lisans supreme-sign-p01-5-causes-making-understanding-difficult - Set 1

1-) What main reassurance is given at the beginning for readers who may struggle with this treatise? (15 kelime)
Even if they

2-) What does the comparison with a garden teach about learning from difficult texts? (12 kelime)
A reader does

3-) How does the fruit example help explain different levels of understanding? (13 kelime)
It shows that

4-) How does the second reason connect the difficulty of the book to its subject matter? (21 kelime)
The book deals with Divine

5-) How does the second cause describe the treatment of Divine unity? (14 kelime)
It is presented

6-) What reading challenge comes from truths that are “great and extensive”? (10 kelime)
Explaining them

7-) What special spiritual setting is mentioned in the fifth reason? (8 kelime)
The insights

8-) In the fourth cause, what makes the discussion feel excessive to some readers? (8 kelime)
The repeated

9-) In the fifth reason, what time of year is linked with the inspiration for the work? (1 kelime)

10-) Why was the text not carefully rearranged afterward? (19 kelime)
The writer felt it

lisans supreme-sign-p01-5-causes-making-understanding-difficult - Set 2

1-) What does the opening statement say about who can understand the whole treatise? (10 kelime)
Not everyone

2-) What lesson about fairness to different readers is built into the garden image? (15 kelime)
A work can

3-) What does the passage clearly say about the number of reasons for difficulty? (3 kelime)

4-) In the second cause, what makes the subject especially demanding? (18 kelime)
It presents Divine unity

5-) According to the third cause, why is brevity sometimes avoided? (15 kelime)
Because shortening the

6-) In the third reason, why is it important not to split up certain truths too much? (12 kelime)
Because doing so

7-) What is one effect of having ten or twenty proofs for a topic? (11 kelime)
The explanation

8-) What spiritual source is mentioned in the fifth cause? (13 kelime)
The treatise's lights

9-) In the fifth reason, what does the mention of Ramadan contribute to the portrayal of the work? (12 kelime)
It presents the

10-) What two language-related details are given at the end of the passage? (17 kelime)
Some Arabic passages remained

lisans supreme-sign-p01-5-causes-making-understanding-difficult - Set 3

1-) What balanced view of the treatise is presented in the first paragraph? (16 kelime)
It is not fully

2-) What does the passage say is not possible for all readers? (12 kelime)
Fully understanding every

3-) What is the first reason for the difficulty of the book? (22 kelime)
It was written from the

4-) What is distinctive about the author's method in the first cause? (15 kelime)
He wrote from

5-) Why does the second reason point to the scale of the subject rather than a flaw in the text? (15 kelime)
Because the difficulty

6-) How does the passage describe the effect of including many proofs? (15 kelime)
It says this

7-) What does the third cause imply about the structure of argument in the book? (13 kelime)
Some conclusions require

8-) What does the fourth reason imply about the writer's method of persuasion? (13 kelime)
He tries to

9-) Besides haste and illness, what additional feature added to the difficulty of the book? (16 kelime)
Some parts remained in

10-) Why was the first draft left without normal revision? (16 kelime)
He believed it would

lisans supreme-sign-p01-5-causes-making-understanding-difficult - Set 4

1-) How does the passage encourage readers who feel intimidated by the book? (15 kelime)
It tells them

2-) What does the garden illustration teach about intellectual humility? (19 kelime)
A person should accept

3-) In the first cause, what writing approach differs from many other books? (15 kelime)
The material was

4-) In the second cause, what role does the topic of Divine unity play in making the text demanding? (18 kelime)
Since it is treated

5-) Why might a reader need more than one sitting to understand the book, based on the second reason? (14 kelime)
The subjects are

6-) Why are introductory explanations needed before some proofs? (10 kelime)
The proof

7-) How can the abundance of evidence create a comprehension problem? (11 kelime)
It can

8-) What does the passage imply about readers who cannot handle extended demonstrations? (12 kelime)
Their capacity may

9-) How did the use of Arabic affect accessibility? (17 kelime)
It made some parts

10-) Why did the writer avoid correcting the text according to his own later ideas? (18 kelime)
He felt the writing

lisans supreme-sign-p01-5-causes-making-understanding-difficult - Set 5

1-) What promise is made to every reader at the start of the passage? (11 kelime)
Every reader

2-) How many reasons are given for why the book is hard to understand? (4 kelime)
Five

3-) What is the stated number of causes behind the book's difficulty? (4 kelime)
The

