8sinif supreme-sign-p95-2nd-stopping-place-5th-truth-the-unity-of-name-and-act-and-the-all-encompassing-nature-of-elements-and-species - Set 1

1-) What is one main idea of this passage about the elements and species spread across the earth? (16 kelime)
Their wide spread and

2-) How does the passage describe the reach of the basic materials of creation? (9 kelime)
It says

3-) What is said about each kind of living thing or created kind on earth? (12 kelime)
Each kind is

4-) What does that worldwide spread prove about the elements and species? (12 kelime)
It shows they

5-) Why does the passage compare elements to obedient workers? (15 kelime)
To show that

6-) Why are species compared to organized soldiers? (16 kelime)
Because they are many

7-) What can we understand about the power of the Creator from these comparisons? (14 kelime)
His power is

8-) Does the passage present the world as random or directed with purpose? Explain. (20 kelime)
It presents the world as

9-) What does the phrase about this truth being explained elsewhere tell the reader? (11 kelime)
This section

10-) At the end of the passage, what does the speaker choose to do instead of giving a long explanation? (6 kelime)
He

8sinif supreme-sign-p95-2nd-stopping-place-5th-truth-the-unity-of-name-and-act-and-the-all-encompassing-nature-of-elements-and-species - Set 2

1-) Which two big groups in creation are discussed in this passage? (12 kelime)
The basic elements

2-) What is important about the fact that the elements cover the earth? (13 kelime)
Their universal presence

3-) What is important about the fact that species are spread across the earth as unified groups? (11 kelime)
It shows

4-) How do the individual members of each species support belief in Divine oneness? (16 kelime)
Even though they are

5-) What is the meaning of saying these things are the property of a single being? (8 kelime)
They are

6-) What does the passage teach about the relationship between the Creator and the natural world? (10 kelime)
The natural

7-) Why is the Creator described as both unique and powerful? (15 kelime)
Because only such

8-) What lesson about unity comes from the order of creation in this passage? (10 kelime)
Many different

9-) Is the focus here mainly on human actions or on signs in creation? (7 kelime)
It

10-) How would you summarize the proof given in this passage in one sentence? (21 kelime)
Since the same elements and

8sinif supreme-sign-p95-2nd-stopping-place-5th-truth-the-unity-of-name-and-act-and-the-all-encompassing-nature-of-elements-and-species - Set 3

1-) According to the passage, what do the elements of creation do in relation to the earth? (4 kelime)
They

2-) What does the passage say each species carries? (8 kelime)
A sign

3-) What idea is suggested by saying a species “conquers” the earth? (8 kelime)
It spreads

4-) Why does the spread of species count as evidence and not just as a fact of nature? (14 kelime)
Because their unity

5-) What conclusion does the passage draw about the source of all these elements and species? (6 kelime)
They

6-) How are the elements described in terms of service? (8 kelime)
They are

7-) How are species described in terms of discipline? (8 kelime)
They are

8-) What feeling does this language of servants and soldiers create? (12 kelime)
It gives a

9-) What does the final sentence of the passage suggest about the writing style here? (11 kelime)
It is

10-) What is the purpose of the brief closing statement about not saying more here? (15 kelime)
It keeps the

8sinif supreme-sign-p95-2nd-stopping-place-5th-truth-the-unity-of-name-and-act-and-the-all-encompassing-nature-of-elements-and-species - Set 4

1-) What proof of Allah's oneness is drawn from the elements filling the earth? (17 kelime)
Since the same basic

2-) What proof of Allah's oneness is drawn from species being spread everywhere? (11 kelime)
Their broad

3-) How does the passage connect unity in creation with ownership? (13 kelime)
What is organized

4-) What does it mean that the elements come with what they contain or include? (18 kelime)
Not only the elements

5-) What does it mean that species come with their separate members? (11 kelime)
Every individual

6-) Why is it significant that the elements are described as vast and forceful? (15 kelime)
It highlights that

7-) Why is discipline an important word in the comparison about species? (10 kelime)
It shows

8-) What kind of argument is being made in this passage: emotional, historical, or based on observation of creation? (7 kelime)
It

9-) How does the passage move from what we see in the world to what we believe about the Creator? (19 kelime)
It starts with the

10-) What is the best one-line statement of the passage's message? (17 kelime)
The ordered spread of

8sinif supreme-sign-p95-2nd-stopping-place-5th-truth-the-unity-of-name-and-act-and-the-all-encompassing-nature-of-elements-and-species - Set 5

1-) What does the passage say about the raw materials used in creation? (6 kelime)
They

