

11sinif supreme-sign-p70-direct-knowledge-of-allah-19th-degree-1st-truth-applying-the-principle-to-the-cosmos - Set 1

1-) What basic chain of reasoning is presented through the examples of a book and a house? (34 kelime)

A meaningful work points to an action behind

2-) According to the passage, what does a fine piece of writing show first? (9 kelime)

It shows

3-) What does a well-made structure show first? (9 kelime)

It shows

4-) After recognizing an act like writing or building, what is the next thing the mind understands? (17 kelime)

It understands that there

5-) What do names such as writer and builder lead us to recognize? (14 kelime)

They lead us

6-) Why does the passage say qualities or skills cannot exist by themselves? (17 kelime)

Because every quality or

7-) What impossible situations are used to strengthen this argument? (35 kelime)

The passage says a deed cannot exist without

8-) How is the universe described after this principle is established? (15 kelime)

It is described

9-) What does the image of “letters” suggest about created things? (16 kelime)

It suggests that created

10-) How does this passage encourage reflection on the natural world? (18 kelime)

It encourages people to

11sinif supreme-sign-p70-direct-knowledge-of-allah-19th-degree-1st-truth-applying-the-principle-to-the-cosmos - Set 2

1-) What comparison is used to help explain how creation points beyond itself? (12 kelime)

The passage compares

2-) Why is a deep and beautiful book a useful example in this argument? (15 kelime)

Because people naturally

3-) Why is a solidly made house also a useful example? (17 kelime)

Because people also understand

4-) In the passage, what is the relationship between an act and a name? (19 kelime)

An act leads to

5-) In the passage, what is the relationship between a name and an attribute? (13 kelime)

A recognized title

6-) In the passage, what is the relationship between an attribute and a person? (12 kelime)

A quality must

7-) What larger principle is being taught through all these examples? (8 kelime)

Orderly effects

8-) How does the passage apply this principle to the whole universe?
(16 kelime)

It says the universe

9-) How does the passage portray all created things taken together?
(11 kelime)

It portrays

11sinif supreme-sign-p70-direct-knowledge-of-allah-19th-degree-1st-truth-applying-the-principle-to-the-cosmos - Set 3

1-) What idea is repeated through the examples in the passage to make the argument stronger? (15 kelime)

The repeated idea

2-) How does the passage move from visible things to unseen realities? (22 kelime)

It starts with things people

3-) What does the passage teach about cause and effect? (13 kelime)

It teaches that

4-) Why is it not enough, according to the passage, to speak only about writing or building? (15 kelime)

Because actions alone

5-) What does the passage say is required for a craft to exist? (5 kelime)

A

6-) If someone accepts that there is an attribute, what else must that person accept according to the passage? (10 kelime)

That there

7-) What kind of thinking is the passage asking the reader to use? (20 kelime)

It is asking the reader

8-) How does the passage portray individual created things? (12

kelime)

It portrays them

9-) What do the phrases about Divine Determining and Divine Power add to the comparison? (15 kelime)

They show that

11sinif supreme-sign-p70-direct-knowledge-of-allah-19th-degree-1st-truth-applying-the-principle-to-the-cosmos - Set 4

1-) What two everyday examples open the target passage? (7 kelime)

A

2-) What do those two examples have in common? (13 kelime)

Both are organized

3-) What is implied by the act of writing beautifully? (16 kelime)

It implies the identity

4-) What is implied by the act of constructing well? (15 kelime)

It implies the

5-) Why are titles like writer and builder important in the argument? (12 kelime)

They connect visible

6-) What is the passage teaching about the connection between qualities and the one who has them? (12 kelime)

A quality cannot

7-) After giving the principle, how does the passage describe the universe? (16 kelime)

It describes the universe

8-) In this passage, what is the universe compared to in terms of structure? (9 kelime)

It is

9-) What can a student infer from the fact that both comparisons are used together? (11 kelime)

That creation

11sinif supreme-sign-p70-direct-knowledge-of-allah-19th-degree-1st-truth-applying-the-principle-to-the-cosmos - Set 5

1-) What reasoning pattern from ordinary life is used in this passage?
(23 kelime)

The pattern is moving from

2-) If you see something carefully produced, what is the first conclusion encouraged by the passage? (8 kelime)

That there

3-) After recognizing an intentional act, what further conclusion follows? (8 kelime)

That there

4-) What further conclusion follows from recognizing that agent? (12 kelime)

That the agent

5-) Why does the passage mention both names and attributes instead of only one of them? (13 kelime)

