

8sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 1

1-) What major project did the king begin after deciding to show his greatness and treasures? (7 kelime)

He

2-) What can we infer from the king decorating the palace with treasures from his own stores? (18 kelime)

It suggests that the

3-) How does the passage show that the banquet was extremely generous? (18 kelime)

It says the meal

4-) How did wisdom and knowledge appear in the palace? (12 kelime)

They appeared in

5-) Why would each group have its own fitting table instead of everyone being treated exactly the same way? (15 kelime)

It suggests that

6-) What did the teacher explain about the artistic works inside the palace? (13 kelime)

He explained what

7-) Besides explaining the palace, what else was the teacher supposed to make known? (19 kelime)

He was to describe

8-) Why did the people need to be taught the correct manners for viewing the palace? (16 kelime)
Because the king had

9-) What can we understand from the teacher's assistants being placed in each part of the palace? (10 kelime)
Guidance was

10-) How does this passage prepare the reader for what comes next? (18 kelime)
It sets up the

8sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 2

1-) What does the palace itself show about the king's intentions? (17 kelime)

It shows that he

2-) What two things were especially spread through the palace to impress the guests? (6 kelime)

Valuable

3-) What does the passage say about the king's own involvement in the palace's beauty? (10 kelime)

It shows

4-) What does the rich banquet add to the meaning of the palace? (11 kelime)

It shows

5-) What hidden aspect of the palace was the teacher supposed to uncover? (15 kelime)

He was supposed

6-) What was one main duty of that teacher? (17 kelime)

He was to explain

7-) What connection did the teacher make between the beauty of the palace and the owner? (17 kelime)

He showed that the

8-) How was the teaching organized across the palace? (16 kelime)

The main teacher stayed

9-) How do the assistants support the teacher's mission? (15 kelime)
They carry the

10-) Where was the teacher himself when he addressed the people?
(15 kelime)
He was in

8sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muararif-ustadin-tayini - Set 3

1-) In your own words, describe the palace the king built. (15 kelime)

It was a

2-) What kinds of things did the king use to decorate the palace? (10 kelime)

He used

3-) How does the passage show both beauty and planning in the palace? (13 kelime)

It describes fine

4-) Why is the teacher called both a teacher and an instructor in meaning? (17 kelime)

Because he was not

5-) Who did the king appoint after inviting the people? (9 kelime)

He appointed

6-) According to the passage, was the teacher's job only to describe objects, or also to teach their deeper meaning? (11 kelime)

He was

7-) What do the words about the king not appearing directly suggest about the teacher's role? (18 kelime)

They suggest that the

8-) Why did the teacher explain proper behavior, not just information?

(16 kelime)

Because understanding alone was

9-) What overall lesson about understanding appearances can be taken from this passage? (21 kelime)

Beautiful things should not be

8sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 4

1-) What happened first in the passage: the appointment of the teacher or the preparation of the banquet? (13 kelime)

The banquet and

2-) Why is the palace described as both vast and majestic? (15 kelime)

To show that

3-) What details show the king's skill and wisdom? (13 kelime)

The palace was

4-) Why did the king invite people from all parts of his land? (15 kelime)

He wanted them

5-) What does the appointment of a supreme commander as teacher show about the importance of the message? (14 kelime)

It shows that

6-) Why did visitors need instruction about official ceremonies? (13 kelime)

They needed to

7-) What did the teacher explain about the relationship between the palace and its owner? (15 kelime)

He explained that

8-) What does the teacher's role tell us about the guests? (12 kelime)

It tells us

9-) Did the teacher work completely alone in every part of the palace, or was help given to him? (9 kelime)

He had

8sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muararif-ustadin-tayini - Set 5

1-) What big idea connects the building, decorating, feeding, and teaching in this passage? (16 kelime)

All of them serve

2-) What details in the passage show the king's generosity? (19 kelime)

He spread many kinds

3-) How were the tables arranged for the guests? (7 kelime)

Each

4-) Why would the people need a teacher in such a palace? (17 kelime)

They needed someone to

5-) What did the teacher teach about the arts found in the palace? (10 kelime)

He taught

6-) Name two responsibilities of the teacher. (16 kelime)

He had to explain

7-) Why did the king need an instructor if the palace was already full of signs of greatness? (11 kelime)

