8sinif supreme-sign-p01-5-causes-making-understanding-difficult - Set 1

1-) What is the main purpose of this warning at the beginning of the passage? (21 kelime)
It prepares readers by explaining

2-) What should a reader still expect, even if the book is difficult? (10 kelime)
A reader

3-) How many reasons are given for why the book is difficult? (4 kelime)
Five

4-) What is the first listed reason for the book's difficulty? (11 kelime)
It was

5-) Why might one sentence become very long in this book? (17 kelime)
A sentence may become

6-) Which qualities of the topics are named in the second reason? (12 kelime)
They are described

7-) According to the passage, who may struggle with that many proofs? (10 kelime)
People with

8-) What is the main complaint someone might have because of the fourth reason? (15 kelime)
Someone might feel

9-) Besides haste and illness, what other things added to the difficulty of the book? (21 kelime)
Some parts were in Arabic,

10-) What three writing-related results came from the fifth reason? (21 kelime)
The book was written quickly,

8sinif supreme-sign-p01-5-causes-making-understanding-difficult - Set 2

1-) What does the passage say about whether every reader will fully understand the whole treatise? (9 kelime)
It says

2-) What lesson about learning can be taken from the garden example? (14 kelime)
A student does

3-) What does the passage say about the purpose of the “garden”? (10 kelime)
It is

4-) What writing approach in the first reason may make this treatise different from more common books? (18 kelime)
The ideas are expressed

5-) What does the passage suggest about understanding deep topics quickly? (12 kelime)
It suggests that

6-) In the third reason, why might a single sentence cover so much? (13 kelime)
Because one sentence

7-) How does the fourth cause differ from the third cause? (26 kelime)
The third is about the size

8-) What does the passage mean by saying limited minds may not understand this? (17 kelime)
Some readers may struggle

9-) Why did the writer think editing the text later might be wrong? (23 kelime)
He felt the writing did

10-) What final information about language and structure appears at the end of the passage? (21 kelime)
It says some Arabic sections

8sinif supreme-sign-p01-5-causes-making-understanding-difficult - Set 3

1-) What two ideas are balanced in the opening lines of the passage? (16 kelime)
The passage balances difficulty

2-) How does the opening comparison help a student who feels discouraged? (19 kelime)
It teaches that not

3-) What is introduced after the opening comparison? (13 kelime)
Five causes are

4-) In the first cause, what is one reason the book may not feel easy or familiar to readers? (12 kelime)
It was not

5-) Why would such a treatment make the book challenging for some readers? (16 kelime)
Because the topics become

6-) In the third cause, why is keeping a truth unbroken important? (15 kelime)
Because dividing a

7-) What does the fourth cause say about the number of proofs used? (16 kelime)
Some matters are supported

8-) How is the problem in the fourth cause different from simple repetition? (12 kelime)
The added length

9-) What language issue is mentioned in the fifth cause? (7 kelime)
Some

10-) According to the fifth cause, what two textual features may challenge readers at the end? (18 kelime)
The presence of Arabic

8sinif supreme-sign-p01-5-causes-making-understanding-difficult - Set 4

1-) What does the passage say a reader should not expect before reading this treatise? (14 kelime)
A reader should

2-) What does that garden example teach about readers with different abilities? (23 kelime)
It teaches that the work

3-) Why is the image of people with longer reach important in the comparison? (19 kelime)
It reminds readers that

4-) How does the second reason connect to the subject of Allah's oneness? (23 kelime)
The book discusses belief in

5-) What special feature of the subject matter is named in the second reason? (13 kelime)
The subject is

6-) What is the fourth reason the discussion sometimes feels lengthy? (14 kelime)
Many topics have

7-) Why may one proof include many earlier points before reaching the proof itself? (9 kelime)
Because the

8-) Why did the writer not go back and revise the first draft? (28 kelime)
He felt he was not writing purely

9-) What physical and emotional struggles are mentioned in the fifth reason? (7 kelime)
The

8sinif supreme-sign-p01-5-causes-making-understanding-difficult - Set 5

1-) At the start of the passage, how are readers reassured even before the difficulties are listed? (12 kelime)
They are reassured

2-) Why is the image of fruit in a garden a good comparison for this treatise? (18 kelime)
It shows that people

3-) What does the writer do after giving the garden example? (12 kelime)
He explains five

4-) In the second cause, what makes the topics especially hard to understand? (10 kelime)
They are

5-) What does the phrase about not understanding everything “all at once” suggest? (12 kelime)
It suggests readers

6-) What can we infer about the book’s sentences from the third cause? (14 kelime)
Some sentences may