2-) What does it say about the created kinds found on earth? (12 kelime)
They are spread

3-) Why does the passage treat this spread as something clear and obvious? (14 kelime)
Because it is

4-) What conclusion is made about who made and owns these things? (8 kelime)
One single

5-) How are the elements pictured in relation to that Being? (7 kelime)
As

6-) How are species pictured in relation to that Being? (6 kelime)
As

7-) What do both pictures have in common? (6 kelime)
Both

8-) What does this passage teach about looking at nature with faith? (13 kelime)
It teaches that

9-) Give a short summary of the whole passage. (17 kelime)
The earth's shared elements

8sinif supreme-sign-p95-2nd-stopping-place-5th-truth-the-unity-of-name-and-act-and-the-all-encompassing-nature-of-elements-and-species - Set 6

1-) In this passage, what two features of creation are used as signs of unity? (12 kelime)
The earthwide spread

2-) What does the passage imply by saying each species bears a mark of unity? (11 kelime)
Each kind

3-) How does the passage describe the success or dominance of species on earth? (14 kelime)
It says they

4-) What does that wide spread tell us about their relationship to one another? (11 kelime)
Their members

5-) What does the passage say about the Creator's authority over the elements? (7 kelime)
He

6-) What does the passage say about the Creator's authority over species? (10 kelime)
He manages

7-) What can a student infer from the use of military and service images in the passage? (13 kelime)
Creation is not

8-) What quality of the Creator is especially emphasized by controlling such large and widespread things? (3 kelime)

9-) Why does the passage not stop to explain the whole argument in detail? (12 kelime)
Because it says

CEVAP ANAHTARI

8sinif supreme-sign-p95-2nd-stopping-place-5th-truth-the-unity-of-name-and-act-and-the-all-encompassing-nature-of-elements-and-species - Set 1 - CEVAPLAR

1-) What is one main idea of this passage about the elements and species spread across the earth?
Their wide spread and shared pattern point to one Creator who owns and controls them all.
2-) How does the passage describe the reach of the basic materials of creation?
It says they are found all over the earth.
3-) What is said about each kind of living thing or created kind on earth?
Each kind is spread broadly across the earth in a united way.
4-) What does that worldwide spread prove about the elements and species?
It shows they belong to one Being and come from Him alone.
5-) Why does the passage compare elements to obedient workers?
To show that even huge natural forces act under the command of one powerful Lord.
6-) Why are species compared to organized soldiers?
Because they are many in number, spread everywhere, and still act under one rule and order.
7-) What can we understand about the power of the Creator from these comparisons?
His power is great enough to manage both massive elements and countless living kinds.
8-) Does the passage present the world as random or directed with purpose? Explain.
It presents the world as directed with purpose, because the elements and species are shown as serving under one command.
9-) What does the phrase about this truth being explained elsewhere tell the reader?
This section is only a short reminder, not the full proof.
10-) At the end of the passage, what does the speaker choose to do instead of giving a long explanation?
He gives only a brief indication.

8sinif supreme-sign-p95-2nd-stopping-place-5th-truth-the-unity-of-name-and-act-and-the-all-encompassing-nature-of-elements-and-species - Set 2 - CEVAPLAR

1-) Which two big groups in creation are discussed in this passage?
The basic elements of creation and the different species of created things.
2-) What is important about the fact that the elements cover the earth?
Their universal presence supports the idea that one Lord oversees the whole earth.
3-) What is important about the fact that species are spread across the earth as unified groups?
It shows they follow one pattern and come from one source.
4-) How do the individual members of each species support belief in Divine oneness?
Even though they are many, they belong to one kind and point back to one Maker.
5-) What is the meaning of saying these things are the property of a single being?
They are under His ownership, authority, and control.
6-) What does the passage teach about the relationship between the Creator and the natural world?
The natural world serves Him and carries out His command.
7-) Why is the Creator described as both unique and powerful?
Because only such a Lord could control all elements and all species across the earth.
8-) What lesson about unity comes from the order of creation in this passage?
Many different things can still be governed by one will.
9-) Is the focus here mainly on human actions or on signs in creation?
It is mainly on signs in creation.
10-) How would you summarize the proof given in this passage in one sentence?
Since the same elements and species are spread across the whole earth in an ordered way, they point to one Creator.

