

11sinif supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 1

1-) What main reality does the passage say can be clearly observed among created things? (25 kelime)

It points to a widespread pattern

2-) In what setting does this co-operation take place? (13 kelime)

It takes place

3-) What lesson comes from the order in which the passage mentions elements, clouds, plants, animals, and humans? (17 kelime)

It teaches that creation

4-) How does the example of food reaching body cells strengthen the argument? (25 kelime)

It shows that even inside the

5-) Why is “unexpected places” an important phrase in meaning, even if we restate it differently? (17 kelime)

It highlights that creatures

6-) How does the passage describe the rule of that Lord? (10 kelime)

It presents

7-) Besides co-operation, what other broad patterns in the universe are listed as signs? (9 kelime)

Balance, preservation,

8-) What other features of the cosmos are grouped with co-operation

as signs? (13 kelime)
Balance, guarding and

9-) How does the mention of duties for the sun, moon, clouds, and bees deepen the message? (17 kelime)
It shows that purpose

11sinif supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 2

1-) In this passage, what truth is presented as visible throughout creation? (18 kelime)

A truth of mutual

2-) What are living beings specifically trying to preserve, according to the passage? (11 kelime)

They are

3-) Why does the passage stress that this truth is beyond their own capacities? (15 kelime)

To show that

4-) Why is the example of a mother feeding her child important to the argument? (12 kelime)

It shows tender,

5-) How does the movement of nutrients within the body support the main idea? (16 kelime)

It shows that even

6-) What kind of rulership is shown by these examples taken together? (8 kelime)

A caring

7-) If lifeless things still help one another in fitting ways, what must follow from that? (12 kelime)

They must be

8-) What does comprehensive balance from planets to body parts suggest? (9 kelime)

It suggests

9-) Why does the passage mention both stars and small fruits? (15 kelime)

To show that

11sinif supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 3

1-) What central theme connects all the examples in the passage? (16 kelime)

The theme is that

2-) How do the elements, clouds, plants, animals, and humans form a connected chain in the passage? (21 kelime)

Each level serves the next:

3-) What sequence of service is described from basic creation up to human beings? (14 kelime)

Natural elements support

4-) What can students infer from the claim that provision comes from unexpected places? (17 kelime)

That sustenance is ultimately

5-) Why does the passage compare the cosmos to a palace? (18 kelime)
Because it presents the

6-) What title for Allah is especially emphasized through these examples? (10 kelime)

His role

7-) Which is the stronger explanation in the passage: self-management by matter or management by a Sustainer? (10 kelime)

Management by

8-) What does the phrase about assigning duties to everything suggest about the universe? (16 kelime)
It suggests that every

9-) What does the mention of bees alongside huge heavenly bodies show? (15 kelime)
It shows that

11sinif supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 4

1-) According to the passage, what can a careful observer notice in the world of created things? (12 kelime)

A broad system

2-) How does the passage use natural examples to build its message? (19 kelime)

It lists concrete examples

3-) How does the passage show interdependence in nature? (16 kelime)

It presents different parts

4-) What does the example of infant nourishment add that the larger examples do not? (16 kelime)

It adds a very

5-) What does the passage suggest about the movement of nourishment inside the body? (15 kelime)

It suggests that

6-) Why is it significant that the helping objects are described as inanimate and unaware? (18 kelime)

That description removes the

7-) What must be true if unfeeling things still act in helpful ways toward one another? (12 kelime)

They must be

8-) How is preservation another sign of divine rule? (15 kelime)
It shows that

9-) What does assigning duties to things like the sun, clouds, and bees teach about creation? (15 kelime)
It teaches that

11sinif supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 5

1-) What truth does the passage say is visible among beings in the universe? (11 kelime)

It says

2-) Why is that condition important to the argument? (15 kelime)

Because maintaining order

3-) What does the passage mean when it says living things receive provision from places they do not expect? (21 kelime)

It means their needs are

4-) What does the passage teach about the source of provision? (15 kelime)

It teaches that

5-) What larger belief is supported by both outward and inward examples? (14 kelime)

That the entire

6-) Which divine qualities are highlighted as the source of this co-operation? (5 kelime)

