

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

1-) Why does the note say some ideas from other works were included again in this treatise? (22 kelime)

Because those other parts were

2-) How does the note justify keeping all of the present treatise instead of shortening it to avoid overlap? (19 kelime)

It says the full

3-) What was the purpose behind asking students in that area to write down the present treatise fully? (11 kelime)

The purpose

4-) What surprising feature was noticed in that person's copy? (19 kelime)

A meaningful pattern was

5-) What letter is singled out in the discussion of the pattern? (3 kelime)

6-) Why is the number 666 not left as a simple statistic? (10 kelime)

Because the

7-) Who is said to have given that title to the treatise? (8 kelime)

Imam Ali,

8-) What claim is made about the title after this numerical comparison? (13 kelime)

The claim is

9-) What larger sacred source is the treatise then connected to? (6
kelime)

It

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

1-) What problem in that location led to repetition from earlier Risale-i Nur works? (16 kelime)

The earlier sections were

2-) How did that limitation shape the content of this treatise? (15 kelime)

It led to

3-) What did the writer want the students of that region to produce through copying this work? (8 kelime)

A complete

4-) What is notable about the person who revised the draft? (15 kelime)

Even without specialized

5-) In what part of the page layout did this pattern appear? (11 kelime)

It appeared

6-) Why is abjad relevant to understanding this total? (16 kelime)

Because abjad gives numerical

7-) Why might this be seen as more than an accident within the logic of the note? (16 kelime)

Because the writer presents

8-) Besides supporting the title, what spiritual message is taken from

the number? (18 kelime)

It is taken as

9-) What numerical fact about the Qur'an is used to support that reading? (10 kelime)

The note

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

1-) In the note, what circumstances explain why this treatise includes material also found elsewhere? (18 kelime)

The needed books were

2-) What can be inferred about access to books in the place where this treatise was written? (15 kelime)

Access was limited

3-) How is the person who prepared the revised copy described? (16 kelime)

He is described as

4-) How is the reviser's lack of expertise contrasted with the result of his work? (15 kelime)

Even though he

5-) Which repeated element in the lines was counted for this correspondence? (10 kelime)

The alifs

6-) Which title is being discussed in this numerical correspondence? (9 kelime)

The title

7-) What religious figure is connected with that title? (8 kelime)

Imam Ali,

8-) What does the note infer from the agreement between the count and the title's value? (10 kelime)
It infers

9-) How does the note connect that indication to the Qur'an numerically? (17 kelime)
It links the treatise

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

1-) What practical limitation affected the writing of the treatise according to the note? (14 kelime)

The other relevant

2-) What does the note imply about the phrase “had to be written” there? (10 kelime)

It implies

3-) What does the phrase about a “rough draft” imply about the stage of the text before revision? (12 kelime)

It implies the

4-) What was observed in his copy that drew attention? (8 kelime)

A deep

5-) Which letter was counted, and what was the total? (9 kelime)

The letter

6-) What does this correspondence supposedly show about the title? (11 kelime)

It shows

7-) What does the note say this match demonstrates? (9 kelime)

It demonstrates

8-) What additional meaning is drawn from the same number besides title suitability? (12 kelime)

It points to

9-) What overall tone does the note take toward these numerical correspondences? (12 kelime)

It treats them

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

1-) Why does the note mention both The Words and The Flashes? (18 kelime)

To explain that important

2-) What educational goal is mentioned for having the students write out the whole treatise anyway? (18 kelime)

The goal was to

3-) What kind of copy was later revised? (7 kelime)

A

4-) What does the note call the letter arrangement found in his copy? (9 kelime)

It treats

5-) Why is that number treated as important in the note? (18 kelime)

Because it was seen

6-) What is the first major relationship built on the number 666? (15 kelime)

It is matched

7-) What role does Imam Ali have in this part of the note? (13 kelime)

He is presented

8-) What further meaning is taken from this numerical harmony beyond the title itself? (17 kelime)

It is understood as

9-) From these links, what view of the treatise does the note encourage the reader to have? (19 kelime)

It encourages the reader

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

1-) What explanation is given for apparent repetition in this treatise? (18 kelime)

Some material reappears because

2-) Why were students in that region asked to copy the full treatise? (16 kelime)

So they could have

3-) What does the note say about the person who made the revised fair copy? (14 kelime)

He is described

4-) What was discovered in his manuscript? (13 kelime)

A precise pattern

5-) What does the number 666 correspond to in the note? (12 kelime)

It corresponds to

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

The

7-) What judgment is made about the relation between that title and the treatise? (10 kelime)

The title

8-) Based on the note, how is the treatise related to the Qur'an? (13 kelime)

It is presented

9-) What combination of themes holds the note together from beginning to end? (12 kelime)

It joins practical

CEVAP ANAHTARI

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

1-) Why does the note say some ideas from other works were included again in this treatise?

Because those other parts were not available where this treatise was being written, so some important points had to be restated here.

2-) How does the note justify keeping all of the present treatise instead of shortening it to avoid overlap?

It says the full text was written so local students could produce a complete miniature version of the collection.

3-) What was the purpose behind asking students in that area to write down the present treatise fully?

The purpose was to help them create a small-scale complete collection.

4-) What surprising feature was noticed in that person's copy?

A meaningful pattern was found in the letters, especially in the number of alifs at the beginnings of lines.

5-) What letter is singled out in the discussion of the pattern?

The letter alif.

6-) Why is the number 666 not left as a simple statistic?

Because the note gives it interpretive meaning through numerical symbolism.

