

lisans supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 1

1-) What is the main claim of the Second Mystery about Divine power and number? (18 kelime)

It teaches that for

2-) Why does the passage begin with images of light and reflection? (17 kelime)

Those images help the

3-) What point is made by saying the same gift reaches both the big and the small? (15 kelime)

The point is

4-) According to the passage, does the number of receiving places reduce the source's ability to act? (12 kelime)

No, the source's

5-) How does the example of one statement reaching many ears build on the first example? (19 kelime)

It shifts from sight

6-) What is the point of the example about one word and many ears? (20 kelime)

The point is that one

7-) According to the passage, what can such a luminous being do through Divine power? (16 kelime)

It can be present

8-) What three actions are mentioned regarding presence in multiple places? (9 kelime)

Being present,

9-) Is the passage mainly stressing effort, method, or authority? Explain briefly. (14 kelime)

It is mainly

10-) Give a brief interpretive summary of the whole passage. (28 kelime)

The passage argues by analogy that Allah's

lisans supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 2

1-) What central truth is the Second Mystery trying to make understandable? (12 kelime)

It is explaining

2-) Why are mirrors, shiny surfaces, and drops all mentioned together? (16 kelime)

They show different kinds

3-) What is the purpose of mentioning not just mirrors but also bright objects and drops of water? (19 kelime)

The purpose is to

4-) What are readers meant to notice about the phrase comparing big and small? (15 kelime)

They are meant

5-) How does the passage move from visible examples to less visible realities? (10 kelime)

It starts

6-) Which beings are used as examples of a single eye-like light or a luminous spirit? (16 kelime)

A seeing light like

7-) Why is Gabriel mentioned in the passage? (21 kelime)

Gabriel is mentioned as an

8-) What repeated contrast structures the whole paragraph? (11 kelime)

The repeated

9-) What false assumption about power does this passage challenge? (13 kelime)

It challenges the

10-) What style of teaching is being used here to help belief? (16 kelime)

The passage uses layered

lisans supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 3

1-) According to the Second Mystery, what does the example of the sun teach about a single source and many recipients? (15 kelime)

It teaches that

2-) In the first comparison, what allows one sun to be seen in many reflecting surfaces? (11 kelime)

Its light

3-) What does this image teach about multiplication of effects? (12 kelime)

It teaches that

4-) In that first example, what kinds of receivers are named? (7 kelime)

Mirrors,

5-) What does the comparison between one ear and a million ears help the reader understand? (14 kelime)

It helps the

6-) What does the phrase about dominical permission add to the example of the spoken word? (14 kelime)

It shows that

7-) What does the mention of a radiant spirit suggest about the nature of non-material beings? (16 kelime)

It suggests they can

8-) What kind of equality is being claimed when the passage says there is no difference between many and few? (12 kelime)
It is claiming

9-) How does this passage strengthen trust in Allah's complete ability? (20 kelime)
It trains the mind to

10-) In one sentence, summarize the full teaching of the passage. (20 kelime)
Because Allah's power is unrestricted

lisans supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 4

1-) What is the core message repeated at the beginning and end of the target passage? (12 kelime)

The message is

2-) Which natural image opens the explanation? (12 kelime)

The opening image

3-) What does the sun example say about giving the same effect to countless receivers? (15 kelime)

It says this

4-) How does the passage use the example of a spoken word? (18 kelime)

It says one word

5-) How is hearing used as a second comparison? (15 kelime)

The passage compares

6-) How does the example of an eye function in the passage? (20 kelime)

It serves as an image

7-) What does the passage say a luminous being can do in many places? (12 kelime)

It can be

8-) What theological conclusion should the reader draw from these examples? (18 kelime)

The reader should conclude

9-) What repeated statement gives the passage its conclusion? (20 kelime)

The conclusion is that there

10-) If you had to state the passage's message in a faith-centered way for a Muslim college student, what would you say? (22 kelime)

Allah's power is not boxed

lisans supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 5

1-) What does the title "Second Mystery" introduce in this passage? (21 kelime)

It introduces a further explanation

2-) Why is light a fitting starting point for the argument? (18 kelime)
Light helps show how

3-) In the mirror example, what is being emphasized more than the physical sun itself? (17 kelime)
The point is that

4-) What lesson comes from the statement that large and small are alike? (12 kelime)
The lesson is

5-) What is the significance of using both physical examples and spiritual examples in the same passage? (16 kelime)
It shows that the

6-) How does the example of Gabriel deepen the discussion beyond physical light? (19 kelime)
It moves from material

