11sinif supreme-sign-p115-note-on-fair-copy-and-correspondence - Set 1

1-) Why does the note say some ideas from other books of the Risale-i Nur appear again in this treatise? (21 kelime)
Because those other parts were

2-) Did the note present the repeated material as pointless, or as necessary for a reason? (9 kelime)
It presents

3-) How should a reader understand this overlap according to the note? (15 kelime)
The reader should

4-) Why were the students told to copy the present treatise anyway? (16 kelime)
So they could have

5-) What is notable about the person who copied the revised version? (14 kelime)
He is praised

6-) What exact feature of the writing was counted? (11 kelime)
The alifs

7-) Which title is connected with that numerical match? (9 kelime)
The title

8-) According to the note, what did the number show about the title The Supreme Sign? (11 kelime)
It showed

9-) What significance did the count of 666 have? (10 kelime)
It matched

10-) What does the note say this correspondence demonstrated? (10 kelime)
It demonstrated

11sinif supreme-sign-p115-note-on-fair-copy-and-correspondence - Set 2

1-) What problem in the writing process made the treatise include material also found elsewhere in the Risale-i Nur? (16 kelime)
The other relevant books

2-) Because of that absence, what happened in this treatise? (13 kelime)
Important points from

3-) What phrase in the note shows that the writing of this treatise could not be delayed? (12 kelime)
It says the

4-) What stage of the writing process is mentioned before the revised copy? (6 kelime)
An

5-) What makes the pattern in that copy seem remarkable? (13 kelime)
It seems remarkable

6-) How many alifs were counted, and why was that number important? (18 kelime)
There were 666, and

7-) What system is used in the note to connect this number to the title? (6 kelime)
The

8-) What was counted in relation to that letter? (13 kelime)
The number of

9-) Who is mentioned in connection with that title? (8 kelime)
Imam Ali

10-) How does the note connect the treatise to the Qur'an through this number? (22 kelime)
It links the treatise to

11sinif supreme-sign-p115-note-on-fair-copy-and-correspondence - Set 3

1-) What does the note say was missing at the place where the treatise was composed? (9 kelime)
Other sections

2-) Which two works are named as containing some of the matters repeated here? (5 kelime)
The

3-) Useful for what purpose? (14 kelime)
Useful for helping

4-) After the rough version, who prepared the revised copy? (5 kelime)
A

5-) What special pattern was noticed in his copy? (11 kelime)
The beginnings

6-) What exact number was found in that pattern? (5 kelime)
The

7-) What letter is central to the pattern mentioned? (3 kelime)

8-) To what did this number exactly correspond? (10 kelime)
It corresponded

9-) What does this numerical agreement imply within the note? (10 kelime)
It implies

10-) What broader religious meaning is then drawn from the same sign? (17 kelime)
A broader meaning is

11sinif supreme-sign-p115-note-on-fair-copy-and-correspondence - Set 4

1-) In the note, what practical condition led to the reuse of ideas from other Risale-i Nur works? (14 kelime)
The needed volumes

2-) Does the note treat the repetition as an error, a burden, or a useful step? (7 kelime)
It

3-) What were those students expected to create by writing it out? (9 kelime)
They were

4-) What is said about the person who wrote the revised copy? (17 kelime)
He is described as

5-) Where in the writing did this pattern appear? (11 kelime)
It appeared

6-) What makes the observation about his copy surprising? (17 kelime)
He was not knowledgeable

7-) What was the specific letter-count result? (8 kelime)
There were

8-) What title shared that same value in the abjad system? (5 kelime)
Ayat

9-) What direct conclusion does the note make from that match? (10 kelime)
It concludes

10-) How does the note support that second meaning with another number? (16 kelime)
It says the number

11sinif supreme-sign-p115-note-on-fair-copy-and-correspondence - Set 5

1-) What explanation does the note give for why similar teachings show up in more than one place? (18 kelime)
The explanation is that

2-) According to the note, which readers or writers especially benefited from including everything in this treatise? (11 kelime)
The students

3-) How is the first version of the treatise described before it was revised? (7 kelime)
It

4-) Even so, what was discovered in the copy he produced? (10 kelime)
A delicate

5-) Who wrote the corrected version of the early draft? (5 kelime)
A

6-) What kind of feature was noticed in spite of that limitation? (9 kelime)
A fine