8sinif supreme-sign-p95-2nd-stopping-place-5th-truth-the-unity-of-name-and-act-and-the-all-encompassing-nature-of-elements-and-species - Set 3 - CEVAPLAR

1-) According to the passage, what do the elements of creation do in relation to the earth?
They extend throughout it.
2-) What does the passage say each species carries?
A sign or mark that points to unity.
3-) What idea is suggested by saying a species “conquers” the earth?
It spreads widely and strongly across the earth.
4-) Why does the spread of species count as evidence and not just as a fact of nature?
Because their unity and wide distribution suggest one planner and one owner behind them.
5-) What conclusion does the passage draw about the source of all these elements and species?
They all come from one Being.
6-) How are the elements described in terms of service?
They are shown as servants carrying out commands.
7-) How are species described in terms of discipline?
They are shown as orderly troops under command.
8-) What feeling does this language of servants and soldiers create?
It gives a sense of strong order, control, and obedience in creation.
9-) What does the final sentence of the passage suggest about the writing style here?
It is being brief because the fuller discussion is found elsewhere.
10-) What is the purpose of the brief closing statement about not saying more here?
It keeps the focus on the main point while noting that fuller proofs exist elsewhere.

8sinif supreme-sign-p95-2nd-stopping-place-5th-truth-the-unity-of-name-and-act-and-the-all-encompassing-nature-of-elements-and-species - Set 4 - CEVAPLAR

1-) What proof of Allah's oneness is drawn from the elements filling the earth?
Since the same basic materials are found across the earth, they point to one Lord governing all.
2-) What proof of Allah's oneness is drawn from species being spread everywhere?
Their broad spread and shared identity show one Maker behind them.
3-) How does the passage connect unity in creation with ownership?
What is organized as one whole is understood to belong to one owner.
4-) What does it mean that the elements come with what they contain or include?
Not only the elements themselves, but also all that falls under their reach, belongs to the same Creator.
5-) What does it mean that species come with their separate members?
Every individual within each kind also belongs to that one Creator.
6-) Why is it significant that the elements are described as vast and forceful?
It highlights that even the largest and strongest parts of nature are still under command.
7-) Why is discipline an important word in the comparison about species?
It shows that their spread is not chaotic but ordered.
8-) What kind of argument is being made in this passage: emotional, historical, or based on observation of creation?
It is based on observation of creation.
9-) How does the passage move from what we see in the world to what we believe about the Creator?
It starts with the spread and order of creation, then concludes that one powerful Lord must be behind it.
10-) What is the best one-line statement of the passage's message?
The ordered spread of the earth's elements and species clearly points to one unique and powerful Creator.

8sinif supreme-sign-p95-2nd-stopping-place-5th-truth-the-unity-of-name-and-act-and-the-all-encompassing-nature-of-elements-and-species - Set 5 - CEVAPLAR

1-) What does the passage say about the raw materials used in creation?
They are present throughout the earth.
2-) What does it say about the created kinds found on earth?
They are spread across the earth in a way that reflects unity.
3-) Why does the passage treat this spread as something clear and obvious?
Because it is visible on a worldwide scale and strongly points to one source.
4-) What conclusion is made about who made and owns these things?
One single Being made them and owns them.
5-) How are the elements pictured in relation to that Being?
As servants that carry out His commands.
6-) How are species pictured in relation to that Being?
As trained forces under organized rule.
7-) What do both pictures have in common?
Both show obedience to one authority.
8-) What does this passage teach about looking at nature with faith?
It teaches that nature contains signs that lead the mind to Allah's oneness.
9-) Give a short summary of the whole passage.
The earth's shared elements and widespread species work like organized servants under one command, proving one Creator.

8sinif supreme-sign-p95-2nd-stopping-place-5th-truth-the-unity-of-name-and-act-and-the-all-encompassing-nature-of-elements-and-species - Set 6 - CEVAPLAR

1-) In this passage, what two features of creation are used as signs of unity?
The earthwide spread of the elements and the earthwide spread of species.
2-) What does the passage imply by saying each species bears a mark of unity?
Each kind shows a common design that points to one Maker.
3-) How does the passage describe the success or dominance of species on earth?
It says they spread so widely that they seem to take over the earth.
4-) What does that wide spread tell us about their relationship to one another?
Their members belong to the same overall system under one Lord.
5-) What does the passage say about the Creator's authority over the elements?
He uses them as fully obedient servants.
6-) What does the passage say about the Creator's authority over species?
He manages them like disciplined armies spread over the earth.
7-) What can a student infer from the use of military and service images in the passage?
Creation is not acting on its own; it is under command and order.
8-) What quality of the Creator is especially emphasized by controlling such large and widespread things?
His great power.
9-) Why does the passage not stop to explain the whole argument in detail?
Because it says this truth has already been explained in other places.