lisans supreme-sign-p57-the-miraculousness-and-testimony-of-the-quran-17th-degree-all-classes-benefiting-from-it-and-the-derivation-of-sciences-and-sharia-from-it - Set 1

1-) What main quality of the Qur'an is shown by the fact that people at every level of intelligence can benefit from its teaching? (24 kelime)
It shows that the Qur'an is

2-) Which groups are mentioned as drawing what they need for their fields from the Qur'an? (20 kelime)
The passage mentions leading scholars

3-) What does the passage suggest about the depth of the Qur'an if both ordinary people and advanced scholars benefit from it? (24 kelime)
It suggests that the Qur'an speaks

4-) Why is the failure of non-Muslim Arab literary experts to produce even one chapter like it treated as important evidence? (21 kelime)
Because they were highly skilled

5-) Does the passage present eloquence as the only miraculous feature of the Qur'an or as one among several? (15 kelime)
It presents eloquence

6-) How does the continued inability of later speakers and scholars to oppose it strengthen the argument? (17 kelime)
It shows that the

7-) What conclusion is drawn from the silence and helplessness of those who tried to challenge it? (16 kelime)
Their failure is taken

8-) According to the passage, what two broad claims are confirmed by these observations about the Qur'an? (21 kelime)
They confirm that the Qur'an

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1-) How does the passage describe the Qur'an's relationship to knowledge and truth? (16 kelime)
It describes the Qur'an

2-) What does it mean that all classes of humanity receive their share from the Qur'an? (21 kelime)
It means the Qur'an benefits

3-) How do scholars in different Islamic disciplines serve as evidence for the Qur'an in this passage? (19 kelime)
Their ability to derive

4-) Why does the passage give special attention to Arab literary masters? (20 kelime)
Because they were the strongest

5-) What made these literary figures especially motivated to challenge the Qur'an? (17 kelime)
Some of them did

6-) What is implied by their failure to produce even something as small as one chapter like it? (18 kelime)
It implies that the

7-) How does the passage connect ancient opponents and later ambitious scholars? (19 kelime)
It presents both groups

8-) What overall judgment does the passage make about human ability in relation to the Qur'an? (11 kelime)
Human beings

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1-) What proof does the passage draw from the way the Qur'an teaches people of very different abilities? (17 kelime)
It takes this as

2-) In what way does the passage portray the Qur'an as useful for specialized scholarship? (20 kelime)
It says major scholars and

3-) Why is literary opposition to the Qur'an an important test in this passage? (20 kelime)
Because if its language could

4-) What result did the passage report from that test? (17 kelime)
The challengers could not

5-) Why does the passage mention that eloquence is only one side of the Qur'an's miraculous nature? (19 kelime)
To show that even

6-) How does the passage describe the response of later orators and scholars who wanted fame by opposing it? (17 kelime)
It says they were

7-) Summarize the two "stamps" or confirming signs mentioned in this passage. (33 kelime)
One sign is that the Qur'an supplies truth

lisans supreme-sign-p57-the-miraculousness-and-testimony-of-the-quran-17th-degree-all-classes-benefiting-from-it-and-the-derivation-of-sciences-and-sharia-from-it - Set 4

1-) What does the passage say about the accessibility of the Qur'an's teachings? (19 kelime)
It says its teachings

2-) How does the passage present the Qur'an's effect on advanced learners? (15 kelime)
It presents them

3-) Which kinds of scholars are highlighted to show this intellectual depth? (19 kelime)
Experts in Islamic law,

4-) What challenge to the Qur'an is discussed in the second paragraph of the target passage? (16 kelime)
The challenge is to

5-) Why is the inability of non-Muslim Arab experts especially significant in this challenge? (19 kelime)
They were highly trained

6-) What does the passage say about famous speakers and scholars after that early period? (19 kelime)
It says that even

7-) What final conclusion does the passage reach from all of this? (17 kelime)
It concludes that the

lisans supreme-sign-p57-the-miraculousness-and-testimony-of-the-quran-17th-degree-all-classes-benefiting-from-it-and-the-derivation-of-sciences-and-sharia-from-it - Set 5

1-) According to the passage, what shows that the Qur'an is not limited to one social or intellectual class? (21 kelime)
People from the lowest to

2-) How does the passage use the work of Islamic scholars as evidence for the Qur'an? (18 kelime)
It points to their

3-) Why is the literary strength of the Arabs relevant to the argument? (16 kelime)
Because they were the

