

## **8sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 1**

1-) What does the speaker say the ruler wants people to do first? (14 kelime)

He wants them

2-) What does the passage teach people to do when they see beautiful design and decoration? (9 kelime)

They should

3-) What two responses are expected from people when they receive these blessings? (3 kelime)

4-) What does the special mark placed on each work show? (13 kelime)  
It shows that

5-) Which three qualities are praised in the first group? (5 kelime)  
Self-knowledge,

6-) What question pushed the first group to seek more than surface enjoyment? (12 kelime)

They wanted to

7-) How did the first group react to the instructor's message? (9 kelime)  
They listened

8-) What happened because the ruler was pleased with them? (12 kelime)

He welcomed them

9-) What limited view did the second group have of the palace? (8 kelime)

They cared

10-) What happened after the second group became drunk? (9 kelime)

They shouted,

## **8sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 2**

1-) In the announcement, what is the main reason given for building and decorating the palace? (12 kelime)

It is to

2-) What should admiration of the ruler's works lead to? (8 kelime)

It should

3-) What does the passage connect with the ruler's mercy and kindness? (10 kelime)

The same

4-) What idea about uniqueness is taught through those signs? (12 kelime)

The ruler is

5-) What happened right after the teacher's message to the crowd? (6 kelime)

The

6-) What did the first group refuse to believe about the palace? (11 kelime)

They refused

7-) What sequence of actions led the first group to success? (12 kelime)

They listened, accepted

8-) Why was that reward suitable for them? (8 kelime)

Because they

9-) What did the second group choose over reflection and guidance? (7  
kelime)

They

10-) How did their private wrongdoing become a public problem? (7  
kelime)

Their

## **8sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 3**

1-) Who is being spoken to in the instructor's announcement? (8 kelime)

The people

2-) What is the right human response to seeing skill and beauty in the palace? (9 kelime)

To appreciate

3-) What response is expected when people see the ruler's mercy and compassion in the blessings? (7 kelime)

They

4-) What conclusion should the audience reach about the ruler after hearing this? (9 kelime)

They should

5-) What inner strengths marked the first group? (5 kelime)

Clear

6-) Why did the first group go to the instructor? (10 kelime)

They realized

7-) How did the first group benefit from the instructor? (11 kelime)

They listened

8-) What was the reward for their response in both place and condition? (10 kelime)

They were

9-) How did the second group treat the teacher's guidance? (7 kelime)  
They

10-) How did the second group affect the other guests? (5 kelime)  
They

## **8sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 4**

1-) What is one major lesson of the instructor's speech about the ruler's purpose? (13 kelime)

The ruler wants

2-) What should people do when they admire the ruler's craftsmanship? (8 kelime)

They should

3-) What does the passage suggest people should feel when they see the ruler's beauty in his works? (11 kelime)

They should

4-) What is the meaning of the ruler placing a distinct sign on every work? (13 kelime)

It means every

5-) What major change happened among the audience after the speech? (10 kelime)

They split

6-) What does the first group's greeting and request show about their attitude? (8 kelime)

It shows

7-) What does the first group's behavior toward the instructor teach about learning? (11 kelime)

True learning

8-) What lasting blessing was given along with that welcome? (5 kelime)

They

9-) How did the second group treat the signs of goodness and the words of guidance? (13 kelime)

They ignored both

10-) In what way did they offend the ruler? (7 kelime)

They

## **8sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 5**

1-) What does the speech teach about why the palace exists? (14 kelime)

It exists to

2-) What do the gifts and blessings show about the ruler's attitude toward the people? (12 kelime)

They show that

3-) What is the purpose of showing works of perfection and great beauty? (14 kelime)

To let people

4-) What truth about the ruler's nature is emphasized by those signs? (8 kelime)

He is

5-) What good qualities did the first group have? (7 kelime)

They

6-) Why did they see the instructor as necessary? (10 kelime)

Because they

7-) What was their attitude while listening to the explanation? (8 kelime)

They were

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

badly? (9 kelime)

Their thinking

9-) How did the second group respond to instruction and warning? (9 kelime)

They shut

10-) Why were the guards sent against them? (10 kelime)

Because they

## **8sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 6**

1-) According to the instructor, what does the ruler want from the people through the palace? (13 kelime)

He wants them

2-) What does the ruler's giving of blessings show besides power? (6 kelime)

It

3-) Which action is connected to love in the speech? (4 kelime)

Loving

4-) What do the special signs on every artwork prove about ownership? (9 kelime)

They prove

5-) What question shows the first group wanted deeper understanding? (13 kelime)

They wanted to

6-) What moved the first group from wonder to learning? (13 kelime)

Their curiosity led

7-) After hearing him, what three things did the first group do? (10 kelime)

They listened

8-) What caused the second group to fail morally and spiritually? (6 kelime)

Their

9-) How does the passage show the second group lacked self-control?  
(9 kelime)

They overate,

10-) Who suffered from the second group's behavior before the  
punishment came? (8 kelime)

The other

## CEVAP ANAHTARI

## **8sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti- ve-iki-guruhun-tavri - Set 1 - CEVAPLAR**

1-) What does the speaker say the ruler wants people to do first?

