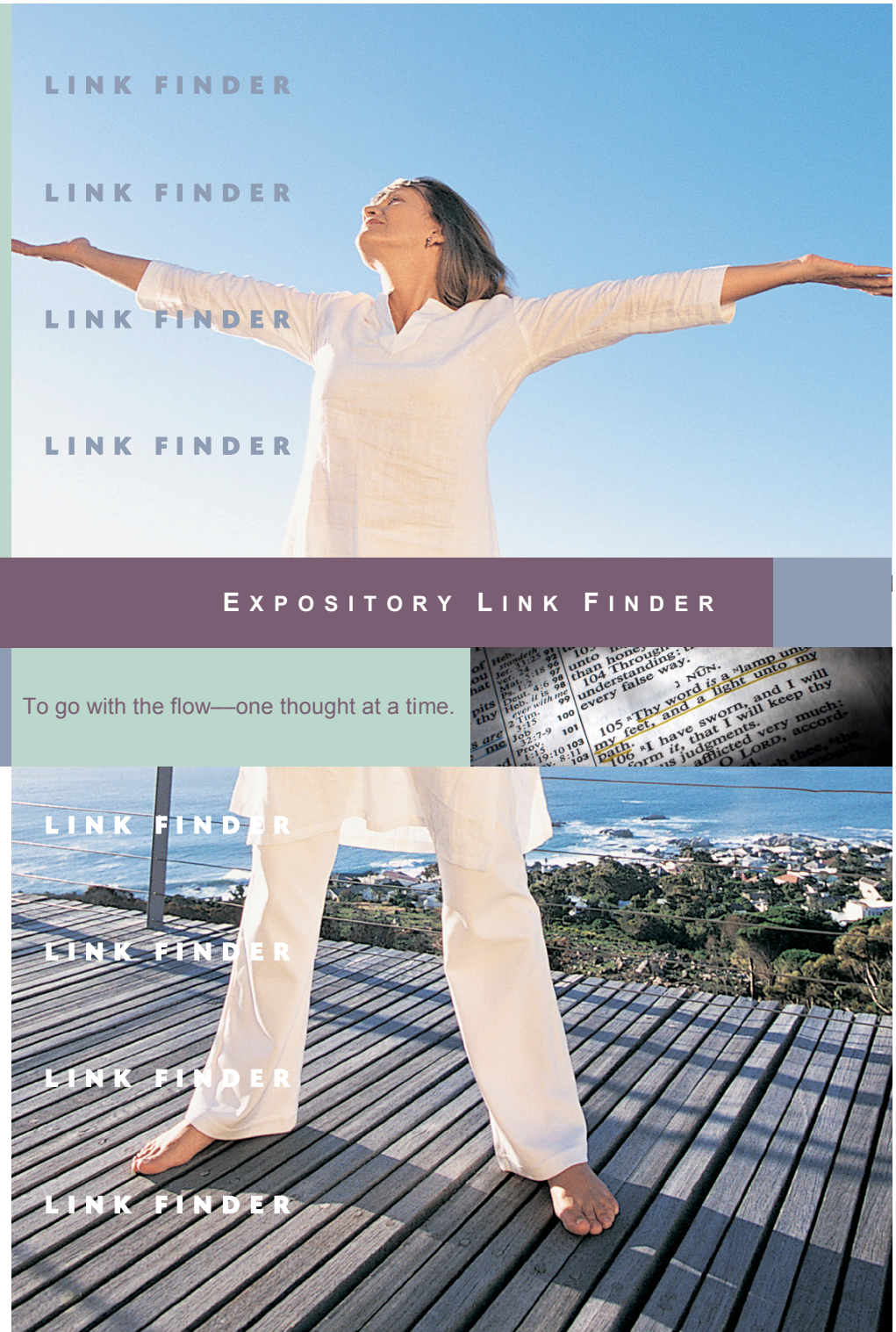
To go with the flow—one thought at a time.

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WHY FOLLOW A BIBLE WRITER'S FLOW OF THOUGHT?

Flow of thought is the *key* to understanding biblical writing. Expository writers used *human reasoning* to organize their inspired ideas. Thus, unlike story-format books that flow *naturally* as their plots unfold, expository books rely on *logic* and *other processes of the mind* to move *smoothly* and *steadily* from one thought to the next.

It is unwise to connect one detail of the text with another, in your mind, *until* you know how the *Bible writer* linked his thoughts; without realizing it, you could *substitute* your own way of thinking for the author's—the only one that counts.