7-) How does the fourth reason add another layer of difficulty beyond long sentences? (17 kelime)
It says that many

8-) How did Ramadan relate to the writing of the treatise? (8 kelime)
The spiritual

9-) Why is the writer’s lack of revision important for understanding the style of the book? (13 kelime)
It helps explain

8sinif supreme-sign-p01-5-causes-making-understanding-difficult - Set 6

1-) What overall attitude toward the reader appears in the opening of the passage? (16 kelime)
It is honest about

2-) What can be learned from the comparison between shorter and longer reach in the garden example? (11 kelime)
Readers have

3-) After the comparison, what organizing pattern does the passage use? (10 kelime)
It lists

4-) How does the second cause describe the treatment of Divine unity in the book? (11 kelime)
It presents

5-) What three descriptions are used for the topics in the second cause? (13 kelime)
They are wide

6-) Why are long introductions or lead-ins sometimes needed before a proof? (15 kelime)
They help set

7-) What is the reason for the extra length mentioned in the fourth cause? (13 kelime)
The writer often

8-) What circumstances in the fifth cause kept the writer from polishing the draft? (23 kelime)
He was distressed, ill, writing

9-) What belief about the writing process made the writer avoid changing the draft? (19 kelime)
He felt the writing

CEVAP ANAHTARI

8sinif supreme-sign-p01-5-causes-making-understanding-difficult - Set 1 - CEVAPLAR

1-) What is the main purpose of this warning at the beginning of the passage?
It prepares readers by explaining why the book may be hard to understand and why people can still benefit from it.
2-) What should a reader still expect, even if the book is difficult?
A reader should expect to receive at least some benefit.
3-) How many reasons are given for why the book is difficult?
Five reasons are given.
4-) What is the first listed reason for the book's difficulty?
It was written from the writer's own personal observations and understanding.
5-) Why might one sentence become very long in this book?
A sentence may become long so a large truth is kept whole instead of being broken apart.
6-) Which qualities of the topics are named in the second reason?
They are described as very broad, very deep, and sometimes very long.
7-) According to the passage, who may struggle with that many proofs?
People with limited understanding may find it hard to follow.
8-) What is the main complaint someone might have because of the fourth reason?
Someone might feel the discussion goes on too long because so many proofs are included.
9-) Besides haste and illness, what other things added to the difficulty of the book?
Some parts were in Arabic, and one section written completely in Arabic was taken out and made into a separate work.
10-) What three writing-related results came from the fifth reason?
The book was written quickly, not revised, and left with some Arabic parts, including one section moved into a separate work.

8sinif supreme-sign-p01-5-causes-making-understanding-difficult - Set 2 - CEVAPLAR

1-) What does the passage say about whether every reader will fully understand the whole treatise?
It says not everyone will understand all of it.
2-) What lesson about learning can be taken from the garden example?
A student does not need to master everything at once in order to benefit.
3-) What does the passage say about the purpose of the “garden”?
It is meant for many people, not just one person.
4-) What writing approach in the first reason may make this treatise different from more common books?
The ideas are expressed from the writer’s own way of seeing them, not adjusted to other people’s understandings.
5-) What does the passage suggest about understanding deep topics quickly?
It suggests that such topics cannot always be understood all at once.
6-) In the third reason, why might a single sentence cover so much?
Because one sentence may carry a whole major truth without splitting it apart.
7-) How does the fourth cause differ from the third cause?
The third is about the size of each truth and the need for preparation, while the fourth is about having many proofs for the same matter.
8-) What does the passage mean by saying limited minds may not understand this?
Some readers may struggle to follow a discussion that is so full of detail and repeated evidence.
9-) Why did the writer think editing the text later might be wrong?
He felt the writing did not come simply from his own personal will, so changing it by his own later ideas seemed unsuitable.
10-) What final information about language and structure appears at the end of the passage?
It says some Arabic sections remained, and the first section, which was entirely in Arabic, was separated into its own work.

