

## **11sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 1**

1-) What is the main message the teacher gives about why the palace was made? (27 kelime)

The palace was made so the

2-) What response is expected from the people when they see the beauty and decoration in the palace? (12 kelime)

They should value

3-) How should the people respond to the king's mercy and kindness shown through his gifts? (7 kelime)

They

4-) What do the special marks placed on each work show about the king? (17 kelime)

They show that everything

5-) After hearing the teacher's words, how did the people divide? (5 kelime)

They

6-) What did the first group understand when they looked at the palace? (15 kelime)

They understood that

7-) How did the first group speak to the teacher? (15 kelime)

They greeted him

8-) What was the result of the first group acting as the king wanted?

(19 kelime)

The king was pleased

9-) What did the second group pay attention to in the palace? (8 kelime)

They focused

10-) What actions showed that the second group behaved like animals rather than respectful guests? (17 kelime)

They overate, fell into

## **11sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 2**

1-) In the teacher's announcement, what is the first duty of the guests toward the king? (9 kelime)

Their first

2-) How is obedience connected to love in the speech? (17 kelime)

Since the king shows

3-) What does the king want to show through the excellence seen in his works? (9 kelime)

He wants

4-) Which idea is stronger than simply saying the king is powerful: that he is one among many, or that he has no equal? (10 kelime)

The passage

5-) What made the first group able to understand the palace correctly? (11 kelime)

Their self-knowledge,

6-) What question drove the first group to seek more understanding? (16 kelime)

They wanted to know

7-) How did the first group benefit from the teacher's message? (13 kelime)

They listened with

8-) What is the basic character of the second group as they enter the palace? (9 kelime)

They are

9-) How did the second group respond to the teacher's words compared with the first group? (15 kelime)

The first group

10-) What does the prison sentence show about the seriousness of their behavior? (13 kelime)

It shows that

## **11sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 3**

1-) What does the teacher say the king wants through building and displaying the palace? (13 kelime)

He wants the

2-) How are the people told to return the king's favor when they receive his blessings? (11 kelime)

They are

3-) Why does the teacher mention the king's beauty and perfection? (14 kelime)

To show that

4-) What should the people conclude from the fact that every work bears a unique sign? (14 kelime)

They should conclude

5-) Which traits prepared the first group to respond well? (7 kelime)

Honest

6-) What role did curiosity play for the first group? (13 kelime)

It pushed them

7-) What does their respectful greeting to the teacher show about their character? (9 kelime)

It shows

8-) What was the long-term outcome for the first group? (9 kelime)

They were

9-) In what way did the second group act without reflection? (17 kelime)

They gave all their

10-) Which behaviors showed their disrespect to the palace and its owner? (17 kelime)

They ate excessively, slept

## **11sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 4**

1-) Summarize the teacher's speech in one sentence. (26 kelime)

The speech calls the people to

2-) Why should admiration for the palace lead to love for the king? (15 kelime)

Because the beauty

3-) What connection does the speech make between beauty and longing? (15 kelime)

Seeing the king's

4-) What theological conclusion are the listeners expected to reach from these signs? (15 kelime)

They are expected

5-) What first reaction shows that the first group is thoughtful? (12 kelime)

They realize that

6-) What made them trust the teacher enough to approach him? (15 kelime)

They understood that

7-) What does it mean that they "profited greatly" from the teacher's words? (12 kelime)

It means they

8-) What dominates the attention of the second group? (4 kelime)  
Appetite

9-) Why is their drinking especially blameworthy in the story? (16 kelime)  
They used something meant

10-) What principle of justice is seen in the punishment of the second group? (9 kelime)  
Their punishment

## **11sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 5**

1-) According to the teacher, what does the king want from the people after showing them the palace? (17 kelime)

He wants them to

2-) What should people understand from the many blessings placed before them? (13 kelime)

They should understand

3-) What is the proper response to seeing traces of the king's excellence in his works? (10 kelime)

A desire

4-) What false idea is rejected when the speech says the king has no peer or match? (10 kelime)

The idea

5-) What inward strengths did the first group have? (7 kelime)

They

6-) How did they move from wondering to understanding? (11 kelime)

They sought

7-) How did the first group treat the message once they heard it? (10 kelime)

They listened

8-) What had gone wrong inside the second group before they acted

badly? (10 kelime)