Mercy,

7-) What does the passage say causes these lifeless things to help one another? (17 kelime)

They are driven and

8-) What does the passage suggest by speaking about decoration in the

heavens, earth, and flowers? (12 kelime)

That beauty is

9-) What does it mean that this testimony is the “second wing” of the cosmos’s witness? (21 kelime)

It means this pattern of

11sinif supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 6

1-) What broad claim does the passage make about the created world?
(12 kelime)

It claims that

2-) What else are they trying to do besides staying alive? (10 kelime)
They are

3-) How do plants and animals fit into the larger order described here?
(14 kelime)

Plants benefit animals,

4-) What spiritual conclusion can be drawn from creatures receiving what they need without controlling all the causes? (9 kelime)
Their dependence

5-) What does the body-cell example teach about hidden processes?
(11 kelime)
Even unseen

6-) Why can inanimate things not be the final source of this organized co-operation? (11 kelime)
Because they

7-) What is one reason the passage lists many different signs instead of only one? (16 kelime)
To show that the

8-) How does preservation differ from simple existence? (12 kelime)
It means things

9-) What overall message do all these signs give together? (17 kelime)
They form a strong

CEVAP ANAHTARI

11sinif supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 1 - CEVAPLAR

1-) What main reality does the passage say can be clearly observed among created things?

It points to a widespread pattern of mutual help and support among beings as they try to keep existing, living, and carrying out their roles.

2-) In what setting does this co-operation take place?

It takes place in a world full of ongoing motion, change, and transformation.

3-) What lesson comes from the order in which the passage mentions elements, clouds, plants, animals, and humans?

It teaches that creation works through connected levels, with each level serving others in a meaningful system.

4-) How does the example of food reaching body cells strengthen the argument?

It shows that even inside the body, tiny particles are directed in an organized way to serve life, which suggests deliberate control rather than randomness.

5-) Why is “unexpected places” an important phrase in meaning, even if we restate it differently?

It highlights that creatures often receive what they need from sources they did not plan or control.

6-) How does the passage describe the rule of that Lord?

It presents His rule as universal, compassionate, wise, and active.

7-) Besides co-operation, what other broad patterns in the universe are listed as signs?

Balance, preservation, beauty, order, and the assigning of tasks.

8-) What other features of the cosmos are grouped with co-operation as signs?

Balance, guarding and maintaining things, beautifying them, arranging them, and assigning them tasks.

9-) How does the mention of duties for the sun, moon, clouds, and bees deepen the message?

It shows that purpose is not limited to living humans; all parts of creation serve assigned roles.

11sinif supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 2 - CEVAPLAR

1-) In this passage, what truth is presented as visible throughout creation?

A truth of mutual assistance, where created things support one another in preserving life and fulfilling their tasks.

2-) What are living beings specifically trying to preserve, according to the passage?

They are trying to preserve their life while completing their roles.

3-) Why does the passage stress that this truth is beyond their own capacities?

To show that such large and precise harmony cannot come from the creatures by themselves.

4-) Why is the example of a mother feeding her child important to the argument?

It shows tender, timely provision that points to mercy working through creation.

5-) How does the movement of nutrients within the body support the main idea?

It shows that even the smallest internal processes are arranged to serve life through careful control.

6-) What kind of rulership is shown by these examples taken together?

A caring and comprehensive rulership over all worlds.

7-) If lifeless things still help one another in fitting ways, what must follow from that?

They must be directed and employed by a wise and merciful Sustainer.

8-) What does comprehensive balance from planets to body parts suggest?

It suggests one governing wisdom operating at every level.

9-) Why does the passage mention both stars and small fruits?

To show that order and measure are present from the vastest things to the smallest.

11sinif supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 3 - CEVAPLAR

1-) What central theme connects all the examples in the passage?

The theme is that the universe displays organized mutual support that points to one divine Manager.

2-) How do the elements, clouds, plants, animals, and humans form a connected chain in the passage?

Each level serves the next: basic parts of the world support plant life, plants support animals, and animals support human life.

3-) What sequence of service is described from basic creation up to human beings?

Natural elements support plant life, plant life supports animals, and animal life supports humans.

4-) What can students infer from the claim that provision comes from unexpected places?