7-) What was the final count? (4 kelime)
The

8-) What title does the number match in that method? (8 kelime)
It matches

9-) What further meaning was understood from this numerical harmony? (20 kelime)
It was seen as a

10-) Beyond suitability, what did the writers believe this match pointed to? (15 kelime)
They believed it

11sinif supreme-sign-p115-note-on-fair-copy-and-correspondence - Set 6

1-) What circumstance explains why this treatise repeats some material from elsewhere in the Risale-i Nur? (18 kelime)
It repeats some material

2-) What educational goal is given for having students in that area copy the whole treatise? (16 kelime)
The goal was for

3-) What does the note say about the revised copy's writer in terms of his knowledge? (8 kelime)
It says

4-) What larger purpose did that task serve? (9 kelime)
It helped

5-) What limitation did that person have? (11 kelime)
He did

6-) How was this order measured? (13 kelime)
It was measured

7-) What traditional numerical method is used to interpret that number? (5 kelime)
The

8-) What conclusion was drawn from the match between the alif count and the title's numerical value? (12 kelime)
It was taken

9-) Why does the note mention the number of Qur'anic verses at the end? (12 kelime)
To strengthen the

10-) What second layer of meaning was taken from the same number? (18 kelime)
It was taken as

CEVAP ANAHTARI

11sinif supreme-sign-p115-note-on-fair-copy-and-correspondence - Set 1 - CEVAPLAR

1-) Why does the note say some ideas from other books of the Risale-i Nur appear again in this treatise?
Because those other parts were not present where this work was written, so important points from them were included here too.
2-) Did the note present the repeated material as pointless, or as necessary for a reason?
It presents it as necessary for a clear reason.
3-) How should a reader understand this overlap according to the note?
The reader should see it as understandable repetition caused by circumstances, not as careless writing.
4-) Why were the students told to copy the present treatise anyway?
So they could have a short version that still contained the whole Risale-i Nur in essence.
5-) What is notable about the person who copied the revised version?
He is praised as blessed even though he was not trained in such subjects.
6-) What exact feature of the writing was counted?
The alifs appearing at the beginning of the lines were counted.
7-) Which title is connected with that numerical match?
The title is Ayat al-Kubra, or The Supreme Sign.
8-) According to the note, what did the number show about the title The Supreme Sign?
It showed that the title was especially fitting for the treatise.
9-) What significance did the count of 666 have?
It matched the abjad value of the title Ayat al-Kubra.
10-) What does the note say this correspondence demonstrated?
It demonstrated that the title was appropriate for the treatise.

11sinif supreme-sign-p115-note-on-fair-copy-and-correspondence - Set 2 - CEVAPLAR

1-) What problem in the writing process made the treatise include material also found elsewhere in the Risale-i Nur?
The other relevant books were unavailable in the place where this treatise had to be written.
2-) Because of that absence, what happened in this treatise?
Important points from The Words and The Flashes were also included in it.
3-) What phrase in the note shows that the writing of this treatise could not be delayed?
It says the treatise had to be written there out of necessity.
4-) What stage of the writing process is mentioned before the revised copy?
An earlier rough version is mentioned.
5-) What makes the pattern in that copy seem remarkable?
It seems remarkable because the copyist was not informed about such symbolic details.
6-) How many alifs were counted, and why was that number important?
There were 666, and that number matched the numerical value of the treatise's title in the abjad system.
7-) What system is used in the note to connect this number to the title?
The abjad numerical system is used.
8-) What was counted in relation to that letter?
The number of alifs placed at the beginnings of the lines was counted.
9-) Who is mentioned in connection with that title?
Imam Ali is mentioned in connection with it.
10-) How does the note connect the treatise to the Qur'an through this number?
It links the treatise to the Qur'an by seeing the number as a sign of derivation from the light of its verses.

