

11sinif supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 1

1-) What is the main idea of the Second Mystery? (25 kelime)

It explains that Allah's power can

2-) What three words at the start point to the reason the examples work? (7 kelime)

They

3-) In the example of the sun, what does one mirror show us? (14 kelime)

It shows that

4-) What lesson comes from comparing one listener with a million listeners? (9 kelime)

Reaching many

5-) What conclusion does the passage draw about big and small things from the sun example? (18 kelime)

It says there is

6-) According to the passage, what is needed for such broad activity to happen? (7 kelime)

Divine

7-) How does the passage connect this example to Divine creativity? (16 kelime)

It says Allah's creative

8-) What contrast between human action and Divine action can be inferred here? (10 kelime)

Humans get

9-) State the central lesson of the whole passage in one sentence. (18 kelime)

Allah's command and power

10-) What is one respectful personal lesson a Muslim student can take from this passage? (22 kelime)

We should not doubt Allah's

11sinif supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 2

1-) What truth about Allah's power is the passage trying to make clear?
(17 kelime)

That Allah can act

2-) What feature of the sun makes it a useful comparison here? (11 kelime)

Its light

3-) Besides light, what two other effects of the sun are mentioned as reaching many reflectors? (6 kelime)

Its

4-) What does the passage say a luminous being can do in relation to many places? (11 kelime)

It can

5-) What does this suggest about the range of Allah's creating activity? (8 kelime)

It suggests

6-) What repeated pattern do all the examples share? (12 kelime)

In each case,

7-) According to the passage, what makes this wide presence possible? (5 kelime)

Divine

8-) Write the message of the passage in simple everyday words. (17

kelime)

Allah can handle everything,

9-) What is the best summary of the logic of the passage? (23 kelime)

If created examples can show

11sinif supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 3

1-) What is being explained under the title “Second Mystery”? (13 kelime)

A reason why

2-) What is the first sign from the created world used to answer that question? (9 kelime)

The way

3-) What kinds of recipients of the sun’s reflection are listed? (7 kelime)

Mirrors,

4-) What is the second comparison taken from ordinary life? (12 kelime)

One statement being

5-) How does one spoken word support the argument of the passage? (17 kelime)

The same word can

6-) Which examples in the passage point beyond the physical world? (17 kelime)

The mention of a

7-) What do these examples add to the earlier examples of sunlight and speech? (24 kelime)

They show that wide presence or

8-) What two pairs are directly treated as equal in difficulty? (7 kelime)
Big

9-) Why are both “great and small” and “many and few” mentioned?
(10 kelime)
To show

11sinif supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 4

1-) What key belief is supported by the examples in this passage? (16 kelime)

The belief that Allah's

2-) What example is used first to help explain this mystery? (14 kelime)
The example of

3-) Why is the mention of heat important in the sun comparison? (15 kelime)

It shows that

4-) According to the passage, does the sun's reflection become harder when the number of mirrors increases? (14 kelime)

No. The point

5-) What does this progression help the reader do? (13 kelime)

It helps the

6-) What does the example of one word reaching many ears teach? (13 kelime)

It teaches that

7-) How does the passage challenge the human habit of measuring ability by quantity? (15 kelime)

It teaches that

8-) What ability is described for a luminous being in this passage? (16 kelime)

It can be present

9-) Why does the passage use several examples instead of just one? (14 kelime)

Multiple examples reinforce

11sinif supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 5

1-) What is the passage trying to prove through examples? (11 kelime)
That one

2-) In the first comparison, what allows one sun to appear in countless places? (8 kelime)
Its light

3-) Why is a spoken word a strong example for this argument? (16 kelime)
Because the same message

4-) How does the example of speech support the same lesson? (16 kelime)
One statement can be

5-) What does “with dominical permission” add to the meaning of the example? (12 kelime)
It shows that

6-) What three actions are said to be possible for such a being in many places? (5 kelime)
Being

7-) What can a student infer about the purpose of these comparisons? (11 kelime)
Their purpose

8-) Why are ordinary examples like mirrors and hearing useful in this passage? (14 kelime)
They make a

9-) What repeated principle appears in both major examples of the passage? (13 kelime)
The repeated principle

11sinif supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 6

1-) Under the "Second Mystery," what problem or question is being addressed? (16 kelime)

How it can be

2-) How is the sun used as a comparison rather than as the main subject? (17 kelime)

Its reflections are used

3-) What conclusion follows from the reflection example? (7 kelime)

That

4-) What human experience is used as the next comparison? (4 kelime)

Hearing

5-) What does the phrase about unlimited creative breadth teach about Allah? (9 kelime)

It teaches

6-) Which examples in the passage involve living or spiritual beings rather than objects? (4 kelime)

The

7-) How are permission and power connected in this passage? (10 kelime)

Broad action

8-) What can be inferred from the line that many and few are the same? (8 kelime)

Number does

9-) What kind of reasoning is mainly used in this passage: storytelling, command, or analogy? (1 kelime)

CEVAP ANAHTARI

11sinif supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 1 - CEVAPLAR

1-) What is the main idea of the Second Mystery?

It explains that Allah's power can deal with countless things as easily as one thing, so large and small numbers make no difference to Him.

2-) What three words at the start point to the reason the examples work?

They point to brightness, clearness, and submission.

3-) In the example of the sun, what does one mirror show us?

It shows that a single source can appear in one place without losing anything.

4-) What lesson comes from comparing one listener with a million listeners?

Reaching many does not necessarily make an action harder.

5-) What conclusion does the passage draw about big and small things from the sun example?

It says there is no real difference for Divine power between what is large and what is small.

6-) According to the passage, what is needed for such broad activity to happen?

Divine command, Divine power, and Allah's permission.