That sustenance is ultimately arranged by Allah and is not fully controlled by the creature receiving it.

5-) Why does the passage compare the cosmos to a palace?

Because it presents the world as a carefully managed place where many parts work together under one planner.

6-) What title for Allah is especially emphasized through these examples?

His role as the Sustainer and Lord of all worlds.

7-) Which is the stronger explanation in the passage: self-management by matter or management by a Sustainer?

Management by a Sustainer is presented as the true explanation.

8-) What does the phrase about assigning duties to everything suggest about the universe?

It suggests that every part of creation has a purpose and role within a planned system.

9-) What does the mention of bees alongside huge heavenly bodies show?

It shows that purpose and order cover both the smallest workers and the largest systems.

11sinif supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 4 - CEVAPLAR

1-) According to the passage, what can a careful observer notice in the world of created things?

A broad system in which beings help, answer, and support one another.

2-) How does the passage use natural examples to build its message?

It lists concrete examples from nature and the body to show that help, provision, and order are happening everywhere.

3-) How does the passage show interdependence in nature?

It presents different parts of creation as serving one another in an ordered chain of benefit.

4-) What does the example of infant nourishment add that the larger examples do not?

It adds a very personal and tender example of mercy at the level of individual need.

5-) What does the passage suggest about the movement of nourishment inside the body?

It suggests that even very small physical processes are directed with purpose toward sustaining life.

6-) Why is it significant that the helping objects are described as inanimate and unaware?

That description removes the idea that they act by their own intelligence and points instead to divine direction.

7-) What must be true if unfeeling things still act in helpful ways toward one another?

They must be under the control of a wise and merciful Lord.

8-) How is preservation another sign of divine rule?

It shows that things are not only created, but also maintained and protected with regularity.

9-) What does assigning duties to things like the sun, clouds, and bees teach about creation?

It teaches that everything has a role in a meaningful system and is not pointless.

11sinif supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 5 - CEVAPLAR

1-) What truth does the passage say is visible among beings in the universe?

It says there is a real pattern of co-operation among them.

2-) Why is that condition important to the argument?

Because maintaining order during constant change makes the co-operation look even more purposeful and guided.

3-) What does the passage mean when it says living things receive provision from places they do not expect?

It means their needs are met in ways they could not arrange for themselves, which shows a Provider managing their sustenance.

4-) What does the passage teach about the source of provision?

It teaches that provision comes through Allah's care, not merely through the creature's own strength.

5-) What larger belief is supported by both outward and inward examples?

That the entire world, inside and out, is under the care of one Lord.

6-) Which divine qualities are highlighted as the source of this co-operation?

Mercy, wisdom, power, and glory.

7-) What does the passage say causes these lifeless things to help one another?

They are driven and directed by the command, mercy, and power of a wise and glorious Sustainer.

8-) What does the passage suggest by speaking about decoration in the heavens, earth, and flowers?

That beauty is intentionally spread through creation as part of divine artistry.

9-) What does it mean that this testimony is the "second wing" of the cosmos's witness?

It means this pattern of co-operation and order is one major part of the universe's overall proof pointing to its Creator.

11sinif supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 6 - CEVAPLAR

1-) What broad claim does the passage make about the created world?
It claims that creation displays a far-reaching network of support and coordination.

2-) What else are they trying to do besides staying alive?
They are also carrying out the functions assigned to them.

3-) How do plants and animals fit into the larger order described here?
Plants benefit animals, and animals in turn benefit humans, showing linked stages of support.

4-) What spiritual conclusion can be drawn from creatures receiving what they need without controlling all the causes?
Their dependence points to Allah as the true Provider.

5-) What does the body-cell example teach about hidden processes?
Even unseen processes are arranged with care and are not neglected.

6-) Why can inanimate things not be the final source of this organized co-operation?
Because they do not possess awareness, intention, or mercy by themselves.

7-) What is one reason the passage lists many different signs instead of only one?
To show that the evidence is not isolated but spread across all parts of the universe.

8-) How does preservation differ from simple existence?
It means things are continually maintained, protected, and kept in proper condition.

9-) What overall message do all these signs give together?
They form a strong witness that the universe is governed by one wise, powerful, and compassionate Creator.