11sinif supreme-sign-p115-note-on-fair-copy-and-correspondence - Set 3 - CEVAPLAR

1-) What does the note say was missing at the place where the treatise was composed?
Other sections of the Risale-i Nur were missing there.
2-) Which two works are named as containing some of the matters repeated here?
The Words and The Flashes.
3-) Useful for what purpose?
Useful for helping students write a condensed but complete form of the Risale-i Nur.
4-) After the rough version, who prepared the revised copy?
A blessed person prepared it.
5-) What special pattern was noticed in his copy?
The beginnings of the lines contained a precise number of alifs.
6-) What exact number was found in that pattern?
The number found was 666.
7-) What letter is central to the pattern mentioned?
The letter alif.
8-) To what did this number exactly correspond?
It corresponded to the abjad value of the treatise's title.
9-) What does this numerical agreement imply within the note?
It implies that the title truly belongs to this treatise.
10-) What broader religious meaning is then drawn from the same sign?
A broader meaning is drawn that the treatise is illuminated by and connected to the Qur'an's verses.

11sinif supreme-sign-p115-note-on-fair-copy-and-correspondence - Set 4 - CEVAPLAR

1-) In the note, what practical condition led to the reuse of ideas from other Risale-i Nur works?
The needed volumes were not available in the location where this treatise was written.
2-) Does the note treat the repetition as an error, a burden, or a useful step?
It treats it as a useful step.
3-) What were those students expected to create by writing it out?
They were expected to create a miniature complete collection.
4-) What is said about the person who wrote the revised copy?
He is described as a blessed person, even though he did not know much about these matters.
5-) Where in the writing did this pattern appear?
It appeared in the alifs at the starts of the lines.
6-) What makes the observation about his copy surprising?
He was not knowledgeable in these specialized matters, yet a meaningful pattern still appeared in his writing.
7-) What was the specific letter-count result?
There were 666 alifs at the line openings.
8-) What title shared that same value in the abjad system?
Ayat al-Kubra shared that value.
9-) What direct conclusion does the note make from that match?
It concludes that the title is suitable for the treatise.
10-) How does the note support that second meaning with another number?
It says the number is connected to the traditional count of 6,666 verses in the Qur’an.

11sinif supreme-sign-p115-note-on-fair-copy-and-correspondence - Set 5 - CEVAPLAR

1-) What explanation does the note give for why similar teachings show up in more than one place?
The explanation is that other parts were unavailable, so key teachings had to be included here as well.
2-) According to the note, which readers or writers especially benefited from including everything in this treatise?
The students of the Risale-i Nur in that region especially benefited.
3-) How is the first version of the treatise described before it was revised?
It is described as a rough draft.
4-) Even so, what was discovered in the copy he produced?
A delicate and meaningful letter pattern was discovered in it.
5-) Who wrote the corrected version of the early draft?
A blessed individual wrote it.
6-) What kind of feature was noticed in spite of that limitation?
A fine and deep pattern involving letters was noticed.
7-) What was the final count?
The count was 666.
8-) What title does the number match in that method?
It matches Ayat al-Kubra, or The Supreme Sign.
9-) What further meaning was understood from this numerical harmony?
It was seen as a sign that the treatise came as a ray from the light of the Qur'anic verses.
10-) Beyond suitability, what did the writers believe this match pointed to?
They believed it pointed to the treatise being a light-filled reflection connected to the Qur'an.

11sinif supreme-sign-p115-note-on-fair-copy-and-correspondence - Set 6 - CEVAPLAR

1-) What circumstance explains why this treatise repeats some material from elsewhere in the Risale-i Nur?
It repeats some material because the other related sections were not on hand where this text was composed.
2-) What educational goal is given for having students in that area copy the whole treatise?
The goal was for them to produce a small but complete version of the Risale-i Nur.
3-) What does the note say about the revised copy's writer in terms of his knowledge?
It says he lacked expertise in these subjects.
4-) What larger purpose did that task serve?
It helped them create a miniature complete Risale-i Nur.
5-) What limitation did that person have?
He did not have learning in those technical or symbolic matters.
6-) How was this order measured?
It was measured by counting the alifs at the start of the lines.
7-) What traditional numerical method is used to interpret that number?
The abjad method is used.
8-) What conclusion was drawn from the match between the alif count and the title's numerical value?
It was taken as proof that the title fit the treatise well.
9-) Why does the note mention the number of Qur'anic verses at the end?
To strengthen the connection between the treatise's numerical sign and the Qur'an.
10-) What second layer of meaning was taken from the same number?
It was taken as an indication that the treatise is linked to the light of the Qur'anic verses.