7-) Who is said to have given that title to the treatise?

Imam Ali, may Allah be pleased with him.

8-) What claim is made about the title after this numerical comparison?

The claim is that the number supports the title as fitting and meaningful.

9-) What larger sacred source is the treatise then connected to?

It is connected to the Qur'an.

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

1-) What problem in that location led to repetition from earlier Risale-i Nur works?

The earlier sections were not present there, so material from them was repeated in this treatise.

2-) How did that limitation shape the content of this treatise?

It led to the inclusion again of important material from other books in the collection.

3-) What did the writer want the students of that region to produce through copying this work?

A complete small version of the Risale-i Nur.

4-) What is notable about the person who revised the draft?

Even without specialized knowledge, he produced a copy in which a deep letter pattern appeared.

5-) In what part of the page layout did this pattern appear?

It appeared in the alifs at the beginning of the lines.

6-) Why is abjad relevant to understanding this total?

Because abjad gives numerical values to letters, allowing the title to be compared with the count.

7-) Why might this be seen as more than an accident within the logic of the note?

Because the writer presents it as a subtle and meaningful sign rather than a random count.

8-) Besides supporting the title, what spiritual message is taken from the number?

It is taken as a sign that the treatise is drawn from the radiance of the Qur'anic verses.

9-) What numerical fact about the Qur'an is used to support that reading?

The note refers to the Qur'an as having 6,666 verses.

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

1-) In the note, what circumstances explain why this treatise includes material also found elsewhere?

The needed books were missing in the place of composition, so key points from them were included again.

2-) What can be inferred about access to books in the place where this treatise was written?

Access was limited enough that the writer could not consult all the related works there.

3-) How is the person who prepared the revised copy described?

He is described as a blessed person who did not have learning in those technical matters.

4-) How is the reviser's lack of expertise contrasted with the result of his work?

Even though he lacked technical knowledge, his copy still displayed a refined and meaningful pattern.

5-) Which repeated element in the lines was counted for this correspondence?

The alifs at the opening of the lines were counted.

6-) Which title is being discussed in this numerical correspondence?

The title is Ayat al-Kubra, or The Supreme Sign.

7-) What religious figure is connected with that title?

Imam Ali, may Allah be pleased with him.

8-) What does the note infer from the agreement between the count and the title's value?

It infers that the title is especially fitting, not arbitrary.

9-) How does the note connect that indication to the Qur'an numerically?

It links the treatise to the reported total of six thousand six hundred and sixty-six Qur'anic verses.

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

1-) What practical limitation affected the writing of the treatise according to the note?

The other relevant parts of the larger work were not available in that place.

2-) What does the note imply about the phrase “had to be written” there?

It implies the writing was driven by need and circumstance.

3-) What does the phrase about a “rough draft” imply about the stage of the text before revision?

It implies the text first existed in an unfinished or preliminary form.

4-) What was observed in his copy that drew attention?

A deep pattern in the lettering was observed.

5-) Which letter was counted, and what was the total?

The letter was alif, and the total was 666.

6-) What does this correspondence supposedly show about the title?

It shows that the title is especially appropriate for the treatise.

7-) What does the note say this match demonstrates?

It demonstrates that the title suits the treatise well.

8-) What additional meaning is drawn from the same number besides title suitability?

It points to the treatise as a reflection from the Qur'an's light.

9-) What overall tone does the note take toward these numerical correspondences?

It treats them with reverence, seeing them as signs of spiritual meaning.

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

1-) Why does the note mention both The Words and The Flashes?

To explain that important points from those works also appeared here because those books were not on hand.

2-) What educational goal is mentioned for having the students write out the whole treatise anyway?

The goal was to help the local students produce a small but complete version of the larger collection.

3-) What kind of copy was later revised?

A preliminary handwritten version was later revised.

4-) What does the note call the letter arrangement found in his copy?

It treats it as a subtle and deep correspondence.

5-) Why is that number treated as important in the note?

Because it was seen as matching the numerical value of the treatise's title according to the abjad system.

6-) What is the first major relationship built on the number 666?

It is matched with the numerical value of the treatise's title in the abjad method.

7-) What role does Imam Ali have in this part of the note?

He is presented as the one who gave that title to the treatise.

8-) What further meaning is taken from this numerical harmony beyond the title itself?

It is understood as an indication that the treatise comes as a reflected light from Qur'anic verses.

9-) From these links, what view of the treatise does the note encourage the reader to have?

It encourages the reader to see the treatise as closely tied to the Qur'an and marked by meaningful signs.

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

1-) What explanation is given for apparent repetition in this treatise?
Some material reappears because other parts of the collection were unavailable where this text had to be written.

2-) Why were students in that region asked to copy the full treatise?
So they could have a compact but complete form of the Risale-i Nur written by them.

3-) What does the note say about the person who made the revised fair copy?

He is described as blessed, though not trained in these kinds of symbolic matters.

4-) What was discovered in his manuscript?

A precise pattern involving the count of a certain letter at line beginnings.

5-) What does the number 666 correspond to in the note?

It corresponds to the abjad value of the title The Supreme Sign.

6-) What system is used to connect this number to the title?

The abjad numerical system is used.

7-) What judgment is made about the relation between that title and the treatise?

The title is judged to be highly suitable for it.

8-) Based on the note, how is the treatise related to the Qur'an?

It is presented as a ray or reflection drawn from the Qur'an's light.

9-) What combination of themes holds the note together from beginning to end?

It joins practical transmission of knowledge with spiritual meaning and symbolic correspondence.