

## **lisans supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 1**

1-) What main truth is introduced at the beginning of the passage? (20 kelime)

The passage introduces the reality

2-) Why does the passage say this co-operation cannot be explained by the beings themselves? (13 kelime)

Because the help

3-) How do the clouds function in this chain of help? (7 kelime)

They

4-) How does the animal world support human beings? (9 kelime)

Animals are

5-) Why is the example of an infant's nourishment important in the argument? (19 kelime)

It shows that a

6-) What bodily example is used to show inward co-operation? (13 kelime)

Food particles are

7-) Why does the passage compare the universe to a palace? (13 kelime)

To show that

8-) What conclusion is drawn from the co-operation of inanimate

things? (16 kelime)

They must be directed

9-) What range of things is used to show the vastness of balance and preservation? (17 kelime)

The passage moves from

10-) What does assigning duties to created things imply about the universe? (13 kelime)

It implies that

## **lisans supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 2**

1-) According to the passage, what shared reality appears among created things? (9 kelime)

A widespread

2-) What does the phrase about constant upheaval suggest about the world? (15 kelime)

It suggests that

3-) What does the image of milk for a baby communicate about divine care? (12 kelime)

It shows gentle

4-) How does the nourishment of body cells strengthen the main claim? (16 kelime)

It shows that even

5-) What larger attribute is shown by these many examples of support and provision? (10 kelime)

They show

6-) Why does the passage stress that solid and lifeless things are neither aware nor feeling? (10 kelime)

To show

7-) How does the passage use very large and very small examples together? (16 kelime)

It uses both to

8-) Why are fruits like corn and pomegranates mentioned with cosmic structures? (18 kelime)

To show that careful

9-) In the passage's argument, what is the role of this whole section on co-operation? (17 kelime)

It provides one major

10-) How does the passage end this discussion? (16 kelime)

It says only a

## **lisans supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 3**

1-) What central idea ties the whole passage together? (16 kelime)

The whole passage centers

2-) What can be inferred from the claim that co-operation goes beyond the capacity of creatures? (12 kelime)

It can be

3-) How do clouds fit into the larger system described? (14 kelime)

They play a

4-) What role do animals have in this sequence? (13 kelime)

They are shown

5-) How does the passage treat sustenance as evidence rather than just a biological fact? (11 kelime)

It presents

6-) What kind of divine rule is shown by these outward and inward forms of support? (10 kelime)

They show

7-) What tension does the passage highlight in speaking about inanimate things? (16 kelime)

It points out that

8-) What does universal equilibrium add to the argument beyond co-operation? (14 kelime)

It shows not

9-) How does beautification function as a sign in the passage? (12 kelime)

It shows that

10-) What is shown by saying duties are assigned from heavenly bodies down to bees? (14 kelime)

It is shown

## **lisans supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 4**

1-) What truth does the passage say can be observed among beings in the world? (14 kelime)

It says that

2-) What does the passage imply about the world's condition by mentioning ongoing changes and upheavals? (12 kelime)

It implies that

3-) What sequence of service is described from lower levels to higher ones? (15 kelime)

Physical elements serve

4-) Why is the source of provision described as unexpected? (16 kelime)

To show that provision

5-) What does this cellular example reveal about the scale of divine care? (13 kelime)

It reveals that

6-) What does the phrase about administering the cosmos like a palace emphasize? (7 kelime)

It

7-) Which divine qualities are especially connected to directing these lifeless things? (12 kelime)

Mercy, wisdom, glory,

8-) How is beautification shown in both the heavens and the earth? (13 kelime)

The sky, the

9-) How do bees fit into the passage's final list of examples? (11 kelime)

They are

10-) What does assigning tasks to both cosmic bodies and small creatures reveal? (12 kelime)

It reveals a

## **lisans supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 5**

1-) What is the passage asking the reader to notice first about the world? (14 kelime)

It asks the

2-) Why is it important that this happens during continual change? (10 kelime)

It shows

3-) How do the elements contribute to the system described? (6 kelime)

They

4-) How are plants and animals linked in the passage? (11 kelime)

Plants are

5-) What larger point is made by examples of creatures receiving sustenance from unexpected places? (14 kelime)

The point is

6-) What does all this reveal about the Sustainer's relationship to the cosmos? (12 kelime)

It reveals that

7-) What argument is made from the fact that lifeless things work together in fitting ways? (17 kelime)