Because people

8-) What can we infer from the teacher remaining in the largest apartment among his students? (16 kelime)

He held the central

9-) Why did the teacher stay in the largest apartment while his assistants were in other areas? (14 kelime)

It suggests that

8sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muararif-ustadin-tayini - Set 6

1-) Summarize the passage in one or two sentences. (37 kelime)

A king built and richly decorated a great palace,

2-) What did the king prepare for the people after finishing the palace?
(13 kelime)

He prepared wide

3-) What does giving each group its own fitting table suggest about the king? (12 kelime)

It suggests that

4-) What was the teacher expected to explain about the decorations?
(13 kelime)

He was expected

5-) What title or position was given to the one who would teach the people? (8 kelime)

He was

6-) What is the difference between simply seeing the jewels and understanding them rightly? (13 kelime)

Seeing notices their

7-) Why is it important that the king did not appear directly in this part of the story? (14 kelime)

It makes the

8-) What practical guidance did the teacher give the people about visiting the palace? (14 kelime)
He taught them

9-) What did the teacher do while staying in the largest room? (8 kelime)
He addressed

CEVAP ANAHTARI

8sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muararif-ustadin-tayini - Set 1 - CEVAPLAR

1-) What major project did the king begin after deciding to show his greatness and treasures?

He began building a huge, impressive palace.

2-) What can we infer from the king decorating the palace with treasures from his own stores?

It suggests that the palace was meant to reveal what belonged to him and to show his excellence.

3-) How does the passage show that the banquet was extremely generous?

It says the meal included many kinds of delicious things and was arranged with great care and richness.

4-) How did wisdom and knowledge appear in the palace?

They appeared in the careful order, subtle design, and remarkable crafted details.

5-) Why would each group have its own fitting table instead of everyone being treated exactly the same way?

It suggests that the king provided in a way suited to different groups and situations.

6-) What did the teacher explain about the artistic works inside the palace?

He explained what they pointed to and how they reflected the owner's qualities.

7-) Besides explaining the palace, what else was the teacher supposed to make known?

He was to describe the maker, explain the secrets of the decorations, and show what the artworks pointed to.

8-) Why did the people need to be taught the correct manners for viewing the palace?

Because the king had a desired way for his guests to respond to what they saw.

9-) What can we understand from the teacher's assistants being placed in each part of the palace?

Guidance was meant to reach visitors everywhere in the palace.

10-) How does this passage prepare the reader for what comes next?
It sets up the speaker's announcement by showing why the people need guidance to understand the palace correctly.

8sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muararif-ustadin-tayini - Set 2 - CEVAPLAR

1-) What does the palace itself show about the king's intentions?
It shows that he wanted to display his riches, skill, wisdom, and knowledge in a grand way.

2-) What two things were especially spread through the palace to impress the guests?

Valuable ornaments and beautifully prepared food.

3-) What does the passage say about the king's own involvement in the palace's beauty?

It shows that he personally adorned it with skillful works.

4-) What does the rich banquet add to the meaning of the palace?
It shows the king's generosity along with his power and artistry.

5-) What hidden aspect of the palace was the teacher supposed to uncover?

He was supposed to uncover the purposes, secrets, and meanings behind what the people saw.

6-) What was one main duty of that teacher?

He was to explain the purpose of the palace and the meaning of what was inside it.

7-) What connection did the teacher make between the beauty of the palace and the owner?

He showed that the beauty and artistry of the palace pointed to the owner's perfections and skills.

8-) How was the teaching organized across the palace?

The main teacher stayed in the central large room, and helpers served in the other sections.

9-) How do the assistants support the teacher's mission?

They carry the teaching throughout the palace so people in every area can be guided.

10-) Where was the teacher himself when he addressed the people?

He was in the largest room among his students, making an announcement to everyone there.

8sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 3 - CEVAPLAR

1-) In your own words, describe the palace the king built.

It was a large, splendid place with many rooms, rich decorations, and carefully arranged beauty.

2-) What kinds of things did the king use to decorate the palace?

He used jewels, beautiful crafted works, and carefully arranged decorations.

3-) How does the passage show both beauty and planning in the palace?

It describes fine ornaments and also careful arrangement, wise order, and suitable placement.

4-) Why is the teacher called both a teacher and an instructor in meaning?