7-) How does the passage connect this example to Divine creativity?

It says Allah's creative action is unlimited, so reaching many is no harder than reaching one.

8-) What contrast between human action and Divine action can be inferred here?

Humans get overwhelmed by larger numbers, but Allah does not.

9-) State the central lesson of the whole passage in one sentence.

Allah's command and power reach countless things at once with the same ease as reaching a single thing.

10-) What is one respectful personal lesson a Muslim student can take from this passage?

We should not doubt Allah's ability because of the greatness or number of created things, since all are equally easy for Him.

11sinif supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 2 - CEVAPLAR

1-) What truth about Allah's power is the passage trying to make clear?
That Allah can act in many places and upon many things at once without strain or limitation.

2-) What feature of the sun makes it a useful comparison here?
Its light can appear in many reflecting places from one source.

3-) Besides light, what two other effects of the sun are mentioned as reaching many reflectors?
Its warmth and its reflected image.

4-) What does the passage say a luminous being can do in relation to many places?
It can be present in them, observe them, or enter them.

5-) What does this suggest about the range of Allah's creating activity?
It suggests His activity is vast and unrestricted.

6-) What repeated pattern do all the examples share?
In each case, one source relates to many receivers without added difficulty.

7-) According to the passage, what makes this wide presence possible?
Divine power and Allah's permission.

8-) Write the message of the passage in simple everyday words.
Allah can handle everything, no matter how many there are, just as easily as handling one thing.

9-) What is the best summary of the logic of the passage?
If created examples can show one source reaching many places, then Allah's unlimited power can certainly act upon countless things with complete ease.

11sinif supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 3 - CEVAPLAR

1-) What is being explained under the title “Second Mystery”?

A reason why Allah’s power is not burdened by multiplicity, size, or number.

2-) What is the first sign from the created world used to answer that question?

The way one sun is reflected in many places.

3-) What kinds of recipients of the sun’s reflection are listed?

Mirrors, bright surfaces, and drops of water.

4-) What is the second comparison taken from ordinary life?

One statement being heard by one person or by a huge crowd.

5-) How does one spoken word support the argument of the passage?

The same word can reach one ear or many ears, showing that one act can spread widely.

6-) Which examples in the passage point beyond the physical world?

The mention of a spiritual being like Gabriel and the ability to be connected with many places.

7-) What do these examples add to the earlier examples of sunlight and speech?

They show that wide presence or contact is not only an idea about objects but also about living and spiritual realities by Allah’s power.

8-) What two pairs are directly treated as equal in difficulty?

Big and small, and many and few.

9-) Why are both “great and small” and “many and few” mentioned?

To show that neither size nor number affects Allah’s power.

11sinif supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 4 - CEVAPLAR

1-) What key belief is supported by the examples in this passage?

The belief that Allah's power is unlimited and not made difficult by dealing with many things.

2-) What example is used first to help explain this mystery?

The example of one sun showing its image and effects in many reflecting surfaces.

3-) Why is the mention of heat important in the sun comparison?

It shows that not only appearance but also effect can spread widely from one source.

4-) According to the passage, does the sun's reflection become harder when the number of mirrors increases?

No. The point is that many reflections can appear without making the act difficult.

5-) What does this progression help the reader do?

It helps the reader move from simple visible examples to deeper unseen realities.

6-) What does the example of one word reaching many ears teach?

It teaches that one act can extend to many receivers without becoming difficult.

7-) How does the passage challenge the human habit of measuring ability by quantity?

It teaches that for Allah, quantity does not create the limits it creates for us.

8-) What ability is described for a luminous being in this passage?

It can be present in, look into, or enter many places as easily as one place.

9-) Why does the passage use several examples instead of just one?

Multiple examples reinforce the idea from different angles and make it easier to grasp.

11sinif supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 5 - CEVAPLAR

1-) What is the passage trying to prove through examples?

That one Divine act can reach countless things with complete ease.

2-) In the first comparison, what allows one sun to appear in countless places?

Its light can be reflected by many surfaces.

3-) Why is a spoken word a strong example for this argument?

Because the same message can be received by many people without being split up or weakened.

4-) How does the example of speech support the same lesson?

One statement can be heard by one listener or many listeners without changing the statement itself.

5-) What does “with dominical permission” add to the meaning of the example?

It shows that such ability exists only by Allah’s allowing and ruling.

6-) What three actions are said to be possible for such a being in many places?

Being present, seeing, and entering.

7-) What can a student infer about the purpose of these comparisons?

Their purpose is to bring a hard-to-grasp belief closer to understanding.

8-) Why are ordinary examples like mirrors and hearing useful in this passage?

They make a deep belief easier to understand by connecting it to familiar experiences.

9-) What repeated principle appears in both major examples of the passage?

The repeated principle is that multiplicity does not create difficulty for Allah’s power.

11sinif supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 6 - CEVAPLAR

1-) Under the "Second Mystery," what problem or question is being addressed?

How it can be easy for Allah to deal with countless beings at the same time.

2-) How is the sun used as a comparison rather than as the main subject?

Its reflections are used to help explain, by analogy, how one source can relate to many recipients.

3-) What conclusion follows from the reflection example?

That multiplicity does not necessarily create difficulty.

4-) What human experience is used as the next comparison?

Hearing a spoken word.

5-) What does the phrase about unlimited creative breadth teach about Allah?

It teaches that His activity has no narrow limits.

6-) Which examples in the passage involve living or spiritual beings rather than objects?

The eye and Gabriel.

7-) How are permission and power connected in this passage?

Broad action happens by Allah's permission and through His power.

8-) What can be inferred from the line that many and few are the same?

Number does not weaken or divide Allah's ability.

9-) What kind of reasoning is mainly used in this passage: storytelling, command, or analogy?

Analogy.