Because titles identify

6-) How does the passage rule out the idea that actions or qualities can exist on their own? (13 kelime)

It directly states

7-) In this passage, what is the universe compared to in terms of meaning? (9 kelime)

It is

8-) When the universe is compared to buildings and palaces, what does that suggest? (7 kelime)

It

9-) What does the image of “palaces” suggest about created things? (8 kelime)

It suggests

11sinif supreme-sign-p70-direct-knowledge-of-allah-19th-degree-1st-truth-applying-the-principle-to-the-cosmos - Set 6

1-) What is one major purpose of the examples in the target passage?
(14 kelime)

They help the

2-) How does the passage connect a work to a worker? (15 kelime)
It says a

3-) How does the passage connect a worker to qualities? (14 kelime)
It says the

4-) What does the passage teach about the link between a quality and its owner? (10 kelime)
A quality

5-) Why is the phrase about a deed without a doer so important here?
(13 kelime)
It states the

6-) Besides deeds and doers, what other pairings are used to make the same point? (21 kelime)
The passage also pairs names

7-) When the universe is compared to books and letters, what does that suggest? (12 kelime)
It suggests that

8-) What two divine realities are used in describing the universe as written and built? (20 kelime)

The passage connects it to

9-) According to the passage, is the testimony of created things limited or abundant? (19 kelime)

It is abundant, because

CEVAP ANAHTARI

11sinif supreme-sign-p70-direct-knowledge-of-allah-19th-degree-1st-truth-applying-the-principle-to-the-cosmos - Set 1 - CEVAPLAR

1-) What basic chain of reasoning is presented through the examples of a book and a house?

A meaningful work points to an action behind it, that action points to a title or role, the title points to qualities or skills, and those qualities require a real being who possesses them.

2-) According to the passage, what does a fine piece of writing show first?

It shows that there was an act of writing.

3-) What does a well-made structure show first?

It shows that there was an act of building.

4-) After recognizing an act like writing or building, what is the next thing the mind understands?

It understands that there must be someone who can rightly be called a writer or a builder.

5-) What do names such as writer and builder lead us to recognize?

They lead us to recognize the related abilities and qualities needed for those works.

6-) Why does the passage say qualities or skills cannot exist by themselves?

Because every quality or craft must belong to a real possessor, not stand alone on its own.

7-) What impossible situations are used to strengthen this argument?

The passage says a deed cannot exist without a doer, a title cannot exist without someone it describes, an attribute cannot exist without one who has it, and a craft cannot exist without a craftsman.

8-) How is the universe described after this principle is established?

It is described as being like many meaningful writings and also like countless constructed places.

9-) What does the image of "letters" suggest about created things?

It suggests that created things carry meaning and communicate signs to those who reflect on them.

10-) How does this passage encourage reflection on the natural world?

It encourages people to see the world not as silent matter but as evidence pointing to its Creator.

11sinif supreme-sign-p70-direct-knowledge-of-allah-19th-degree-1st-truth-applying-the-principle-to-the-cosmos - Set 2 - CEVAPLAR

1-) What comparison is used to help explain how creation points beyond itself?

The passage compares the universe to meaningful writings and carefully made buildings.

2-) Why is a deep and beautiful book a useful example in this argument?

Because people naturally understand that a meaningful text does not appear without someone producing it.

3-) Why is a solidly made house also a useful example?

Because people also understand that a planned structure does not come into existence without someone constructing it.

4-) In the passage, what is the relationship between an act and a name?

An act leads to recognizing the one identified by a fitting name, such as one who writes or builds.

5-) In the passage, what is the relationship between a name and an attribute?

A recognized title points to the skills and qualities required for that role.

6-) In the passage, what is the relationship between an attribute and a person?

A quality must belong to an actual possessor who has that quality.

7-) What larger principle is being taught through all these examples? Orderly effects require a real source behind them.

8-) How does the passage apply this principle to the whole universe?

It says the universe and all its beings resemble meaningful products of planning, measure, and power.

9-) How does the passage portray all created things taken together?

It portrays them as forming an even more powerful combined witness.

11sinif supreme-sign-p70-direct-knowledge-of-allah-19th-degree-1st-truth-applying-the-principle-to-the-cosmos - Set 3 - CEVAPLAR

1-) What idea is repeated through the examples in the passage to make the argument stronger?

The repeated idea is that works, roles, qualities, and skills all require a real source.

2-) How does the passage move from visible things to unseen realities?

