

5sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 1

1-) In the speech to the people, what does the king want them to learn about him? (11 kelime)
He wants

2-) How can people try to be loved by the king? (9 kelime)
By appreciating

3-) What is the right response to the king's mercy and kindness? (6 kelime)
The

4-) After the speech, into how many groups did the people divide? (5 kelime)
They

5-) What separated the people into two different groups? (12 kelime)
Their different responses

6-) What made them seek out the teacher? (13 kelime)
They wanted to

7-) How did the first group benefit from listening carefully? (15 kelime)
They accepted the

8-) What inner problem did the second group have? (9 kelime)
Their minds

9-) How does the passage show that the second group lacked discipline? (10 kelime)
They ate

10-) What mistake did the second group make with the special drinks? (7 kelime)
They

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

1-) What is the main message of the teacher's announcement to the people in the palace? (16 kelime)

The people should know

2-) Besides admiration, what relationship should people try to build with the king? (8 kelime)

They should

3-) What human response is asked for when love is shown in that way? (8 kelime)

The people

4-) What happened among the people after the teacher spoke? (6 kelime)

They

5-) What does the first group's self-knowledge tell us about them? (10 kelime)

It tells

6-) What was the first group's first big realization about the palace? (8 kelime)

They realized

7-) What did the first group do after learning the message? (10 kelime)

They lived

8-) What was the first sign of the second group's failure? (9 kelime)

They came

9-) How did they treat the message and warnings around them? (8 kelime)

They ignored

10-) What was the ending for people who behaved that way? (13 kelime)

They were arrested

5sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 3

1-) According to the teacher, why was the palace made and displayed? (13 kelime)

It was made

2-) If someone admires the king's art properly, what should that lead to? (9 kelime)

It should

3-) What do the special marks on each work show about the king? (15 kelime)

They show that

4-) What is taught by the special marks placed on all the works? (13 kelime)

They prove that

5-) Why was the first group able to think correctly about the palace? (9 kelime)

Because they

6-) How did the first group speak to the teacher? (18 kelime)

They greeted him with

7-) What was the result of the first group's careful listening? (8 kelime)

They benefited

8-) What ruled the second group when they came into the palace? (5 kelime)

Their

9-) How did the second group treat the teacher's guidance and the students' warnings? (4 kelime)

They

10-) How did their conduct relate to the king's rules? (6 kelime)

It

5sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 4

1-) What does the teacher tell the people the king wants through the palace? (12 kelime)

He wants the

2-) How can people answer the king's wish to be loved? (12 kelime)

They can answer

3-) What do the unique signs on the works teach about ownership? (10 kelime)

They teach

4-) After hearing the message, what truth were the people supposed to accept? (10 kelime)

They were

5-) What happened to the people in the palace after the teacher's message? (5 kelime)

They

6-) What was respectful about the first group's approach to the teacher? (11 kelime)

They greeted

7-) What did they do after accepting the teaching? (5 kelime)

They

8-) What kind of inner condition is described for the second group? (7 kelime)

They

9-) How did the second group affect the other guests? (10 kelime)

They bothered

10-) Why did the palace soldiers step in? (10 kelime)

Because the

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

1-) In simple words, what was the teacher trying to help the people do? (16 kelime)

He was trying to

2-) What response is wanted when the people notice the king's kindness and mercy in the blessings? (7 kelime)

They

3-) What should people offer when they see the king's mercy and kindness? (6 kelime)

They

4-) What belief should follow from seeing those signs? (11 kelime)

The people

5-) What made the first group want to learn more? (17 kelime)

They were amazed by

6-) Why did they go to the teacher instead of guessing by themselves? (9 kelime)

They understood

7-) What kind of life did the first group live after that? (9 kelime)

They lived

8-) What was wrong with the second group before they even acted badly? (10 kelime)

Their thinking

9-) What poor actions led the second group into deeper trouble? (16 kelime)

They ate like animals,

10-) What happened after they drank those liquids? (6 kelime)

They

5sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 6

1-) What does the teacher say is the king's purpose in showing the palace to the people? (9 kelime)
The king

2-) What should people do when they receive blessings from the king? (9 kelime)
They should

3-) What desire should grow in the people when they see the beauty in his works? (10 kelime)
They should

4-) What do the special seals on each beautiful work teach about the maker? (13 kelime)
They teach that

5-) What question puzzled the first group before they went to the teacher? (11 kelime)
They wondered

6-) How did the first group view the teacher? (13 kelime)
They saw him

7-) What happened after the teacher repeated the message to them? (11 kelime)
They listened

8-) What important things did the second group fail to notice? (11 kelime)
They missed

9-) What wrong use did they make of what was in the palace? (14 kelime)
They used special

10-) What happened after they became drunk? (8 kelime)
They shouted

CEVAP ANAHTARI

5sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 1 - CEVAPLAR

1-) In the speech to the people, what does the king want them to learn about him?

He wants them to know who he is and recognize him.

2-) How can people try to be loved by the king?

By appreciating the beauty and skill in his works.

3-) What is the right response to the king's mercy and kindness?

The right response is thankful respect.

4-) After the speech, into how many groups did the people divide?

They divided into two groups.

5-) What separated the people into two different groups?