4-) What is the first reason, in simple terms? (14 kelime)
The book reflects

5-) What is the fourth reason the discussion becomes hard for some readers? (12 kelime)
Many topics include

6-) Why might one sentence continue for a page or more? (16 kelime)
Because the truth being

7-) What is one likely reaction of a reader facing many demonstrations in one discussion? (11 kelime)
The reader

8-) Why did the writer feel he should not edit the work freely? (20 kelime)
He felt he was not

9-) What conditions surrounded the writing of the treatise according to the fifth cause? (14 kelime)
It was written

10-) What final detail in the fifth cause shows a practical change in the book's form? (13 kelime)
The fully Arabic

lisans supreme-sign-p01-5-causes-making-understanding-difficult - Set 6

1-) What two ideas are held together in the opening lines about this treatise? (13 kelime)
Complete understanding is

2-) What can we infer about the expected audience from the garden comparison? (11 kelime)
The audience

3-) In the first cause, why might the book feel less accessible than ordinary works? (14 kelime)
It was not

4-) How does the second reason show that the book's difficulty is partly tied to theology? (14 kelime)
The treatment of

5-) What does the third cause show about the relationship between form and meaning? (15 kelime)
The writing becomes

6-) What is the central issue in the fourth cause? (9 kelime)
The large

7-) In the fourth reason, what is the downside of giving many proofs? (10 kelime)
The discussion

8-) What does the passage suggest about the first draft of the work? (9 kelime)
It remained

9-) How did the writer view his own role in producing the text? (12 kelime)
He felt he

10-) How did the Arabic material affect the final form of the work? (16 kelime)
Some Arabic remained in

CEVAP ANAHTARI

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

1-) What main reassurance is given at the beginning for readers who may struggle with this treatise?
Even if they cannot fully understand everything, they will still gain some benefit from it.
2-) What does the comparison with a garden teach about learning from difficult texts?
A reader does not need to master everything to receive meaningful benefit.
3-) How does the fruit example help explain different levels of understanding?
It shows that people can take from a text according to their capacity.
4-) How does the second reason connect the difficulty of the book to its subject matter?
The book deals with Divine unity in a very broad and deep way, so many readers cannot grasp everything at once.
5-) How does the second cause describe the treatment of Divine unity?
It is presented in a highly comprehensive way connected to a supreme divine manifestation.
6-) What reading challenge comes from truths that are “great and extensive”?
Explaining them may require very long sentences and extended development.
7-) What special spiritual setting is mentioned in the fifth reason?
The insights of the treatise came during Ramadan.
8-) In the fourth cause, what makes the discussion feel excessive to some readers?
The repeated presentation of many proofs and demonstrations.
9-) In the fifth reason, what time of year is linked with the inspiration for the work?
Ramadan.
10-) Why was the text not carefully rearranged afterward?
The writer felt it had come in a way that should not be reshaped by his own later preferences.

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

1-) What does the opening statement say about who can understand the whole treatise?
Not everyone will be able to understand all of it.
2-) What lesson about fairness to different readers is built into the garden image?
A work can serve both those who grasp a little and those who grasp much.
3-) What does the passage clearly say about the number of reasons for difficulty?
There are five.
4-) In the second cause, what makes the subject especially demanding?
It presents Divine unity through a very wide and elevated manifestation, which makes the material deep and expansive.
5-) According to the third cause, why is brevity sometimes avoided?
Because shortening the wording might break apart a large truth that needs to remain whole.
6-) In the third reason, why is it important not to split up certain truths too much?
Because doing so could damage the wholeness of the meaning being explained.
7-) What is one effect of having ten or twenty proofs for a topic?
The explanation becomes extended and harder for some readers to follow.
8-) What spiritual source is mentioned in the fifth cause?
The treatise's lights are said to have come from the blessing of Ramadan.
9-) In the fifth reason, what does the mention of Ramadan contribute to the portrayal of the work?
It presents the work as having come through a spiritually blessed period.
10-) What two language-related details are given at the end of the passage?
Some Arabic passages remained in the work, and one all-Arabic section was separated into its own work.

