

5sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 1

1-) What big project did the king begin to make for his purpose? (8 kelime)

He began

2-) What did the king use from his own wealth to decorate the palace? (8 kelime)

He used

3-) How was the palace connected to the king's own abilities? (14 kelime)

It was decorated

4-) What does the phrase about each group having a fitting table help us understand? (14 kelime)

It helps us

5-) What was the teacher meant to make known about the palace itself? (11 kelime)

He was

6-) What does it mean that the king invited subjects from all regions? (14 kelime)

It means the

7-) What help did the main teacher have in the palace? (9 kelime)

He had

8-) What happened after the teacher gathered with his students in the biggest room? (9 kelime)

He made

9-) What happened right before the teacher spoke to everyone? (17 kelime)

He remained with his

5sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 2

1-) What was the palace like in size and beauty? (8 kelime)

It was

2-) Into what did the king divide the palace? (9 kelime)

He divided

3-) Why were the food tables an important part of the palace? (11 kelime)

They showed

4-) Why is the banquet described in such a rich and impressive way? (14 kelime)

To show the

5-) What was special about the food prepared in the palace? (10 kelime)

It included

6-) Why did the king appoint a highest-ranking teacher? (18 kelime)

He appointed him to

7-) Why were the official ceremonies important? (11 kelime)

They showed

8-) What was one job of the teacher in relation to the visitors? (10 kelime)

He had

9-) What happened after all these arrangements were made? (6 kelime)

The

5sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 3

1-) What did the king do first in carrying out his plan? (5 kelime)

He

2-) What does the passage show about the king's personal role in the palace's beauty? (7 kelime)

He

3-) How do we know the king wanted the guests to feel honored? (12 kelime)

He prepared rich

4-) How was knowledge shown in the palace? (11 kelime)

It was

5-) What were the guests supposed to do at the palace besides eat? (13 kelime)

They were supposed

6-) What were the jewels and decorations supposed to help people notice? (13 kelime)

They were supposed

7-) What was one job of the teacher in relation to the palace owner? (14 kelime)

He had to

8-) What does the teacher's place in the largest room suggest? (11 kelime)

It suggests

9-) What was the teacher about to do at the very end of the target passage? (12 kelime)

He was about

5sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 4

1-) What details show that the palace was not plain or simple? (10 kelime)

It had

2-) What kinds of things from the king's own stores were used in the palace? (8 kelime)

Precious jewels

3-) How was wisdom shown in the way the palace was arranged? (9 kelime)

Everything was

4-) Who was invited to come to the palace? (12 kelime)

The king invited

5-) Why did the king need someone to tell people about the palace's maker? (11 kelime)

The visitors

6-) What was one job of the teacher in explaining the palace contents? (9 kelime)

He had

7-) What kind of guidance about actions did the teacher give, not just guidance about ideas? (9 kelime)

He gave

8-) What is the best summary of the teacher's overall job? (19 kelime)

His overall job was

9-) What else was the teacher told to teach the visitors about behavior? (16 kelime)

He was to teach

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

1-) What can you say about the palace from the way it was built and decorated? (10 kelime)

It was

2-) What three main features filled the palace according to the passage? (10 kelime)

It had

3-) How were the tables arranged for the guests? (9 kelime)

Each group

4-) Why was one teacher not enough by himself for the whole palace? (12 kelime)

The palace had

5-) From where did the invited people come? (9 kelime)

They came

6-) How would the teacher help visitors connect the palace to its owner? (15 kelime)

He would show

7-) What role did the assistants play in the teaching mission? (10 kelime)

They helped

8-) Why were assistants placed in each area of the palace? (9 kelime)

So guidance

9-) What does the use of assistants in every area tell us about the teaching in the palace? (14 kelime)

It shows the

5sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 6

1-) What did the king build in order to carry out his plan? (7 kelime)

He

2-) What did the king prepare after the palace was finished? (12 kelime)

He prepared large

3-) What two main things were visitors meant to do in the palace? (13 kelime)

They were meant

4-) What does the passage suggest about the banquet by saying it seemed to come through many arts? (12 kelime)

It suggests the

5-) What was the teacher supposed to reveal about the decorations and designs? (13 kelime)

He was supposed

6-) What was the teacher meant to explain about the jewelry and patterns? (15 kelime)

He was meant

7-) What did the teacher help people understand about the decorations? (14 kelime)

He helped them

8-) What kinds of things was the teacher supposed to explain about the palace decorations? (20 kelime)

He was supposed to explain

CEVAP ANAHTARI

5sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 1 - CEVAPLAR

- 1-) What big project did the king begin to make for his purpose?
He began building a huge and beautiful palace.
- 2-) What did the king use from his own wealth to decorate the palace?
He used valuable treasures and beautiful crafted works.
- 3-) How was the palace connected to the king's own abilities?
It was decorated and arranged by the king's own treasures, art, wisdom, and knowledge.
- 4-) What does the phrase about each group having a fitting table help us understand?
It helps us understand that the arrangements were thoughtful and suitable for different people.
- 5-) What was the teacher meant to make known about the palace itself?
He was meant to make known its purpose, meanings, and secrets.
- 6-) What does it mean that the king invited subjects from all regions?
It means the invitation was wide and meant for all parts of his kingdom.
- 7-) What help did the main teacher have in the palace?
He had assistants in every section of the palace.
- 8-) What happened after the teacher gathered with his students in the biggest room?
He made an announcement to all the people watching.
- 9-) What happened right before the teacher spoke to everyone?
He remained with his students in the largest room while his assistants were spread through the palace.

5sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 2 - CEVAPLAR

1-) What was the palace like in size and beauty?

It was very large, grand, and richly decorated.

2-) Into what did the king divide the palace?

He divided it into splendid rooms and living spaces.

3-) Why were the food tables an important part of the palace?

They showed generosity and gave blessings for the guests to enjoy.

4-) Why is the banquet described in such a rich and impressive way?

To show the king's generosity and the amazing care put into what was offered.

5-) What was special about the food prepared in the palace?

It included many kinds of delicious food and generous gifts.

6-) Why did the king appoint a highest-ranking teacher?

He appointed him to explain the palace, its maker, its decorations, and the right way to behave there.

7-) Why were the official ceremonies important?

They showed the respectful way the king wanted people to act.

8-) What was one job of the teacher in relation to the visitors?

He had to teach them the right manners and ceremonies.

9-) What happened after all these arrangements were made?

The teacher addressed all the spectators.

5sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 3 - CEVAPLAR

1-) What did the king do first in carrying out his plan?

He built a great palace.

2-) What does the passage show about the king's personal role in the palace's beauty?

He personally adorned it with great artistry.

3-) How do we know the king wanted the guests to feel honored?

He prepared rich tables, arranged them carefully, and invited people from everywhere.

4-) How was knowledge shown in the palace?

It was shown through remarkable and skillful works throughout the palace.

5-) What were the guests supposed to do at the palace besides eat?

They were supposed to look at the display and understand what it meant.

6-) What were the jewels and decorations supposed to help people notice?

They were supposed to help people notice the owner's excellence, wisdom, and art.

7-) What was one job of the teacher in relation to the palace owner?

He had to describe the maker and show the owner's qualities through the palace.

8-) What does the teacher's place in the largest room suggest?

It suggests he was the central guide for the people there.

9-) What was the teacher about to do at the very end of the target passage?

He was about to announce his message to all the people watching.

5sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 4 - CEVAPLAR

1-) What details show that the palace was not plain or simple?

It had magnificent rooms, precious decorations, and finely made works.

2-) What kinds of things from the king's own stores were used in the palace?

Precious jewels and other valuable treasures were used.

3-) How was wisdom shown in the way the palace was arranged?

Everything was organized with very fine and careful artistry.

4-) Who was invited to come to the palace?

The king invited people and subjects from all parts of his land.

5-) Why did the king need someone to tell people about the palace's maker?

The visitors would not understand the real meaning on their own.

6-) What was one job of the teacher in explaining the palace contents?

He had to explain what the things inside meant.

7-) What kind of guidance about actions did the teacher give, not just guidance about ideas?

He gave guidance about proper behavior and formal conduct.

8-) What is the best summary of the teacher's overall job?

His overall job was to help people understand the palace, its owner, and the right way to act there.

9-) What else was the teacher told to teach the visitors about behavior?

He was to teach the proper way to view everything and the ceremonies the king wanted.

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

1-) What can you say about the palace from the way it was built and decorated?

It was made with great beauty, order, and careful skill.

2-) What three main features filled the palace according to the passage?

It had splendid rooms, precious decorations, and beautiful crafted works.

3-) How were the tables arranged for the guests?

Each group was given a table that suited it.

4-) Why was one teacher not enough by himself for the whole palace?

The palace had many areas, so helpers were needed in each place.

5-) From where did the invited people come?

They came from every region of the king's lands.

6-) How would the teacher help visitors connect the palace to its owner?

He would show how the palace's beauty and order reflected the owner's perfection and skill.

7-) What role did the assistants play in the teaching mission?

They helped spread guidance through every part of the palace.

8-) Why were assistants placed in each area of the palace?

So guidance could reach people throughout the whole palace.

9-) What does the use of assistants in every area tell us about the teaching in the palace?

It shows the teaching was organized and meant to reach everyone throughout the palace.

5sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 6 - CEVAPLAR

1-) What did the king build in order to carry out his plan?

He built a grand and spacious palace.

2-) What did the king prepare after the palace was finished?

He prepared large tables full of many kinds of food and blessings.

3-) What two main things were visitors meant to do in the palace?

They were meant to enjoy the blessings and learn from what they saw.

4-) What does the passage suggest about the banquet by saying it seemed to come through many arts?

It suggests the banquet was prepared with amazing care, skill, and planning.

5-) What was the teacher supposed to reveal about the decorations and designs?

He was supposed to reveal their hidden meanings and what they pointed toward.

6-) What was the teacher meant to explain about the jewelry and patterns?

He was meant to explain what they represented and how they showed the owner's excellence.

7-) What did the teacher help people understand about the decorations?

He helped them understand that the decorations pointed to the owner's qualities and skill.

8-) What kinds of things was the teacher supposed to explain about the palace decorations?

He was supposed to explain their secrets, what they pointed to, and how they showed the owner's greatness and skill.