Because he was not only giving facts but also training the people how to understand and behave.

5-) Who did the king appoint after inviting the people?

He appointed a highest-ranking commander to teach the people.

6-) According to the passage, was the teacher's job only to describe objects, or also to teach their deeper meaning?

He was to do both, especially to teach their deeper meaning.

7-) What do the words about the king not appearing directly suggest about the teacher's role?

They suggest that the teacher was necessary as the one who conveyed the king's will to the people.

8-) Why did the teacher explain proper behavior, not just information?

Because understanding alone was not enough; the guests also needed to act in the right way.

9-) What overall lesson about understanding appearances can be taken from this passage?

Beautiful things should not be looked at only on the surface; they should be understood for the deeper meanings they carry.

8sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 4 - CEVAPLAR

1-) What happened first in the passage: the appointment of the teacher or the preparation of the banquet?

The banquet and palace arrangements came first, and the teacher was appointed later.

2-) Why is the palace described as both vast and majestic?

To show that it was not ordinary, but built to display greatness and inspire wonder.

3-) What details show the king's skill and wisdom?

The palace was beautifully adorned, carefully ordered, and filled with meaningful artistic works.

4-) Why did the king invite people from all parts of his land?

He wanted them to eat and also to look at the palace and its display.

5-) What does the appointment of a supreme commander as teacher show about the importance of the message?

It shows that the message was serious, official, and central to the whole palace.

6-) Why did visitors need instruction about official ceremonies?

They needed to know how the unseen king wanted things to be done.

7-) What did the teacher explain about the relationship between the palace and its owner?

He explained that what was in the palace pointed to the owner's qualities and excellence.

8-) What does the teacher's role tell us about the guests?

It tells us the guests needed guidance in both understanding and behavior.

9-) Did the teacher work completely alone in every part of the palace, or was help given to him?

He had helpers in each section of the palace.

8sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muararif-ustadin-tayini - Set 5 - CEVAPLAR

1-) What big idea connects the building, decorating, feeding, and teaching in this passage?

All of them serve the purpose of showing the king's greatness and helping people understand it.

2-) What details in the passage show the king's generosity?

He spread many kinds of excellent food, invited people from all over, and arranged fitting tables for different groups.

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

Each group was given a suitable table.

4-) Why would the people need a teacher in such a palace?

They needed someone to explain what they were seeing so they would not miss the real meaning.

5-) What did the teacher teach about the arts found in the palace?

He taught what those arts were indicating about the owner.

6-) Name two responsibilities of the teacher.

He had to explain the palace's purpose and teach what the decorations and arts were showing.

7-) Why did the king need an instructor if the palace was already full of signs of greatness?

Because people might look without understanding unless someone explained the meanings.

8-) What can we infer from the teacher remaining in the largest apartment among his students?

He held the central place of leadership in teaching and gave the main message from there.

9-) Why did the teacher stay in the largest apartment while his assistants were in other areas?

It suggests that he was the main instructor and the center of the teaching.

8sinif 11-soz-eng-with-arabic-p02-onbirinci-soz-kasrin-kurulusu-ve-muarrif-ustadin-tayini - Set 6 - CEVAPLAR

1-) Summarize the passage in one or two sentences.

A king built and richly decorated a great palace, prepared a generous feast, and invited his people. Then he appointed a chief teacher, with helpers, to explain the palace, its meanings, and the proper way to respond.

2-) What did the king prepare for the people after finishing the palace? He prepared wide dining tables with many kinds of delicious food and blessings.

3-) What does giving each group its own fitting table suggest about the king?

It suggests that he was organized, thoughtful, and generous to different people.

4-) What was the teacher expected to explain about the decorations? He was expected to explain their hidden meanings and the secrets behind them.

5-) What title or position was given to the one who would teach the people?

He was made the chief commander and instructor.

6-) What is the difference between simply seeing the jewels and understanding them rightly?

Seeing notices their appearance, but understanding sees what they reveal about the owner.

7-) Why is it important that the king did not appear directly in this part of the story?

It makes the teacher's explanation necessary for the people to know the king's wishes.

8-) What practical guidance did the teacher give the people about visiting the palace?

He taught them the proper way to behave and the ceremonies the king wanted.

9-) What did the teacher do while staying in the largest room?

He addressed all the spectators with an announcement.