8sinif supreme-sign-p01-5-causes-making-understanding-difficult - Set 3 - CEVAPLAR

1-) What two ideas are balanced in the opening lines of the passage?
The passage balances difficulty in full understanding with the promise that everyone can still gain something.
2-) How does the opening comparison help a student who feels discouraged?
It teaches that not reaching everything does not mean failure, because even a smaller share can still be valuable.
3-) What is introduced after the opening comparison?
Five causes are listed to explain why the book is hard to understand.
4-) In the first cause, what is one reason the book may not feel easy or familiar to readers?
It was not written to fit the normal understanding of other people.
5-) Why would such a treatment make the book challenging for some readers?
Because the topics become very wide and deep, which can be hard to take in quickly.
6-) In the third cause, why is keeping a truth unbroken important?
Because dividing a major truth too much could weaken or damage how it is understood.
7-) What does the fourth cause say about the number of proofs used?
Some matters are supported by many proofs and evidences, sometimes as many as ten or twenty.
8-) How is the problem in the fourth cause different from simple repetition?
The added length comes from demonstration and support, not from meaningless repeating.
9-) What language issue is mentioned in the fifth cause?
Some Arabic passages remained in the work.
10-) According to the fifth cause, what two textual features may challenge readers at the end?
The presence of Arabic passages and the removal of the fully Arabic first section into a separate work.

8sinif supreme-sign-p01-5-causes-making-understanding-difficult - Set 4 - CEVAPLAR

1-) What does the passage say a reader should not expect before reading this treatise?
A reader should not expect that everyone will fully understand every part of it.
2-) What does that garden example teach about readers with different abilities?
It teaches that the work is not only for one type of reader, and people with greater understanding may take more from it.
3-) Why is the image of people with longer reach important in the comparison?
It reminds readers that some people are able to grasp more, and the work is also meant for them.
4-) How does the second reason connect to the subject of Allah's oneness?
The book discusses belief in Allah's oneness in a very wide and deep way, so many people cannot grasp it all at once.
5-) What special feature of the subject matter is named in the second reason?
The subject is belief in Allah's oneness presented in a very comprehensive way.
6-) What is the fourth reason the discussion sometimes feels lengthy?
Many topics have lots of proofs and evidences, so the writer includes many demonstrations.
7-) Why may one proof include many earlier points before reaching the proof itself?
Because the proof needs a lot of groundwork first.
8-) Why did the writer not go back and revise the first draft?
He felt he was not writing purely from his own choice, so he thought it was not suitable to rearrange or correct it by his own later thoughts.
9-) What physical and emotional struggles are mentioned in the fifth reason?
The writer mentions distress and several illnesses.

8sinif supreme-sign-p01-5-causes-making-understanding-difficult - Set 5 - CEVAPLAR

1-) At the start of the passage, how are readers reassured even before the difficulties are listed?
They are reassured that every reader can receive some portion of benefit.
2-) Why is the image of fruit in a garden a good comparison for this treatise?
It shows that people can take what they are able to reach, even if they cannot take everything.
3-) What does the writer do after giving the garden example?
He explains five reasons that the book may be hard to understand.
4-) In the second cause, what makes the topics especially hard to understand?
They are very broad, very deep, and sometimes very long.
5-) What does the phrase about not understanding everything “all at once” suggest?
It suggests readers may need time and patience to understand the book.
6-) What can we infer about the book’s sentences from the third cause?
Some sentences may be unusually long because they carry a lot of connected meaning.
7-) How does the fourth reason add another layer of difficulty beyond long sentences?
It says that many different proofs may be given for one matter, making the explanation even longer.
8-) How did Ramadan relate to the writing of the treatise?
The spiritual inspiration for it came during Ramadan.
9-) Why is the writer’s lack of revision important for understanding the style of the book?
It helps explain why the wording may feel rough, difficult, or less organized.

8sinif supreme-sign-p01-5-causes-making-understanding-difficult - Set 6 - CEVAPLAR

1-) What overall attitude toward the reader appears in the opening of the passage?
It is honest about the book's difficulty but encouraging about the benefit readers can still receive.
2-) What can be learned from the comparison between shorter and longer reach in the garden example?
Readers have different abilities, and that difference is expected and accepted.
3-) After the comparison, what organizing pattern does the passage use?
It lists five separate causes of difficulty one by one.
4-) How does the second cause describe the treatment of Divine unity in the book?
It presents that belief in a very complete and far-reaching way.
5-) What three descriptions are used for the topics in the second cause?
They are wide in scope, deep in meaning, and sometimes long in explanation.
6-) Why are long introductions or lead-ins sometimes needed before a proof?
They help set up the proof so the truth is not misunderstood or cut apart.
7-) What is the reason for the extra length mentioned in the fourth cause?
The writer often gives many supporting proofs and evidences for the same matter.
8-) What circumstances in the fifth cause kept the writer from polishing the draft?
He was distressed, ill, writing quickly, and believed the writing came in a way that should not be altered by later personal editing.
9-) What belief about the writing process made the writer avoid changing the draft?
He felt the writing did not come merely from his own personal choice, so altering it later seemed improper.