

11sinif 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 1

1-) What is the eighth aim of life in this passage? (24 kelime)

It is to understand the messages

2-) What is the ninth aim of life? (21 kelime)

It is to recognize the

3-) How does the example of hunger help explain the ninth aim? (28 kelime)

Just as hunger helps a person appreciate

4-) What transition happens at the end of the passage? (19 kelime)

After listing the aims

5-) What does this comparison teach about the relationship between human need and divine richness? (13 kelime)

It teaches that

6-) Why is hunger a fitting example in this passage? (22 kelime)

Because it is an everyday

7-) What new subject is introduced at the very end? (9 kelime)

The passage

11sinif 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 2

1-) In this passage, what are people supposed to understand from the beings in the world? (20 kelime)

They are supposed to understand

2-) Does the passage present the world as silent or meaningful? Explain. (18 kelime)

It presents the world

3-) What human qualities are named as tools for recognizing divine power and wealth? (6 kelime)

Human

4-) What comparison is used to explain this idea? (20 kelime)

The passage compares it to

5-) What do both points have in common? (10 kelime)

Both are

6-) What is meant by saying these are the aims of life in brief? (12 kelime)

It means these

7-) What is the function of the final sentence of the target passage? (19 kelime)

It closes the summary

11sinif 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 3

1-) What is one duty of human life toward the created world according to the eighth point? (19 kelime)

One duty is to

2-) How is the world described indirectly through the eighth point? (13 kelime)

It is described

3-) What inward experience does the ninth point focus on? (13 kelime)

It focuses on

4-) How do the eighth and ninth points differ in where they direct attention? (18 kelime)

The eighth directs attention

5-) What view of human beings comes out of this passage: self-sufficient or dependent? (11 kelime)

Dependent, because

6-) Why does the passage end by saying to consider the nature of life next? (16 kelime)

Because it finishes one

11sinif 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 4

1-) According to the passage, what should a person understand from the different beings in the world? (19 kelime)

A person should understand

2-) What does the passage suggest about the variety of creation? (18 kelime)

It suggests that the

3-) What personal realities should a person reflect on in the ninth point? (12 kelime)

A person should

4-) How does the food example make the ninth point easier to understand? (21 kelime)

It shows that appreciation grows

5-) How does that same idea apply to understanding Allah's attributes? (13 kelime)

Human need and

6-) Based on the comparison, what do weakness and poverty help people understand spiritually? (14 kelime)

They help people

11sinif 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 5

1-) What truth about Allah are the beings of the world said to express? (10 kelime)

They express

2-) Why does the passage say each being has its own particular tongue? (17 kelime)

Because each part of

3-) In the ninth point, what human conditions are used as signs leading to knowledge of Allah? (5 kelime)

Weakness,

4-) What does the passage teach by linking hunger with the understanding of food? (13 kelime)

It teaches that

5-) What does the passage say hunger helps people understand? (15 kelime)

It helps them

6-) What is the main message of this part of the passage? (20 kelime)

Life has high spiritual purposes,

11sinif 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 6

1-) What is the eighth matter in the summary of life's aims? (13 kelime)

It is understanding

2-) How can non-human beings communicate truth according to this passage? (17 kelime)

They communicate through the

3-) What is the ninth matter in the summary? (16 kelime)

It is learning about

4-) What everyday human experience is used to explain this matter? (13 kelime)

The experience of

5-) What does the phrase about the aims of life "briefly" suggest? (16 kelime)

It suggests that the

6-) Why does the passage move from detailed points to a short summary? (16 kelime)

It helps gather the

CEVAP ANAHTARI

11sinif 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 1 - CEVAPLAR

1-) What is the eighth aim of life in this passage?

It is to understand the messages that creation gives about Allah's oneness and His lordship, with each being expressing that in its own way.

2-) What is the ninth aim of life?

It is to recognize the levels of Allah's power and richness by reflecting on one's own weakness, helplessness, poverty, and need.

3-) How does the example of hunger help explain the ninth aim?

Just as hunger helps a person appreciate food and its different kinds, human need and weakness help a person grasp, in some measure, Allah's unlimited power and provision.

4-) What transition happens at the end of the passage?

After listing the aims of life, the passage turns to a new topic, which is the nature of life.

5-) What does this comparison teach about the relationship between human need and divine richness?

It teaches that human need makes Allah's unlimited richness and generosity more noticeable.

