

11sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 1

1-) What major project did the king begin in order to carry out his purpose? (7 kelime)

He

2-) How was the palace furnished and decorated? (20 kelime)

It was arranged into impressive

3-) What did the king prepare for the guests after finishing the palace? (19 kelime)

He laid out generous

4-) Why were the people invited from across the land? (15 kelime)

They were called

5-) What position did the king give to the supreme commander? (12 kelime)

He appointed him

6-) What were two main responsibilities of this teacher? (21 kelime)

He had to explain the

7-) Why did the teacher have helpers in different parts of the palace? (15 kelime)

So guidance could

8-) What does the teacher say the artistic works reveal about ownership? (14 kelime)

They show that

11sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 2

1-) What does the palace represent in the story's main action within this passage? (19 kelime)

It serves as a

2-) What details show that the palace was not made in a simple or ordinary way? (20 kelime)

Its rooms were grand, its

3-) How do the banquet tables add to the meaning of the palace? (13 kelime)

They show the

4-) Why did the king assign a different table for each group? (15 kelime)

It shows organized

5-) Why was a teacher needed even after the palace had already been built and filled? (16 kelime)

Because the people still

6-) Besides explaining objects, what else did the teacher instruct the people about? (12 kelime)

He taught them

7-) What can be inferred from the king's not appearing directly while still sending a teacher? (16 kelime)

The king wanted to

8-) How does the teacher argue from visible gifts to invisible truths about the king? (18 kelime)

He says the gifts,

11sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 3

1-) What sequence of actions did the king take after deciding on his purpose? (19 kelime)

He built the palace,

2-) What does the careful decoration of the palace suggest about the king? (12 kelime)

It suggests that

3-) Why is the banquet described as rich and carefully prepared rather than merely abundant? (14 kelime)

To show that

4-) What was the teacher supposed to explain about the jewels and artistic patterns? (16 kelime)

He was to show

5-) What was the teacher meant to teach about behavior, not just meaning? (21 kelime)

He was to teach the

6-) Why is it important that the teacher spoke publicly to all the onlookers? (13 kelime)

It shows that

7-) What is the link between the king's blessings and the people's duty? (17 kelime)

Since the king shows

8-) What are the main responses the teacher says the king desires from the people? (18 kelime)

He desires that they

11sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 4

1-) In this passage, what does the king do after finishing the building itself? (14 kelime)

He furnishes it

2-) What do the many decorations and arranged spaces show about the palace? (12 kelime)

They show that

3-) Why is the invitation sent to people from every region important? (17 kelime)

It shows that the

4-) What does the title of supreme commander suggest about the teacher's authority? (17 kelime)

It suggests that he

5-) What kinds of things inside the palace needed explanation? (13 kelime)

Its ornaments, artworks,

6-) How does the teacher connect gifts with obedience? (16 kelime)

He explains that the

7-) What belief about the king is the audience expected to accept from the signs on the works? (14 kelime)

They are expected

8-) What does the phrase about a special mark on every work mean in simple terms? (12 kelime)

It means each

11sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 5

1-) What does the king's construction of a grand palace reveal about his aim? (16 kelime)

It shows that he

2-) How do the palace's food and decoration work together in meaning? (16 kelime)

The decoration shows beauty

3-) Why is the banquet said to fit different groups? (16 kelime)

Because the king provided

4-) What was the teacher supposed to make known about the maker of the palace? (16 kelime)

He was to introduce

5-) What was the teacher supposed to clarify about the artworks and ornaments? (14 kelime)

He was to

6-) Why was instruction about ceremony included with explanation of meaning? (14 kelime)

Because understanding the

7-) What core duties does the teacher call the people to in his announcement? (19 kelime)

He calls them to

8-) How does the teacher use the signs on the artworks to teach about the king's identity? (14 kelime)

He presents them

11sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 6

1-) What did the king do to make the palace a place of both display and welcome? (13 kelime)
He beautified it

2-) What can be inferred from the palace's careful arrangement into many dwellings and sections? (10 kelime)
It was

3-) How does the passage present the food served in the palace? (13 kelime)
It is presented

4-) For what overall reason were the people gathered into the palace? (12 kelime)
They were gathered

5-) Why was one main instructor appointed instead of leaving every guest to figure things out alone? (10 kelime)
Because the

6-) What does the teacher explain about the ornaments and fine designs? (16 kelime)
He explains that they

7-) What practical guidance did the teacher provide in addition to interpretation? (11 kelime)
He taught

CEVAP ANAHTARI

11sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 1 - CEVAPLAR

1-) What major project did the king begin in order to carry out his purpose?

He began building a huge, splendid palace.

2-) How was the palace furnished and decorated?

It was arranged into impressive sections and beautified with precious treasures, fine craftsmanship, wise design, and signs of deep knowledge.

3-) What did the king prepare for the guests after finishing the palace?

He laid out generous banquet tables with many kinds of food and blessings, with suitable provisions for different groups.

4-) Why were the people invited from across the land?

They were called to enjoy the feast and to observe the display inside the palace.

5-) What position did the king give to the supreme commander?

He appointed him as the main teacher and guide for the visitors.

6-) What were two main responsibilities of this teacher?

He had to explain the purpose of the palace and teach the people the meanings of what they saw in it.

7-) Why did the teacher have helpers in different parts of the palace?

So guidance could reach people throughout the palace while he remained in the main hall.

8-) What does the teacher say the artistic works reveal about ownership?