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

1-) What balanced view of the treatise is presented in the first paragraph?
It is not fully understandable to everyone, yet it still offers something valuable to every reader.
2-) What does the passage say is not possible for all readers?
Fully understanding every matter in the treatise is not possible for everyone.
3-) What is the first reason for the difficulty of the book?
It was written from the writer's own direct understanding and for his own use, not shaped around other people's ways of thinking.
4-) What is distinctive about the author's method in the first cause?
He wrote from his own observations and understanding rather than tailoring the work to others.
5-) Why does the second reason point to the scale of the subject rather than a flaw in the text?
Because the difficulty comes from the vastness and depth of the discussion of Divine unity.
6-) How does the passage describe the effect of including many proofs?
It says this can make the writing too extended for limited minds to follow easily.
7-) What does the third cause imply about the structure of argument in the book?
Some conclusions require long preparation before the main point can be properly shown.
8-) What does the fourth reason imply about the writer's method of persuasion?
He tries to support points with many evidences rather than with brief assertion.
9-) Besides haste and illness, what additional feature added to the difficulty of the book?
Some parts remained in Arabic, and one full section in Arabic was separated into another work.
10-) Why was the first draft left without normal revision?
He believed it would not be right to reshape it according to his own later thoughts.

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

1-) How does the passage encourage readers who feel intimidated by the book?
It tells them they can still receive a portion of benefit even without full understanding.
2-) What does the garden illustration teach about intellectual humility?
A person should accept taking the share he can reach without assuming the whole work exists only for him.
3-) In the first cause, what writing approach differs from many other books?
The material was recorded from personal insight rather than adjusted to common readers' mental habits.
4-) In the second cause, what role does the topic of Divine unity play in making the text demanding?
Since it is treated at a very high and all-encompassing level, the ideas become hard to absorb quickly.
5-) Why might a reader need more than one sitting to understand the book, based on the second reason?
The subjects are too wide and deep to be fully grasped in one attempt.
6-) Why are introductory explanations needed before some proofs?
The proof depends on groundwork that must be laid first.
7-) How can the abundance of evidence create a comprehension problem?
It can make the discussion feel overly long and mentally heavy.
8-) What does the passage imply about readers who cannot handle extended demonstrations?
Their capacity may be too limited to process that level of detail.
9-) How did the use of Arabic affect accessibility?
It made some parts less easy for certain readers, especially since one section was entirely in Arabic.
10-) Why did the writer avoid correcting the text according to his own later ideas?
He felt the writing did not come merely from his personal will, so changing it freely seemed inappropriate.

lisans supreme-sign-p01-5-causes-making-understanding-difficult - Set 5 - CEVAPLAR

1-) What promise is made to every reader at the start of the passage?
Every reader will receive at least some share from the treatise.
2-) How many reasons are given for why the book is hard to understand?
Five reasons are given.
3-) What is the stated number of causes behind the book's difficulty?
The number is five.
4-) What is the first reason, in simple terms?
The book reflects the writer's own perspective instead of being adapted to other people.
5-) What is the fourth reason the discussion becomes hard for some readers?
Many topics include numerous proofs, so the explanation becomes lengthy and demanding.
6-) Why might one sentence continue for a page or more?
Because the truth being explained is so large that breaking it up would weaken its unity.
7-) What is one likely reaction of a reader facing many demonstrations in one discussion?
The reader may find the material tiring or hard to follow.
8-) Why did the writer feel he should not edit the work freely?
He felt he was not writing purely by his own choice, so changing it based on personal preference seemed unfitting.
9-) What conditions surrounded the writing of the treatise according to the fifth cause?
It was written during Ramadan while the writer was troubled, sick, and working quickly.
10-) What final detail in the fifth cause shows a practical change in the book's form?
The fully Arabic First Station was removed and turned into a separate work.

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

1-) What two ideas are held together in the opening lines about this treatise?
Complete understanding is not for everyone, but meaningful benefit is open to everyone.
2-) What can we infer about the expected audience from the garden comparison?
The audience includes readers with different levels of ability and preparation.
3-) In the first cause, why might the book feel less accessible than ordinary works?
It was not designed around the usual expectations or comprehension level of other readers.
4-) How does the second reason show that the book's difficulty is partly tied to theology?
The treatment of Divine unity is presented in a highly comprehensive and profound way.
5-) What does the third cause show about the relationship between form and meaning?
The writing becomes long because preserving the full truth matters more than keeping sentences short.
6-) What is the central issue in the fourth cause?
The large number of evidences included for many subjects.
7-) In the fourth reason, what is the downside of giving many proofs?
The discussion can become lengthy and difficult for some minds.
8-) What does the passage suggest about the first draft of the work?
It remained largely as first written, without careful revision.
9-) How did the writer view his own role in producing the text?
He felt he was not acting simply from personal control or preference.
10-) How did the Arabic material affect the final form of the work?
Some Arabic remained in it, and a fully Arabic section was taken out and made separate.