

## **2sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 1**

1-) In the palace speech, what does the king want people to do first about him? (6 kelime)

Know

2-) How should people answer the love shown in the many blessings? (7 kelime)

By

3-) What do the special marks on each artwork show? (11 kelime)

That each

4-) What made the first group ready to understand the palace rightly? (7 kelime)

They

5-) What made the first group want to learn more? (11 kelime)

They were

6-) What did the teacher repeat for them? (9 kelime)

The message

7-) What did the first group do after learning the king's wishes? (7 kelime)

They

8-) What did the second group care about most? (4 kelime)

Eating

9-) What did the second group do with drinks that were not for them to use that way? (6 kelime)

They

10-) What was the end for the second group? (10 kelime)

They were

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

1-) Why did the teacher say the king built and showed this palace to the people? (5 kelime)

To

2-) What do the blessings in the palace show about the king's feelings toward the people? (7 kelime)

He

3-) What do the signs placed on all the artworks teach about the maker? (10 kelime)

That he

4-) What happened after the teacher finished speaking to the people? (4 kelime)

They

5-) Did the first group think the palace was just for fun? (8 kelime)

No. They

6-) What did the first group believe about the teacher before asking him? (6 kelime)

That

7-) What connection is shown between listening and doing? (8 kelime)

After they

8-) What weakened the second group's ability to respond well? (6 kelime)

Their

9-) How did the second group act toward the teacher and his helpers?  
(7 kelime)

They

10-) Why was their behavior especially wrong in the palace? (6 kelime)  
It

## **2sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 3**

1-) According to the speech, what does the king want from the people when he shows them the palace? (6 kelime)

He

2-) What should people do because the owner shows love through many blessings? (5 kelime)

Love

3-) Why are special signs placed on every crafted thing? (12 kelime)

To show the

4-) Into how many groups did the visitors divide? (1 kelime)

5-) What feeling led the first group to search for answers? (1 kelime)

6-) What respectful action did they take before asking for help? (6 kelime)

They

7-) What kind of reward matched the first group's good manners? (7 kelime)

A

8-) What ruled the second group when they entered the palace? (3 kelime)

9-) How did their actions affect other guests? (5 kelime)

They

10-) What does their punishment teach about bad manners and disobedience? (6 kelime)

Bad



## **2sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 4**

1-) What is the main message the teacher gives first about the palace owner? (7 kelime)

The

2-) What should people do because the king shows kindness and care through his gifts? (5 kelime)

Thank

3-) What do the seal and mark on each work prove? (5 kelime)

Each

4-) What was good about the first group before they listened more closely? (9 kelime)

They understood

5-) Who helped the first group move from wondering to understanding? (3 kelime)

6-) What did the teacher do for the first group? (8 kelime)

He told

7-) What was given to the first group after the king was pleased with them? (8 kelime)

A special,

8-) What did the second group pay attention to instead of the palace meanings? (4 kelime)

Only

9-) What happened after they drank what they should not have used

that way? (3 kelime)

10-) Where were the second group taken? (8 kelime)

To a

## **2sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 5**

1-) In the announcement, what did the teacher say the king wants through building the palace? (8 kelime)

He wants

2-) What is a right response to the king's blessings? (7 kelime)

Love

3-) What lesson comes from the special sign on every crafted thing? (8 kelime)

It all

4-) What kind of people were in the first group? (7 kelime)

People

5-) What false idea did the first group avoid? (9 kelime)

That the

6-) What does their greeting and request show about their manners? (5 kelime)

They

7-) What result came from their obedience? (6 kelime)

The

8-) What controlled the second group when they entered the palace? (3 kelime)

9-) What happened when they used certain drinks the wrong way? (3 kelime)

10-) What final result came from their rude behavior? (10 kelime)  
The king's

## **2sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 6**

1-) What does the palace owner want people to understand about him from the palace? (12 kelime)

That he is

2-) If the king shows mercy and kindness through gifts, what should people offer? (3 kelime)

3-) What do the unique marks on each artwork tell the people? (6 kelime)

Every

4-) What inner qualities helped the first group respond well? (5 kelime)  
Self-understanding,

5-) What did they want to unlock or understand? (2 kelime)

6-) How did the first group listen? (1 kelime)

7-) What did they do after learning the right way? (3 kelime)

8-) How is their ignoring of truth described with their eyes and ears? (12 kelime)

They would not

9-) What did they do that showed they had no self-control? (6 kelime)  
They

10-) What was a fitting ending for people who behaved that way? (2 kelime)

## CEVAP ANAHTARI

## **2sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 1 - CEVAPLAR**

1-) In the palace speech, what does the king want people to do first about him?

Know him and learn about him.

2-) How should people answer the love shown in the many blessings?  
By loving the owner and obeying him.