6-) Why is hunger a fitting example in this passage?

Because it is an everyday experience that clearly shows how need helps a person recognize the value of what satisfies that need.

7-) What new subject is introduced at the very end?

The passage begins to introduce the nature of life.

11sinif 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 2 - CEVAPLAR

1-) In this passage, what are people supposed to understand from the beings in the world?

They are supposed to understand what those beings indicate about Allah's unity and His care, rule, and authority over creation.

2-) Does the passage present the world as silent or meaningful? Explain.

It presents the world as meaningful, because all beings are shown as giving signs that can be understood.

3-) What human qualities are named as tools for recognizing divine power and wealth?

Human helplessness, weakness, poverty, and need.

4-) What comparison is used to explain this idea?

The passage compares it to how the enjoyment and kinds of food are better understood through hunger and different needs.

5-) What do both points have in common?

Both are ways of coming to know Allah more deeply.

6-) What is meant by saying these are the aims of life in brief?

It means these points summarize life's main purposes in a concise way.

7-) What is the function of the final sentence of the target passage?

It closes the summary of life's aims and introduces the next discussion about what life is in its nature.

11sinif 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 3 - CEVAPLAR

1-) What is one duty of human life toward the created world according to the eighth point?

One duty is to pay attention to creation and understand how it points to Allah's oneness and His rule.

2-) How is the world described indirectly through the eighth point?

It is described as full of signs that communicate truth about the Creator.

3-) What inward experience does the ninth point focus on?

It focuses on a person's awareness of their own weakness, need, and poverty.

4-) How do the eighth and ninth points differ in where they direct attention?

The eighth directs attention outward to the world, while the ninth directs attention inward to the human condition.

5-) What view of human beings comes out of this passage: self-sufficient or dependent?

Dependent, because people are described as weak and needy before Allah.

6-) Why does the passage end by saying to consider the nature of life next?

Because it finishes one section about life's aims and prepares the reader for the next section.

11sinif 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 4 - CEVAPLAR

1-) According to the passage, what should a person understand from the different beings in the world?

A person should understand that they each point to Allah's unity and His lordship in their own distinct way.

2-) What does the passage suggest about the variety of creation?

It suggests that the variety of creation reflects many different signs leading to the same truth about Allah.

3-) What personal realities should a person reflect on in the ninth point?

A person should reflect on their inability, frailty, lack, and constant need.

4-) How does the food example make the ninth point easier to understand?

It shows that appreciation grows when need is felt, so human need helps reveal the greatness of Allah's gifts and power.

5-) How does that same idea apply to understanding Allah's attributes?

Human need and limitation help a person notice Allah's endless strength and abundance.

6-) Based on the comparison, what do weakness and poverty help people understand spiritually?

They help people understand, to some degree, the vastness of Allah's power and provision.

11sinif 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 5 - CEVAPLAR

1-) What truth about Allah are the beings of the world said to express?

They express His oneness and His governing care over creation.

2-) Why does the passage say each being has its own particular tongue?

Because each part of creation shows Allah's signs in a distinct manner according to what it is.

3-) In the ninth point, what human conditions are used as signs leading to knowledge of Allah?

Weakness, helplessness, poverty, and need.

4-) What does the passage teach by linking hunger with the understanding of food?

It teaches that need opens the way to recognizing value, blessing, and satisfaction.

5-) What does the passage say hunger helps people understand?

It helps them understand pleasure in food and the different levels and kinds of it.

6-) What is the main message of this part of the passage?

Life has high spiritual purposes, including reading the signs in creation and understanding Allah through one's own dependence on Him.

11sinif 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 6 - CEVAPLAR

1-) What is the eighth matter in the summary of life's aims?

It is understanding the testimony of creation about Allah's oneness and His lordship.

2-) How can non-human beings communicate truth according to this passage?

They communicate through the signs found in their existence and condition, not through spoken language like ours.

3-) What is the ninth matter in the summary?

It is learning about Allah's power and riches by reflecting on one's own weakness and need.

4-) What everyday human experience is used to explain this matter?

The experience of hunger and the different ways people feel need for food.

5-) What does the phrase about the aims of life "briefly" suggest?

It suggests that the list is a summary, not a full and complete explanation of everything.

6-) Why does the passage move from detailed points to a short summary?

It helps gather the ideas together before introducing the next topic about the nature of life.