4-) What does the passage imply about the seriousness of the Qur'an's challenge by mentioning only one chapter? (19 kelime)
It implies the challenge

5-) What motivation did later scholars and orators have for trying to oppose the Qur'an? (8 kelime)
They wanted

6-) How did those later attempts end, according to the passage? (9 kelime)
They ended

7-) If you had to state the main message of the whole target passage in one sentence, what would it be? (24 kelime)
The passage argues that the Qur'an

lisans supreme-sign-p57-the-miraculousness-and-testimony-of-the-quran-17th-degree-all-classes-benefiting-from-it-and-the-derivation-of-sciences-and-sharia-from-it - Set 6

1-) What two major lines of evidence are used in the target passage to support the Qur'an's special status? (23 kelime)
One is its ability to

2-) How does the passage describe the range of people who benefit from the Qur'an? (18 kelime)
It describes a full

3-) Which scholarly fields are named to demonstrate this depth? (16 kelime)
The passage names interpreters

4-) Why is the response of non-Muslim Arab literary figures treated as strong evidence? (20 kelime)
Since they were masters of

5-) What limitation does the passage place on the claim about eloquence? (17 kelime)
It says eloquence is

6-) What does the passage mean by saying challengers remained silent in weakness? (18 kelime)
It means they could

7-) What overall understanding of the Qur'an should a reader take from this passage? (24 kelime)
A reader should understand it as

CEVAP ANAHTARI

lisans supreme-sign-p57-the-miraculousness-and-testimony-of-the-quran-17th-degree-all-classes-benefiting-from-it-and-the-derivation-of-sciences-and-sharia-from-it - Set 1 - CEVAPLAR

1-) What main quality of the Qur'an is shown by the fact that people at every level of intelligence can benefit from its teaching?
It shows that the Qur'an is a true source of guidance and reality for all kinds of people, not just a small educated group.
2-) Which groups are mentioned as drawing what they need for their fields from the Qur'an?
The passage mentions leading scholars of Islamic law, many Islamic sciences, and specialists in theology and the foundations of religion.
3-) What does the passage suggest about the depth of the Qur'an if both ordinary people and advanced scholars benefit from it?
It suggests that the Qur'an speaks on multiple levels, so it can guide simple readers while also providing deep truths for highly trained scholars.
4-) Why is the failure of non-Muslim Arab literary experts to produce even one chapter like it treated as important evidence?
Because they were highly skilled in language and had strong reason to challenge it, yet they still could not match it.
5-) Does the passage present eloquence as the only miraculous feature of the Qur'an or as one among several?
It presents eloquence as only one part among several major dimensions of its miraculous nature.
6-) How does the continued inability of later speakers and scholars to oppose it strengthen the argument?
It shows that the challenge was not limited to one time period, but remained unanswered across generations.
7-) What conclusion is drawn from the silence and helplessness of those who tried to challenge it?
Their failure is taken as proof that the Qur'an is beyond human power and truly miraculous.
8-) According to the passage, what two broad claims are confirmed by these observations about the Qur'an?
They confirm that the Qur'an is a fountain of truth and that it is a miracle no human being can imitate.

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1-) How does the passage describe the Qur'an's relationship to knowledge and truth?
It describes the Qur'an as a dependable source from which truth and real knowledge are drawn.
2-) What does it mean that all classes of humanity receive their share from the Qur'an?
It means the Qur'an benefits people across social and intellectual levels, with each person gaining according to his or her capacity.
3-) How do scholars in different Islamic disciplines serve as evidence for the Qur'an in this passage?
Their ability to derive principles, answers, and insight for their fields from the Qur'an shows its richness and reliability.
4-) Why does the passage give special attention to Arab literary masters?
Because they were the strongest experts in language and style, so their inability to match the Qur'an carries special weight.
5-) What made these literary figures especially motivated to challenge the Qur'an?
Some of them did not accept Islam and therefore had a strong reason to dispute its claim.
6-) What is implied by their failure to produce even something as small as one chapter like it?
It implies that the Qur'an's level could not be reached even in the smallest unit of its composition.
7-) How does the passage connect ancient opponents and later ambitious scholars?
It presents both groups as wanting to challenge the Qur'an, yet both ended up unable to answer its challenge.
8-) What overall judgment does the passage make about human ability in relation to the Qur'an?
Human beings are presented as unable to rival its miraculous character.

lisans supreme-sign-p57-the-miraculousness-and-testimony-of-the-quran-17th-degree-all-classes-benefiting-from-it-and-the-derivation-of-sciences-and-sharia-from-it - Set 3 - CEVAPLAR