The argument is that

8-) What does equilibrium contribute to the overall testimony of the

cosmos? (8 kelime)

It shows

9-) How does adornment support the passage's message? (14 kelime)

It shows that

10-) How does the passage describe the importance of these truths for the cosmos's testimony? (15 kelime)

It says they

## **lisans supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 6**

1-) What major reality does the passage present as visible in creation?  
(10 kelime)

It presents

2-) What is the significance of saying this co-operation lies beyond their capacities? (12 kelime)

It means the

3-) How are clouds portrayed in relation to the plant world? (8 kelime)

They are

4-) How are animals portrayed in relation to human beings? (9 kelime)

They are

5-) What does receiving provision from unexpected sources imply about dependence? (10 kelime)

It implies

6-) What does the collection of these examples prove according to the passage? (11 kelime)

It proves

7-) Why does the passage draw attention to the fact that inanimate objects are unfeeling? (12 kelime)

To underline that

8-) Which realities are grouped together as further signs after the

examples of co-operation? (10 kelime)

Balance, preservation,

9-) What does the mention of decorated heavens, earth, and flowers add to the discussion? (13 kelime)

It adds the

10-) Why does the passage call this testimony the second wing? (14 kelime)

Because it is

## CEVAP ANAHTARI

## **lisans supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 1 - CEVAPLAR**

1-) What main truth is introduced at the beginning of the passage?

The passage introduces the reality that beings in the universe help one another in ways far beyond their own power.

2-) Why does the passage say this co-operation cannot be explained by the beings themselves?

Because the help and coordination go beyond their own ability, awareness, and strength.

3-) How do the clouds function in this chain of help?

They are described as aiding plant life.

4-) How does the animal world support human beings?

Animals are shown as serving human life and benefit.

5-) Why is the example of an infant's nourishment important in the argument?

It shows that a helpless being receives what it needs without having the ability to secure it by itself.

6-) What bodily example is used to show inward co-operation?

Food particles are directed to the body's cells to renew and support them.

7-) Why does the passage compare the universe to a palace?

To show that it is managed in an organized, purposeful, and well-run way.

8-) What conclusion is drawn from the co-operation of inanimate things?

They must be directed by the power and command of a compassionate, wise, and glorious Sustainer.

9-) What range of things is used to show the vastness of balance and preservation?

The passage moves from heavenly bodies down to organs, limbs, and even tiny particles in living bodies.

10-) What does assigning duties to created things imply about the universe?

It implies that creation operates under purpose, direction, and responsibility rather than chance.



## **lisans supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 2 - CEVAPLAR**

1-) According to the passage, what shared reality appears among created things?

A widespread pattern of mutual assistance appears among them.

2-) What does the phrase about constant upheaval suggest about the world?

It suggests that the world is always in motion and change, not stable or self-sufficient.

3-) What does the image of milk for a baby communicate about divine care?

It shows gentle and immediate mercy for the weakest and most needy.

4-) How does the nourishment of body cells strengthen the main claim?

It shows that even inside the body there is a directed and purposeful system of support.

5-) What larger attribute is shown by these many examples of support and provision?

They show a caring lordship that manages the whole universe.

6-) Why does the passage stress that solid and lifeless things are neither aware nor feeling?

To show that their orderly service cannot come from themselves.

7-) How does the passage use very large and very small examples together?

It uses both to show that the same wise rule appears throughout all levels of existence.

8-) Why are fruits like corn and pomegranates mentioned with cosmic structures?

To show that careful order exists in ordinary earthly things just as it does in massive heavenly systems.

9-) In the passage's argument, what is the role of this whole section on co-operation?

It provides one major part of the universe's witness to the existence and qualities of its Sustainer.

10-) How does the passage end this discussion?

It says only a brief indication has been given because this testimony has been explained elsewhere.

## **lisans supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 3 - CEVAPLAR**

1-) What central idea ties the whole passage together?

The whole passage centers on the universe-wide harmony of things helping one another under divine rule.

2-) What can be inferred from the claim that co-operation goes beyond the capacity of creatures?

It can be inferred that another power is organizing and directing them.

3-) How do clouds fit into the larger system described?

They play a supporting role for plant life within the wider chain of benefit.

4-) What role do animals have in this sequence?

They are shown as a means of support and service for human beings.

5-) How does the passage treat sustenance as evidence rather than just a biological fact?

It presents sustenance as a sign of intentional care and management.

6-) What kind of divine rule is shown by these outward and inward forms of support?