3-) What do the special marks on each artwork show?

That each thing belongs to him and is made by him.

4-) What made the first group ready to understand the palace rightly?

They had good sense and upright hearts.

5-) What made the first group want to learn more?

They were curious about the secret and meaning of the palace.

6-) What did the teacher repeat for them?

The message about the owner and what he wanted.

7-) What did the first group do after learning the king's wishes?

They acted the way the king wanted.

8-) What did the second group care about most?

Eating the delicious food.

9-) What did the second group do with drinks that were not for them to use that way?

They drank them and became drunk.

10-) What was the end for the second group?

They were taken away by soldiers and put in prison.

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

1-) Why did the teacher say the king built and showed this palace to the people?

To let them know him.

2-) What do the blessings in the palace show about the king's feelings toward the people?

He cares for them and loves them.

3-) What do the signs placed on all the artworks teach about the maker?

That he alone made them and they belong to him.

4-) What happened after the teacher finished speaking to the people?

They became two groups.

5-) Did the first group think the palace was just for fun?

No. They knew it had a real purpose.

6-) What did the first group believe about the teacher before asking him?

That he was truthful and exact.

7-) What connection is shown between listening and doing?

After they listened and accepted, they obeyed properly.

8-) What weakened the second group's ability to respond well?

Their corrupted minds and dead hearts.

9-) How did the second group act toward the teacher and his helpers?

They shut out the guidance and warnings.

10-) Why was their behavior especially wrong in the palace?

It went against the owner's rules.

## **2sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 3 - CEVAPLAR**

1-) According to the speech, what does the king want from the people when he shows them the palace?

He wants them to recognize him.

2-) What should people do because the owner shows love through many blessings?

Love him and obey him.

3-) Why are special signs placed on every crafted thing?

To show the king made them himself and that they are his.

4-) Into how many groups did the visitors divide?

Two.

5-) What feeling led the first group to search for answers?

Wonder.

6-) What respectful action did they take before asking for help?

They greeted the teacher with peace.

7-) What kind of reward matched the first group's good manners?

A wonderful high palace and lasting joy.

8-) What ruled the second group when they entered the palace?

Their sinful desires.

9-) How did their actions affect other guests?

They disturbed and upset them.

10-) What does their punishment teach about bad manners and disobedience?

Bad behavior brings a just punishment.

## **2sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 4 - CEVAPLAR**

1-) What is the main message the teacher gives first about the palace owner?

The owner wants people to know him.

2-) What should people do because the king shows kindness and care through his gifts?

Thank him and respect him.

3-) What do the seal and mark on each work prove?

Each work is specially his.

4-) What was good about the first group before they listened more closely?

They understood themselves, were smart, and had good hearts.

5-) Who helped the first group move from wondering to understanding?

The master teacher.

6-) What did the teacher do for the first group?

He told them the message and explained it.

7-) What was given to the first group after the king was pleased with them?

A special, higher palace and happiness that stays.

8-) What did the second group pay attention to instead of the palace meanings?

Only the tasty food.

9-) What happened after they drank what they should not have used that way?

They got drunk.

10-) Where were the second group taken?

To a prison fit for such rude people.

## **2sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 5 - CEVAPLAR**

1-) In the announcement, what did the teacher say the king wants through building the palace?

He wants to be known by the people.

2-) What is a right response to the king's blessings?

Love him, obey him, and thank him.

3-) What lesson comes from the special sign on every crafted thing?

It all comes from one owner and maker.

4-) What kind of people were in the first group?

People with understanding, intelligence, and sound hearts.

5-) What false idea did the first group avoid?

That the palace was useless or only a game.

6-) What does their greeting and request show about their manners?

They were respectful and humble.

7-) What result came from their obedience?

The king was pleased with them.

8-) What controlled the second group when they entered the palace?

Their bad desires.

9-) What happened when they used certain drinks the wrong way?

They became drunk.

10-) What final result came from their rude behavior?

The king's soldiers seized them and put them in prison.

## **2sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 6 - CEVAPLAR**

1-) What does the palace owner want people to understand about him from the palace?

That he is the one behind it and they should know him.

2-) If the king shows mercy and kindness through gifts, what should people offer?

Thanks and respect.

3-) What do the unique marks on each artwork tell the people?

Every piece is his own work.

4-) What inner qualities helped the first group respond well?

Self-understanding, intelligence, and good hearts.

5-) What did they want to unlock or understand?

Its secrets.

6-) How did the first group listen?

Carefully.

7-) What did they do after learning the right way?

They followed it.

8-) How is their ignoring of truth described with their eyes and ears?

They would not look at the good and would not hear guidance.

9-) What did they do that showed they had no self-control?

They overate, slept, and drank wrongly.

10-) What was a fitting ending for people who behaved that way?

Being jailed.