7-) In the example of a luminous spirit, what is said to be equally easy? (17 kelime)
Being in one place

8-) Which actions toward many places are specifically mentioned? (7 kelime)

Presence,

9-) What can be inferred about limits from the phrase about unrestricted power and boundless creativity? (13 kelime)

It implies that

lisans supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 6

1-) What problem in human thinking is the Second Mystery correcting?
(17 kelime)

It is correcting the

2-) What three qualities are mentioned at the start to explain this ease of reflection and action? (10 kelime)

Brightness, clearness,

3-) Besides reflected brightness, what other effects are said to be given as well? (7 kelime)

Warmth

4-) What does the passage mean by describing creativity as boundless?
(11 kelime)

It means

5-) What does the phrase about the vastness of creative activity suggest about Allah's acts? (10 kelime)

It suggests

6-) Why might the passage choose an angelic example after examples from daily life? (15 kelime)

It helps the

7-) What is special about the example involving Gabriel? (16 kelime)

It shows that even

8-) What role does Divine command play in this passage? (14 kelime)
Divine command is

9-) What misunderstanding is the passage trying to remove from the reader's mind? (14 kelime)
It is removing

CEVAP ANAHTARI

lisans supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 1 - CEVAPLAR

1-) What is the main claim of the Second Mystery about Divine power and number?

It teaches that for Allah's power, dealing with one thing and dealing with many things are equally easy.

2-) Why does the passage begin with images of light and reflection? Those images help the mind picture how one reality can be connected to many places at once.

3-) What point is made by saying the same gift reaches both the big and the small?

The point is that difference in size does not affect the ease of Divine action.

4-) According to the passage, does the number of receiving places reduce the source's ability to act?

No, the source's action is presented as equally easy regardless of number.

5-) How does the example of one statement reaching many ears build on the first example?

It shifts from sight to hearing while keeping the same lesson that many recipients do not create extra burden.

6-) What is the point of the example about one word and many ears?

The point is that one act can extend to many hearers without becoming difficult in the way we usually assume.

7-) According to the passage, what can such a luminous being do through Divine power?

It can be present in, look into, or enter many places as easily as one place.

8-) What three actions are mentioned regarding presence in multiple places?

Being present, looking, and entering are the three actions.

9-) Is the passage mainly stressing effort, method, or authority? Explain briefly.

It is mainly stressing authority, because the action happens through

Divine command and power.

10-) Give a brief interpretive summary of the whole passage.

The passage argues by analogy that Allah's command and power are so expansive that one and many, or small and great, stand on the same level before Him.

lisans supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 2 - CEVAPLAR

1-) What central truth is the Second Mystery trying to make understandable?

It is explaining why multiplicity does not make things harder for Allah.

2-) Why are mirrors, shiny surfaces, and drops all mentioned together? They show different kinds and numbers of receiving places, yet all can receive the same reflection.

3-) What is the purpose of mentioning not just mirrors but also bright objects and drops of water?

The purpose is to widen the example and show that many kinds of receivers can display the same manifestation.

4-) What are readers meant to notice about the phrase comparing big and small?

They are meant to notice that difference in size does not matter for Allah's power.

5-) How does the passage move from visible examples to less visible realities?

It starts with sunlight, then speech, then a spiritual being.

6-) Which beings are used as examples of a single eye-like light or a luminous spirit?

A seeing light like an eye and a radiant spirit like Gabriel are used as examples.

7-) Why is Gabriel mentioned in the passage?

Gabriel is mentioned as an example of a luminous being whose presence in many places can be understood through Divine power.

8-) What repeated contrast structures the whole paragraph?

The repeated contrast is one versus many, and small versus great.

9-) What false assumption about power does this passage challenge? It challenges the idea that power must become strained when its objects increase.

10-) What style of teaching is being used here to help belief?

The passage uses layered analogies to guide the reader from simple examples to a theological conclusion.

lisans supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 3 - CEVAPLAR

1-) According to the Second Mystery, what does the example of the sun teach about a single source and many recipients?

It teaches that one source can give the same manifestation to countless recipients at once.

2-) In the first comparison, what allows one sun to be seen in many reflecting surfaces?

Its light can appear in many receivers at the same time.

3-) What does this image teach about multiplication of effects?

It teaches that one cause can produce many corresponding appearances without difficulty.

4-) In that first example, what kinds of receivers are named?

Mirrors, bright surfaces, and drops are named.

5-) What does the comparison between one ear and a million ears help the reader understand?

It helps the reader see that multiplying recipients does not limit boundless Divine activity.