They show that every work belongs to one ruler and bears his unique mark.

11sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 2 - CEVAPLAR

1-) What does the palace represent in the story's main action within this passage?

It serves as a carefully prepared place where the king's riches, skill, and purposes are displayed to the people.

2-) What details show that the palace was not made in a simple or ordinary way?

Its rooms were grand, its decorations were precious, its design was subtle, and its arrangement reflected both art and wisdom.

3-) How do the banquet tables add to the meaning of the palace?

They show the king's generosity and care, not just his power and beauty.

4-) Why did the king assign a different table for each group?

It shows organized hospitality and that the king provided fittingly for different kinds of guests.

5-) Why was a teacher needed even after the palace had already been built and filled?

Because the people still needed someone to explain what everything meant and how they should respond.

6-) Besides explaining objects, what else did the teacher instruct the people about?

He taught them proper behavior and the ceremonies the king wanted observed.

7-) What can be inferred from the king's not appearing directly while still sending a teacher?

The king wanted to be known through signs, guidance, and instruction rather than through direct appearance.

8-) How does the teacher argue from visible gifts to invisible truths about the king?

He says the gifts, beauty, and marks on the works point to the king's kindness, perfection, and oneness.

11sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 3 - CEVAPLAR

1-) What sequence of actions did the king take after deciding on his purpose?

He built the palace, decorated it, prepared banquets, invited the people, and then appointed a teacher to explain everything.

2-) What does the careful decoration of the palace suggest about the king?

It suggests that he possesses great wealth, refined skill, wisdom, and knowledge.

3-) Why is the banquet described as rich and carefully prepared rather than merely abundant?

To show that the king's generosity is joined with order, beauty, and intentional design.

4-) What was the teacher supposed to explain about the jewels and artistic patterns?

He was to show how they pointed to the excellence and skill of the palace's owner.

5-) What was the teacher meant to teach about behavior, not just meaning?

He was to teach the proper way to look at the palace and how to act according to the king's will.

6-) Why is it important that the teacher spoke publicly to all the onlookers?

It shows that the message was open, universal, and meant for everyone present.

7-) What is the link between the king's blessings and the people's duty?

Since the king shows kindness through his gifts, the people should answer with thanks, respect, and obedience.

8-) What are the main responses the teacher says the king desires from the people?

He desires that they know him, love him, thank him, obey him, honor him, and accept his uniqueness.

11sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 4 - CEVAPLAR

1-) In this passage, what does the king do after finishing the building itself?

He furnishes it richly, prepares a grand feast, and invites the people to come.

2-) What do the many decorations and arranged spaces show about the palace?

They show that it was made with intention, excellence, and layered meaning.

3-) Why is the invitation sent to people from every region important?

It shows that the display and the invitation were broad and not limited to a small circle.

4-) What does the title of supreme commander suggest about the teacher's authority?

It suggests that he had a high rank and was officially entrusted with conveying the king's will.

5-) What kinds of things inside the palace needed explanation?

Its ornaments, artworks, jewels, patterns, purposes, and rules of conduct all needed explanation.

6-) How does the teacher connect gifts with obedience?

He explains that the king's kindness should lead the people to respond by following his commands.

7-) What belief about the king is the audience expected to accept from the signs on the works?

They are expected to accept that he is one, unique, and without any rival.

8-) What does the phrase about a special mark on every work mean in simple terms?

It means each work carries signs that identify its one true maker.

11sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 5 - CEVAPLAR

- 1-) What does the king's construction of a grand palace reveal about his aim?
It shows that he wanted his wealth, art, wisdom, and generosity to be seen and understood.
- 2-) How do the palace's food and decoration work together in meaning?
The decoration shows beauty and skill, while the food shows generosity and care for the guests.
- 3-) Why is the banquet said to fit different groups?
Because the king provided in an ordered and suitable way rather than in a random manner.
- 4-) What was the teacher supposed to make known about the maker of the palace?
He was to introduce the owner and explain the excellence shown in what he had made.
- 5-) What was the teacher supposed to clarify about the artworks and ornaments?
He was to show what they signified and how they reflected the owner's qualities.
- 6-) Why was instruction about ceremony included with explanation of meaning?
Because understanding the palace also required behaving in the right way before the king.
- 7-) What core duties does the teacher call the people to in his announcement?
He calls them to know the king, love him, thank him, respect him, obey him, and affirm his uniqueness.
- 8-) How does the teacher use the signs on the artworks to teach about the king's identity?
He presents them as evidence that all the works come from one unmatched owner.

11sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 6 - CEVAPLAR

1-) What did the king do to make the palace a place of both display and welcome?

He beautified it with treasures and craftsmanship, then prepared abundant tables for guests.

2-) What can be inferred from the palace's careful arrangement into many dwellings and sections?

It was designed with order and purpose, not built carelessly.

3-) How does the passage present the food served in the palace?

It is presented as varied, generous, and prepared with great care and artistry.

4-) For what overall reason were the people gathered into the palace?

They were gathered to receive bounty and to witness the meaning-filled display.

5-) Why was one main instructor appointed instead of leaving every guest to figure things out alone?

Because the palace's meanings and proper responses required authoritative explanation.

6-) What does the teacher explain about the ornaments and fine designs?

He explains that they point beyond themselves to the excellence of the one who made them.

7-) What practical guidance did the teacher provide in addition to interpretation?

He taught the correct manners and ceremonies expected in the palace.