They show a universal rule marked by mercy and care.

7-) What tension does the passage highlight in speaking about inanimate things?

It points out that they are lifeless and unaware, yet they still act in coordinated ways.

8-) What does universal equilibrium add to the argument beyond co-operation?

It shows not only mutual help but also measured proportion and stability throughout creation.

9-) How does beautification function as a sign in the passage?

It shows that creation is not only useful but also intentionally adorned.

10-) What is shown by saying duties are assigned from heavenly bodies down to bees?

It is shown that every level of creation has purposeful tasks under one rule.

## **lisans supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 4 - CEVAPLAR**

1-) What truth does the passage say can be observed among beings in the world?

It says that beings show a real pattern of mutual support and working together.

2-) What does the passage imply about the world's condition by mentioning ongoing changes and upheavals?

It implies that the world is unstable in itself and constantly shifting.

3-) What sequence of service is described from lower levels to higher ones?

Physical elements serve living things, clouds serve plants, plants serve animals, and animals serve humans.

4-) Why is the source of provision described as unexpected?

To show that provision is sent by a higher giver, not secured by the recipient alone.

5-) What does this cellular example reveal about the scale of divine care?

It reveals that care extends even to tiny hidden processes inside the body.

6-) What does the phrase about administering the cosmos like a palace emphasize?

It emphasizes disciplined management, arrangement, and oversight.

7-) Which divine qualities are especially connected to directing these lifeless things?

Mercy, wisdom, glory, power, and command are especially connected to that direction.

8-) How is beautification shown in both the heavens and the earth?

The sky, the earth, and flowers are all described as displaying intentional adornment.

9-) How do bees fit into the passage's final list of examples?

They are an example of creatures carrying out specific assigned roles.

10-) What does assigning tasks to both cosmic bodies and small creatures reveal?

It reveals a single governing wisdom that directs every level of

existence.

## **lisans supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 5 - CEVAPLAR**

1-) What is the passage asking the reader to notice first about the world?

It asks the reader to notice a deep pattern of co-operation among created things.

2-) Why is it important that this happens during continual change?

It shows that harmony is being maintained despite unstable conditions.

3-) How do the elements contribute to the system described?

They provide support for living beings.

4-) How are plants and animals linked in the passage?

Plants are presented as helping animals, and animals as helping humans.

5-) What larger point is made by examples of creatures receiving sustenance from unexpected places?

The point is that provision comes through divine care rather than through self-sufficiency alone.

6-) What does all this reveal about the Sustainer's relationship to the cosmos?

It reveals that the Sustainer actively governs it with mercy and care.

7-) What argument is made from the fact that lifeless things work together in fitting ways?

The argument is that they must be made to do so by a wise and merciful ruler.

8-) What does equilibrium contribute to the overall testimony of the cosmos?

It shows measured harmony and consistency across creation.

9-) How does adornment support the passage's message?

It shows that creation is fashioned with beauty and refinement, not bare utility alone.

10-) How does the passage describe the importance of these truths for the cosmos's testimony?

It says they make up the second wing of the universe's witness to its Creator.

## **lisans supreme-sign-p67-summary-of-the-lesson-from-the-cosmos-there-is-no-god-but-allah - Set 6 - CEVAPLAR**

1-) What major reality does the passage present as visible in creation?

It presents a visible reality of widespread co-operation among beings.

2-) What is the significance of saying this co-operation lies beyond their capacities?

It means the order cannot be fully explained by the creatures themselves.

3-) How are clouds portrayed in relation to the plant world?

They are portrayed as helpers that serve vegetation.

4-) How are animals portrayed in relation to human beings?

They are portrayed as serving human benefit and life.

5-) What does receiving provision from unexpected sources imply about dependence?

It implies that creatures depend on a giver beyond themselves.

6-) What does the collection of these examples prove according to the passage?

It proves a universal and merciful lordship over the whole cosmos.

7-) Why does the passage draw attention to the fact that inanimate objects are unfeeling?

To underline that their beneficial coordination must come from an external commander.

8-) Which realities are grouped together as further signs after the examples of co-operation?

Balance, preservation, adornment, order, and assigned functions are grouped together.

9-) What does the mention of decorated heavens, earth, and flowers add to the discussion?

It adds the point that beauty in creation is also deliberate and meaningful.

10-) Why does the passage call this testimony the second wing?

Because it is presented as one major supporting side of the cosmos's overall witness.