This is especially important when you summarize his thinking during exposition, because your summaries of the text should restate it so that people today can understand it the same way as the original audience. While your basic research can update the text without changing it, you can capture more of the *original* sense of the text when you see how the *Bible writer* tied together the thoughts in the text to maintain his line of reasoning.

EXPOSITORY LINK FINDER

THREE POSSIBILITIES

Thoughts in the text may either *agree* (work together, *disagree* (work against each other), or share a cause and effect relationship (one works for the other)

HOW TO FIND LINKS

Read a *formal* translation of the Bible that saves the *original* language, work one *thought* (sentence) at a time, regardless of how many verses it may have

WHAT TO LOOK FOR

Simply look for *linking* words that *connect* thoughts, and in the absence of any obvious indicators, use common sense to look for other helpful *clues*

CAPTURE THE ORIGINAL SENSE OF THE TEXT

WHEN THOUGHTS AGREE

They are on the same side. They get along with each other and work together; they are in synch and in tune with one another; they are buddies on the same wavelength and have a friendly relationship. When this is the case:

1. The *second* thought usually **BUILDS** on the *first*

LOOK FOR THESE LINKING WORDS:

Too, also, as, just as, so also, likewise, besides, and, like, furthermore, in like manner, in the same way, moreover, neither, nor, or

OTHER CLUES TO LOOK FOR:

To **CONTINUE** the *first thought*, the *second* should **keep it going**, by:

- **Expressing** the same idea as the *first*
- **Repeating** some of the *same* words as the *first*, or words *related* to it
- **Rewording** the *first*, without **changing** it

To **MAKE A COMPARISON** with the *first*, the *second* thought should:

- **Resemble** (*have something in common with*) the *first*
- **Say something similar** to the *first*

To **ADD MORE INFORMATION TO** the *first*, the *second* thought should:

- **Join** new info to the *first* with a **linking** word
- **Mix** new info with the *first*, with or without a **linking** word
- **Build up** the thought of the *first*, with or without a **linking** word

To **INSERT ANOTHER STEP IN A SERIES**, when the *first* thought is the previous step, the *second* thought should:

- **Resemble** the *first* to show a *relation* to it
- **Follow** the *first*, as the *next* phase or stage in a sequence of things, events, or matters

2. The *second* thought may **ILLUSTRATE** the *first*:

LOOK FOR THESE LINKING WORDS:

For example, for instance, thus

OTHER CLUES TO LOOK FOR:

To **ILLUSTRATE** the thought of the *first*, the *second* thought should:

- Explain or make it clear, by giving examples
- Serve to demonstrate it

3. The *second* thought may also **EXPLAIN** or **PRACTICALLY REPEAT** the *first*:

LOOK FOR THESE LINKING WORDS:

For, because, that is, namely, in other words, (or some kind of punctuation like a comma, a semi-colon, or a hyphen)

OTHER CLUES TO LOOK FOR:

To **EXPLAIN** or **PRACTICALLY REPEAT** the *first thought*, the *second* should:

- **Tell** about the *first* in a way that is **easy** to grasp
- **Practically repeat** the *first*, changing *just enough* words to make it **easier** to grasp
- **Carefully go over** the *first*, *step by step*, to **lay it out** for **easier** learning
- **Show** or **describe** how to carry out the *first*

WHEN THOUGHTS DISAGREE

They are on *opposite* sides. They *work against* each other as the *reverse* of one another; they have *nothing* in common and will *never see eye-to-eye* on *anything*; and forget *shaking hands*, because they will *duke it out* to the end. In this case:

1. The *second* thought usually **COMPETES** with the *first*:



LOOK FOR THESE LINKING WORDS:

But, even though, much more, yet, although, nevertheless, then, however, on the other hand, on the contrary, except, not only . . . but also

OTHER CLUES TO LOOK FOR

To **OPPOSE** the *first*, the *second* thought should:

- **Be against** the *first*
- **Reject** the *first*
- **Contradict** the *first*
- **Argue** the opposite of the *first*
- **Confront** the *first*

To **STAND IN CONTRAST TO** the *first*, the *second* thought should:

- **Be obviously** different from the *first*
- **Emphasize its differences** from the *first*

2. The *second* thought may also try to **REPLACE** the *first*:

LOOK FOR THESE LINKING WORDS:

Or, either . . . or, neither . . . nor, else, otherwise, instead of, rather than, now

OTHER CLUES TO LOOK FOR

To **OFFER AN ALTERNATIVE TO** the *first*, the *second* thought should:

- **Offer another possibility** to the *first*
- **Be different** from the *first*
- **Be able to serve** as its *substitute*