It starts with things people can observe, like books and houses, and then reasons from them to the one who made them.

3-) What does the passage teach about cause and effect?

It teaches that meaningful and ordered effects require an active and capable cause.

4-) Why is it not enough, according to the passage, to speak only about writing or building?

Because actions alone point further to someone who performs them and possesses the needed abilities.

5-) What does the passage say is required for a craft to exist?

A craft requires a craftsman.

6-) If someone accepts that there is an attribute, what else must that person accept according to the passage?

That there is a being who actually possesses that attribute.

7-) What kind of thinking is the passage asking the reader to use?

It is asking the reader to think carefully, connect signs to their source, and reason from creation to the Creator.

8-) How does the passage portray individual created things?

It portrays them as each giving many indications of a greater reality.

9-) What do the phrases about Divine Determining and Divine Power add to the comparison?

They show that creation is both measured with wisdom and brought into being with power.

11sinif supreme-sign-p70-direct-knowledge-of-allah-19th-degree-1st-truth-applying-the-principle-to-the-cosmos - Set 4 - CEVAPLAR

1-) What two everyday examples open the target passage?

A meaningful book and a well-constructed house.

2-) What do those two examples have in common?

Both are organized works that clearly point to someone responsible for making them.

3-) What is implied by the act of writing beautifully?

It implies the identity of one who writes and the ability to do so with skill.

4-) What is implied by the act of constructing well?

It implies the identity of one who builds and the ability to do so properly.

5-) Why are titles like writer and builder important in the argument?

They connect visible works to the persons and qualities behind those works.

6-) What is the passage teaching about the connection between qualities and the one who has them?

A quality cannot float independently; it must belong to a real possessor.

7-) After giving the principle, how does the passage describe the universe?

It describes the universe as similar to a vast collection of meaningful texts and grand constructions.

8-) In this passage, what is the universe compared to in terms of structure?

It is compared to many constructed buildings and palaces.

9-) What can a student infer from the fact that both comparisons are used together?

That creation reflects both wisdom and power at the same time.

11sinif supreme-sign-p70-direct-knowledge-of-allah-19th-degree-1st-truth-applying-the-principle-to-the-cosmos - Set 5 - CEVAPLAR

1-) What reasoning pattern from ordinary life is used in this passage?

The pattern is moving from a finished work to the action, then to the person, then to the qualities needed for that work.

2-) If you see something carefully produced, what is the first conclusion encouraged by the passage?

That there was an intentional act behind it.

3-) After recognizing an intentional act, what further conclusion follows?

That there is an agent who performed it.

4-) What further conclusion follows from recognizing that agent?

That the agent possesses the abilities and qualities necessary for that work.

5-) Why does the passage mention both names and attributes instead of only one of them?

Because titles identify the role, while attributes explain the capacity behind that role.

6-) How does the passage rule out the idea that actions or qualities can exist on their own?

It directly states that acts, titles, qualities, and crafts all require real possessors.

7-) In this passage, what is the universe compared to in terms of meaning?

It is compared to many writings full of significance.

8-) When the universe is compared to buildings and palaces, what does that suggest?

It suggests planning, arrangement, and powerful making.

9-) What does the image of "palaces" suggest about created things?

It suggests design, order, strength, and deliberate construction.

11sinif supreme-sign-p70-direct-knowledge-of-allah-19th-degree-1st-truth-applying-the-principle-to-the-cosmos - Set 6 - CEVAPLAR

1-) What is one major purpose of the examples in the target passage? They help the reader understand unseen truths by using familiar things from daily life.

2-) How does the passage connect a work to a worker?

It says a real work necessarily points to a real one who carried it out.

3-) How does the passage connect a worker to qualities?

It says the worker's title shows that fitting abilities and characteristics must be present.

4-) What does the passage teach about the link between a quality and its owner?

A quality must belong to someone who truly has it.

5-) Why is the phrase about a deed without a doer so important here?

It states the core principle that effects cannot exist independently from a cause.

6-) Besides deeds and doers, what other pairings are used to make the same point?

The passage also pairs names with the one named, attributes with the one described by them, and crafts with the craftsman.

7-) When the universe is compared to books and letters, what does that suggest?

It suggests that creation carries meaning, order, and signs to be read.

8-) What two divine realities are used in describing the universe as written and built?

The passage connects it to Divine Determining in the image of writing and Divine Power in the image of building.

9-) According to the passage, is the testimony of created things limited or abundant?

It is abundant, because every being gives many signs by itself and even more when joined with the rest.