6-) What does the phrase about dominical permission add to the example of the spoken word?

It shows that this wide reach happens by Allah's leave and rule, not independently.

7-) What does the mention of a radiant spirit suggest about the nature of non-material beings?

It suggests they can act in ways not limited like dense physical bodies, by Allah's power.

8-) What kind of equality is being claimed when the passage says there is no difference between many and few?

It is claiming equality in ease from the perspective of Divine power.

9-) How does this passage strengthen trust in Allah's complete ability?

It trains the mind to see that nothing becomes unmanageable for Him just because it is numerous, widespread, or large.

10-) In one sentence, summarize the full teaching of the passage.

Because Allah's power is unrestricted and His command effective,

reaching one or reaching countless beings makes no difference to Him.

lisans supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 4 - CEVAPLAR

1-) What is the core message repeated at the beginning and end of the target passage?

The message is that plurality does not create difficulty for Divine power.

2-) Which natural image opens the explanation?

The opening image is the sun giving its appearance to many reflectors.

3-) What does the sun example say about giving the same effect to countless receivers?

It says this can happen with ease, without any real distinction between few and many.

4-) How does the passage use the example of a spoken word?

It says one word can reach one listener and also many listeners with no extra difficulty in principle.

5-) How is hearing used as a second comparison?

The passage compares one statement reaching one person with that same statement reaching many people.

6-) How does the example of an eye function in the passage?

It serves as an image of a light-giving presence that can direct attention without being trapped in one narrow spot.

7-) What does the passage say a luminous being can do in many places?

It can be present, observe, or enter many places with equal ease.

8-) What theological conclusion should the reader draw from these examples?

The reader should conclude that Allah's power is not measured by created standards of effort, division, or limitation.

9-) What repeated statement gives the passage its conclusion?

The conclusion is that there is no meaningful difference between greater and smaller, or more and fewer, for Divine power.

10-) If you had to state the passage's message in a faith-centered way for a Muslim college student, what would you say?

Allah's power is not boxed in by size, distance, or numbers, so what

seems overwhelming to us is equally easy for Him.

lisans supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 5 - CEVAPLAR

1-) What does the title "Second Mystery" introduce in this passage?

It introduces a further explanation of how Allah can act upon countless things with the same ease as upon one thing.

2-) Why is light a fitting starting point for the argument?

Light helps show how one thing can reach many places at once in a way people can picture.

3-) In the mirror example, what is being emphasized more than the physical sun itself?

The point is that one source can give the same effect to countless receivers without becoming strained.

4-) What lesson comes from the statement that large and small are alike?

The lesson is that scale does not create difficulty for Divine power.

5-) What is the significance of using both physical examples and spiritual examples in the same passage?

It shows that the principle applies across different levels of existence, not only in material things.

6-) How does the example of Gabriel deepen the discussion beyond physical light?

It moves from material illustration to a spiritual example, showing that Divine power is not limited to physical processes.

7-) In the example of a luminous spirit, what is said to be equally easy? Being in one place and being in many places are presented as equally easy through Divine power.

8-) Which actions toward many places are specifically mentioned? Presence, seeing, and entering are specifically mentioned.

9-) What can be inferred about limits from the phrase about unrestricted power and boundless creativity?

It implies that created limits do not apply to Allah's power and creativity.

lisans supreme-sign-p88-2nd-mystery-the-equality-of-few-and-many-through-the-mystery-of-luminosity-and-obedience - Set 6 - CEVAPLAR

1-) What problem in human thinking is the Second Mystery correcting?
It is correcting the habit of imagining Allah's power as if it worked like limited human power.

2-) What three qualities are mentioned at the start to explain this ease of reflection and action?

Brightness, clearness, and readiness to follow the command are mentioned.

3-) Besides reflected brightness, what other effects are said to be given as well?

Warmth is also included along with light.

4-) What does the passage mean by describing creativity as boundless?

It means Allah's creative action is not confined by human-style limits.

5-) What does the phrase about the vastness of creative activity suggest about Allah's acts?

It suggests His acts are not cramped, local, or restricted.

6-) Why might the passage choose an angelic example after examples from daily life?

It helps the reader move from familiar experiences to a broader understanding of unseen realities.

7-) What is special about the example involving Gabriel?

It shows that even a single spiritual being may relate to many places through Allah's power.

8-) What role does Divine command play in this passage?

Divine command is presented as the basis by which this wide-reaching action takes place.

9-) What misunderstanding is the passage trying to remove from the reader's mind?

It is removing the assumption that more beings automatically means more difficulty for Allah.