Their thinking

9-) In what ways did the second group reject the honor of being guests? (14 kelime)

They acted greedily,

10-) What end did their behavior lead to? (11 kelime)

It led

## **11sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 6**

1-) What are the main duties the teacher lays on the people in the palace? (24 kelime)

To know the king, appreciate his

2-) What human response is expected when people see artistic excellence in the palace? (17 kelime)

They should admire it

3-) What deeper response is expected when people witness the king's beauty and perfection? (11 kelime)

They should

4-) What truth about the king is repeated in different forms near the end of the speech? (12 kelime)

That he is

5-) Which qualities allowed the first group to respond correctly from the beginning? (8 kelime)

Clear awareness

6-) Why did the first group think the teacher was essential rather than optional? (12 kelime)

They saw that

7-) What made the first group truly benefit instead of merely hearing words? (9 kelime)

They listened

8-) How complete was the reward of the first group? (9 kelime)  
It included

9-) How does the passage describe their relationship to pleasure? (15 kelime)  
They were so

10-) Why were they disturbing to the other guests? (14 kelime)  
Their drunken shouting

## CEVAP ANAHTARI

## **11sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 1 - CEVAPLAR**

1-) What is the main message the teacher gives about why the palace was made?

The palace was made so the king would be known, appreciated, loved, obeyed, thanked, and recognized as the only true owner of all that is in it.

2-) What response is expected from the people when they see the beauty and decoration in the palace?

They should value the king's craftsmanship and admire what he has made.

3-) How should the people respond to the king's mercy and kindness shown through his gifts?

They should show respect by being grateful.

4-) What do the special marks placed on each work show about the king?

They show that everything belongs to him, comes from him, and points to his oneness and independence.

5-) After hearing the teacher's words, how did the people divide?

They split into two groups.

6-) What did the first group understand when they looked at the palace?

They understood that it had a serious purpose and was not made for pointless entertainment.

7-) How did the first group speak to the teacher?

They greeted him respectfully and asked him to explain what their lord had taught him.

8-) What was the result of the first group acting as the king wanted?

The king was pleased with them and welcomed them into another higher palace where they were made permanently happy.

9-) What did the second group pay attention to in the palace?

They focused only on eating and bodily pleasure.

10-) What actions showed that the second group behaved like animals rather than respectful guests?

They overate, fell into sleep, drank what was not meant for them,

became drunk, and caused disturbance.

## **11sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti- ve-iki-guruhun-tavri - Set 2 - CEVAPLAR**

1-) In the teacher's announcement, what is the first duty of the guests toward the king?

Their first duty is to know and recognize him.

2-) How is obedience connected to love in the speech?

Since the king shows love through his favors, the people should answer that love by obeying him.

3-) What does the king want to show through the excellence seen in his works?

He wants to show his lofty beauty and perfection.

4-) Which idea is stronger than simply saying the king is powerful: that he is one among many, or that he has no equal?

The passage teaches that he has no equal at all.

5-) What made the first group able to understand the palace correctly?

Their self-knowledge, intelligence, and upright hearts prepared them to think deeply.

6-) What question drove the first group to seek more understanding?

They wanted to know the secret behind the palace and what it really contained in meaning.

7-) How did the first group benefit from the teacher's message?

They listened with care, accepted it sincerely, and shaped their conduct around it.

8-) What is the basic character of the second group as they enter the palace?

They are inwardly corrupted and controlled by selfish desire.

9-) How did the second group respond to the teacher's words compared with the first group?

The first group listened and accepted, but the second group shut out the guidance completely.

10-) What does the prison sentence show about the seriousness of their behavior?

It shows that their disrespect was not minor but deserving of firm judgment.

## **11sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 3 - CEVAPLAR**

1-) What does the teacher say the king wants through building and displaying the palace?

He wants the people to know him through what he has shown them.

2-) How are the people told to return the king's favor when they receive his blessings?

They are told to obey him, love him, and thank him.

3-) Why does the teacher mention the king's beauty and perfection?

To show that the people should long to meet him and seek his approval.

4-) What should the people conclude from the fact that every work bears a unique sign?

They should conclude that the king is one and has no partner or rival.

5-) Which traits prepared the first group to respond well?

Honest self-awareness, intelligence, and rightly guided hearts.

