

1 What comparison is introduced at the beginning of the passage?	2 How are ordinary beings in the universe presented in the passage?	3 How does the passage describe the world that people usually call ordinary?	4 What kinds of things does philosophy focus on instead?
lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi
5 What does the passage suggest about physical irregularities in human beings?	6 Why is the normal creation of a human being more instructive than a rare deformity?	7 What wrong response does philosophy have toward that regular provision?	8 How does the passage define the Qur'an's richness?
lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi
9 Which side of the comparison is linked with abundance, and which with lack?	10 What two sources of learning are being measured against each other in the passage?	11 How does the Qur'an change the way the universe appears to a reflective person?	12 What becomes visible when that habit is removed?
lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi

Cevap 4 It highlights rare, abnormal cases and treats them as the main objects of reflection and instruction.	Cevap 3 It describes that world as actually filled with extraordinary works of divine power.	Cevap 2 They are presented as extraordinary signs and acts of divine power, even though people usually think of them as routine.	Cevap 1 It compares the results, teaching methods, and levels of knowledge found in the Qur'an and in philosophy.
Cevap 8 Its richness lies in wisdom, knowledge, and recognition of Allah through creation.	Cevap 7 It covers it with neglect and thanklessness instead of recognizing it as a mercy from Allah.	Cevap 6 Because it displays wholeness, order, and purposeful design on a much deeper level.	Cevap 5 They are departures from the usual balance of creation, not the highest examples of its wisdom.
Cevap 12 The astonishing signs of divine power in the beings of the universe become visible.	Cevap 11 It makes the universe appear full of wonder, meaning, and signs of divine action.	Cevap 10 The passage measures the Qur'an against philosophy.	Cevap 9 The Qur'an is linked with abundance, while philosophy is linked with lack.

13 What does philosophy do with those same everyday marvels?	14 What does philosophy present as worth noticing?	15 What is the lesson from the contrast between a complete human being and a person with major bodily irregularities?	16 Why is paying more attention to a rare underwater insect portrayed as misguided?
lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi
17 What view of mercy comes through in the discussion of babies and the young?	18 In the passage's final evaluation, what is philosophy unable to provide well?	19 What is the main purpose of the passage's comparison?	20 What does the Qur'an help people recognize in the created world?
lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi
21 In contrast, how does philosophy treat the wonders found in the universe?	22 In the passage, why is calling human creation ordinary a serious failure of understanding?	23 What does philosophy call attention to instead of the regular order of creation?	24 How does the passage describe the feeding of babies and young animals?
lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi	lisans 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi

Cevap 16 Because it misses the much broader and more meaningful mercy visible in the daily care given to countless vulnerable creatures.	Cevap 15 The real miracle is the normal and balanced human form, but philosophy wrongly gives the spotlight to rare abnormalities.	Cevap 14 It presents strange and exceptional cases that fall outside the usual order.	Cevap 13 It treats them as commonplace and fails to draw serious lessons from them.
Cevap 20 It helps them recognize hidden marvels and signs of Allah in things they normally overlook.	Cevap 19 It is meant to show the difference between a God-centered understanding of the world and a philosophical approach that misses creation's deeper meaning.	Cevap 18 It is unable to provide deep instruction and sound knowledge concerning the Creator.	Cevap 17 Mercy is shown as constant, generous, and active in ordinary life.
Cevap 24 It presents their regular provision as a subtle and wide-reaching sign of divine mercy.	Cevap 23 It calls attention to odd and irregular cases.	Cevap 22 Because it ignores a vast and intricate sign of divine craftsmanship.	Cevap 21 It hides them under the label of normality and passes over them without proper attention or gratitude.