Their different responses to the palace and the teacher's message separated them.

6-) What made them seek out the teacher?

They wanted to know the hidden meaning and understood he could explain it.

7-) How did the first group benefit from listening carefully?

They accepted the message, gained much from it, and acted the way the king wanted.

8-) What inner problem did the second group have?

Their minds were corrupt and their hearts were lifeless.

9-) How does the passage show that the second group lacked discipline?

They ate too much, slept carelessly, and misused the drinks.

10-) What mistake did the second group make with the special drinks?

They drank things meant for another purpose.

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

1-) What is the main message of the teacher's announcement to the people in the palace?

The people should know the king, love him, obey him, thank him, and accept his oneness.

2-) Besides admiration, what relationship should people try to build with the king?

They should try to become beloved to him.

3-) What human response is asked for when love is shown in that way?

The people should love him by obeying him.

4-) What happened among the people after the teacher spoke?

They split into two separate groups.

5-) What does the first group's self-knowledge tell us about them?

It tells us they were thoughtful and aware of themselves.

6-) What was the first group's first big realization about the palace?

They realized something very important was happening there.

7-) What did the first group do after learning the message?

They lived by it and behaved as the king wished.

8-) What was the first sign of the second group's failure?

They came in with damaged minds and darkened hearts.

9-) How did they treat the message and warnings around them?

They ignored both the teaching and the warnings.

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

They were arrested and put in a prison suited to their bad manners.

5sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 3 - CEVAPLAR

1-) According to the teacher, why was the palace made and displayed?

It was made so the king could be known through what he showed.

2-) If someone admires the king's art properly, what should that lead to?

It should lead to becoming loved by the king.

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

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

4-) What is taught by the special marks placed on all the works?

They prove that the works are his alone and point to his uniqueness.

5-) Why was the first group able to think correctly about the palace?

Because they had understanding, self-awareness, and hearts set right.

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

They greeted him with peace, honored him, and asked him to explain what the lord had taught him.

7-) What was the result of the first group's careful listening?

They benefited greatly and followed the king's will.

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

Their selfish desires ruled them.

9-) How did the second group treat the teacher's guidance and the students' warnings?

They ignored them completely.

10-) How did their conduct relate to the king's rules?

It broke and disrespected the rules.

5sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 4 - CEVAPLAR

- 1-) What does the teacher tell the people the king wants through the palace?
He wants the people to know him through what he has made.
- 2-) How can people answer the king's wish to be loved?
They can answer it by appreciating his art and admiring his works.
- 3-) What do the unique signs on the works teach about ownership?
They teach that each work belongs to the king alone.
- 4-) After hearing the message, what truth were the people supposed to accept?
They were supposed to accept the king's oneness and uniqueness.
- 5-) What happened to the people in the palace after the teacher's message?
They separated into two groups.
- 6-) What was respectful about the first group's approach to the teacher?
They greeted him politely and asked him humbly to teach them.
- 7-) What did they do after accepting the teaching?
They lived according to it.
- 8-) What kind of inner condition is described for the second group?
They had corrupted minds and darkened hearts.
- 9-) How did the second group affect the other guests?
They bothered and upset them with loud and rude behavior.
- 10-) Why did the palace soldiers step in?
Because the group's rude behavior went against the maker's rules.

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

1-) In simple words, what was the teacher trying to help the people do?

He was trying to help them understand the king and respond to him the right way.

2-) What response is wanted when the people notice the king's kindness and mercy in the blessings?

They should thank him and show respect.

3-) What should people offer when they see the king's mercy and kindness?

They should offer thanks with respect.

4-) What belief should follow from seeing those signs?

The people should believe the king has no equal or partner.

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

They were amazed by what they saw and wanted to know the secret and meaning behind it.

6-) Why did they go to the teacher instead of guessing by themselves?

They understood that he had the explanation they needed.

7-) What kind of life did the first group live after that?

They lived in a way that pleased the king.

8-) What was wrong with the second group before they even acted badly?

Their thinking was spoiled and their hearts had become dark.

9-) What poor actions led the second group into deeper trouble?

They ate like animals, slept carelessly, drank what was not meant for them, and got drunk.

10-) What happened after they drank those liquids?

They got drunk and shouted loudly.

5sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 6 - CEVAPLAR

1-) What does the teacher say is the king's purpose in showing the palace to the people?

The king wants to make himself known to them.

2-) What should people do when they receive blessings from the king?

They should obey him, respect him, and thank him.

3-) What desire should grow in the people when they see the beauty in his works?

They should desire to see him and win his approval.

4-) What do the special seals on each beautiful work teach about the maker?

They teach that he made them himself and that all belong to him.

5-) What question puzzled the first group before they went to the teacher?

They wondered what secret meaning and hidden key the palace had.

6-) How did the first group view the teacher?

They saw him as a truthful and precise guide who was needed there.

7-) What happened after the teacher repeated the message to them?

They listened carefully, accepted it, and gained much good from it.

8-) What important things did the second group fail to notice?

They missed the palace's meanings, the teacher's guidance, and the warnings.

9-) What wrong use did they make of what was in the palace?

They used special drinks in a way they were not meant to be used.

10-) What happened after they became drunk?

They shouted loudly and disturbed the other guests.