6-) What role did curiosity play for the first group?

It pushed them to search for the hidden meaning and seek the teacher.

7-) What does their respectful greeting to the teacher show about their character?

It shows humility, good manners, and willingness to learn.

8-) What was the long-term outcome for the first group?

They were granted a better palace and everlasting happiness.

9-) In what way did the second group act without reflection?

They gave all their attention to food and pleasure and ignored the deeper purpose of the place.

10-) Which behaviors showed their disrespect to the palace and its owner?

They ate excessively, slept carelessly, drank what was not meant for them, got drunk, and shouted loudly.

## **11sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 4 - CEVAPLAR**

1-) Summarize the teacher's speech in one sentence.

The speech calls the people to recognize the king, love and obey him, thank him for his gifts, seek his pleasure, and accept his absolute oneness.

2-) Why should admiration for the palace lead to love for the king?

Because the beauty and skill in the palace reflect the king's intentional favor and artistry.

3-) What connection does the speech make between beauty and longing?

Seeing the king's perfection should stir a desire to meet him and gain his approval.

4-) What theological conclusion are the listeners expected to reach from these signs?

They are expected to affirm that the king is one, without equal, partner, or likeness.

5-) What first reaction shows that the first group is thoughtful?

They realize that the palace must have an important purpose behind it.

6-) What made them trust the teacher enough to approach him?

They understood that he was the one who could unlock the mysteries they were seeking.

7-) What does it mean that they "profited greatly" from the teacher's words?

It means they gained real understanding and let it shape their behavior.

8-) What dominates the attention of the second group?

Appetite and worldly enjoyment.

9-) Why is their drinking especially blameworthy in the story?

They used something meant for another purpose and consumed what they were not supposed to take.

10-) What principle of justice is seen in the punishment of the second group?

Their punishment matched their shameless disrespect and bad conduct.

## **11sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 5 - CEVAPLAR**

1-) According to the teacher, what does the king want from the people after showing them the palace?

He wants them to recognize him and respond with love, obedience, gratitude, and acceptance of his uniqueness.

2-) What should people understand from the many blessings placed before them?

They should understand that the king cares for them and shows them kindness.

3-) What is the proper response to seeing traces of the king's excellence in his works?

A desire to see him and to earn his favor.

4-) What false idea is rejected when the speech says the king has no peer or match?

The idea that anyone shares his status, ownership, or uniqueness.

5-) What inward strengths did the first group have?

They had self-understanding, intelligence, and upright hearts.

6-) How did they move from wondering to understanding?

They sought out the teacher after realizing he had the answers.

7-) How did the first group treat the message once they heard it?

They listened closely, accepted it sincerely, and lived by it.

8-) What had gone wrong inside the second group before they acted badly?

Their thinking was corrupted and their hearts had lost light.

9-) In what ways did the second group reject the honor of being guests?

They acted greedily, ignored the guide, misused what was provided, and disrupted the gathering.

10-) What end did their behavior lead to?

It led to arrest and imprisonment suited to their disgraceful conduct.

## **11sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 6 - CEVAPLAR**

1-) What are the main duties the teacher lays on the people in the palace?

To know the king, appreciate his works, love and obey him, thank him, seek his pleasure, and affirm that he is one and unequalled.

2-) What human response is expected when people see artistic excellence in the palace?

They should admire it and let that admiration lead them to love the one who made it.

3-) What deeper response is expected when people witness the king's beauty and perfection?

They should long to see him and hope for his acceptance.

4-) What truth about the king is repeated in different forms near the end of the speech?

That he is one, alone, independent, and without any equal or likeness.

5-) Which qualities allowed the first group to respond correctly from the beginning?

Clear awareness of themselves, intelligence, and good hearts.

6-) Why did the first group think the teacher was essential rather than optional?

They saw that without him they could not unlock the palace's secrets.

7-) What made the first group truly benefit instead of merely hearing words?

They listened carefully, accepted the message, and acted accordingly.

8-) How complete was the reward of the first group?

It included a special higher dwelling and lasting happiness.

9-) How does the passage describe their relationship to pleasure?

They were so absorbed in food and enjoyment that they became blind to everything else.

10-) Why were they disturbing to the other guests?

Their drunken shouting and rude behavior ruined the order and peace of the gathering.