1-) What proof does the passage draw from the way the Qur'an teaches people of very different abilities?
It takes this as evidence that the Qur'an truly comes with guidance broad enough for all humanity.
2-) In what way does the passage portray the Qur'an as useful for specialized scholarship?
It says major scholars and many branches of Islamic learning find in it the materials they need for their disciplines.
3-) Why is literary opposition to the Qur'an an important test in this passage?
Because if its language could be matched, its claim to being miraculous would be weakened in at least that area.
4-) What result did the passage report from that test?
The challengers could not produce anything equal to it, even at the level of a single chapter.
5-) Why does the passage mention that eloquence is only one side of the Qur'an’s miraculous nature?
To show that even if only one aspect is tested, failure there already points to something beyond human ability.
6-) How does the passage describe the response of later orators and scholars who wanted fame by opposing it?
It says they were unable to confront even one aspect of its miraculousness and were left speechless.
7-) Summarize the two “stamps” or confirming signs mentioned in this passage.
One sign is that the Qur'an supplies truth and knowledge to all levels of humanity and scholarship; the other is that experts in language and learning have failed to imitate or defeat it.

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1-) What does the passage say about the accessibility of the Qur'an's teachings?
It says its teachings are accessible enough for the least capable people to benefit while still containing deep truths.
2-) How does the passage present the Qur'an's effect on advanced learners?
It presents them as drawing detailed guidance and answers from it for their scholarly work.
3-) Which kinds of scholars are highlighted to show this intellectual depth?
Experts in Islamic law, many fields of Islamic study, and scholars of theology and core religious principles are highlighted.
4-) What challenge to the Qur'an is discussed in the second paragraph of the target passage?
The challenge is to produce something equal to it, even just one chapter, especially in eloquence.
5-) Why is the inability of non-Muslim Arab experts especially significant in this challenge?
They were highly trained in literature and had every reason to oppose it, so their failure is especially meaningful.
6-) What does the passage say about famous speakers and scholars after that early period?
It says that even later figures seeking reputation by challenging the Qur'an also failed to oppose its miraculous qualities.
7-) What final conclusion does the passage reach from all of this?
It concludes that the Qur'an is miraculous and lies beyond the power of human beings to reproduce.

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1-) According to the passage, what shows that the Qur'an is not limited to one social or intellectual class?
People from the lowest to the most learned are all said to benefit from its instruction and grasp its deep meanings.
2-) How does the passage use the work of Islamic scholars as evidence for the Qur'an?
It points to their drawing rulings, principles, and answers from it as proof of its richness and truth.
3-) Why is the literary strength of the Arabs relevant to the argument?
Because they were the most qualified people to test whether the Qur'an's language could be equaled.
4-) What does the passage imply about the seriousness of the Qur'an's challenge by mentioning only one chapter?
It implies the challenge is so precise and demanding that even the shortest comparable unit could not be produced.
5-) What motivation did later scholars and orators have for trying to oppose the Qur'an?
They wanted recognition and fame through challenging it.
6-) How did those later attempts end, according to the passage?
They ended in inability and silence rather than success.
7-) If you had to state the main message of the whole target passage in one sentence, what would it be?
The passage argues that the Qur'an proves itself both by nourishing every level of understanding and by remaining unmatched even by the greatest experts.

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1-) What two major lines of evidence are used in the target passage to support the Qur'an's special status?
One is its ability to guide all kinds of people and supply many sciences, and the other is humanity's failure to imitate it.
2-) How does the passage describe the range of people who benefit from the Qur'an?
It describes a full range, from the least capable and least educated to the most intelligent and scholarly.
3-) Which scholarly fields are named to demonstrate this depth?
The passage names interpreters of Islamic law, many Islamic sciences, theology, and the principles of religion.
4-) Why is the response of non-Muslim Arab literary figures treated as strong evidence?
Since they were masters of language and stood against the Qur'an, their inability to match it strongly supports its uniqueness.
5-) What limitation does the passage place on the claim about eloquence?
It says eloquence is only one dimension of the Qur'an's miraculous nature, not the whole of it.
6-) What does the passage mean by saying challengers remained silent in weakness?
It means they could not produce a real answer to the Qur'an's challenge and had no effective response.
7-) What overall understanding of the Qur'an should a reader take from this passage?
A reader should understand it as a universal source of truth and a divine miracle that human effort has not been able to equal.