He wants them to know who their ruler is and try to recognize him.

2-) What does the passage teach people to do when they see beautiful design and decoration?

They should recognize the ruler and admire his skill.

3-) What two responses are expected from people when they receive these blessings?

Obedience and thankfulness.

4-) What does the special mark placed on each work show?

It shows that each thing belongs to him and comes from him alone.

5-) Which three qualities are praised in the first group?

Self-knowledge, intelligence, and upright hearts.

6-) What question pushed the first group to seek more than surface enjoyment?

They wanted to know the hidden explanation behind what they were seeing.

7-) How did the first group react to the instructor's message?

They listened carefully, accepted it, and benefited from it.

8-) What happened because the ruler was pleased with them?

He welcomed them into a higher palace and granted them ongoing happiness.

9-) What limited view did the second group have of the palace?

They cared only about eating and enjoying themselves.

10-) What happened after the second group became drunk?

They shouted, disturbed others, and broke the ruler's rules.

## **8sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti- ve-iki-guruhun-tavri - Set 2 - CEVAPLAR**

1-) In the announcement, what is the main reason given for building and decorating the palace?

It is to help people know the ruler and understand his greatness.

2-) What should admiration of the ruler's works lead to?

It should lead people to seek his love.

3-) What does the passage connect with the ruler's mercy and kindness?

The same blessings and gifts show his compassion and gentleness.

4-) What idea about uniqueness is taught through those signs?

The ruler is completely one of a kind and without any partner.

5-) What happened right after the teacher's message to the crowd?

The crowd divided into two groups.

6-) What did the first group refuse to believe about the palace?

They refused to believe it was pointless or just for play.

7-) What sequence of actions led the first group to success?

They listened, accepted the message, benefited from it, and acted on it.

8-) Why was that reward suitable for them?

Because they were obedient, well-mannered, and worthy guests.

9-) What did the second group choose over reflection and guidance?

They chose food, pleasure, and careless enjoyment.

10-) How did their private wrongdoing become a public problem?

Their drunken shouting disturbed the other guests.

## **8sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 3 - CEVAPLAR**

1-) Who is being spoken to in the instructor's announcement?

The people who came to see the palace.

2-) What is the right human response to seeing skill and beauty in the palace?

To appreciate it and try to please the ruler.

3-) What response is expected when people see the ruler's mercy and compassion in the blessings?

They should thank him and show respect.

4-) What conclusion should the audience reach about the ruler after hearing this?

They should believe he is one, unmatched, and independent.

5-) What inner strengths marked the first group?

Clear awareness, intelligence, and good-heartedness.

6-) Why did the first group go to the instructor?

They realized he had the answers to the palace's secrets.

7-) How did the first group benefit from the instructor?

They listened with care, accepted his teaching, and learned from it.

8-) What was the reward for their response in both place and condition?

They were given a higher palace and made always happy.

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

They ignored it and refused to listen.

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

They disturbed and upset them.

## **8sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 4 - CEVAPLAR**

1-) What is one major lesson of the instructor's speech about the ruler's purpose?

The ruler wants the people to know him through what he has made.

2-) What should people do when they admire the ruler's craftsmanship?

They should seek to be loved by him.

3-) What does the passage suggest people should feel when they see the ruler's beauty in his works?

They should want to see him and be close to him.

4-) What is the meaning of the ruler placing a distinct sign on every work?

It means every work belongs to him and points back to him alone.

5-) What major change happened among the audience after the speech?

They split into a good group and a bad group.

6-) What does the first group's greeting and request show about their attitude?

It shows humility, respect, and eagerness to learn.

7-) What does the first group's behavior toward the instructor teach about learning?

True learning needs respect, careful listening, and willingness to accept guidance.

8-) What lasting blessing was given along with that welcome?

They were made permanently happy.

9-) How did the second group treat the signs of goodness and the words of guidance?

They ignored both the good qualities in the palace and the teacher's warnings.

10-) In what way did they offend the ruler?

They behaved without manners against his rules.

## **8sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti- ve-iki-guruhun-tavri - Set 5 - CEVAPLAR**

1-) What does the speech teach about why the palace exists?

It exists to help the people recognize the ruler and respond to him rightly.

2-) What do the gifts and blessings show about the ruler's attitude toward the people?

They show that he cares for them and treats them with kindness.

3-) What is the purpose of showing works of perfection and great beauty?

To let people see something of the ruler's excellence and desire closeness to him.

4-) What truth about the ruler's nature is emphasized by those signs?

He is one, unique, and beyond any equal.

5-) What good qualities did the first group have?

They had self-awareness, intelligence, and sound hearts.

6-) Why did they see the instructor as necessary?

Because they understood that he could explain the mysteries properly.

7-) What was their attitude while listening to the explanation?

They were careful, accepting, and ready to benefit.

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

Their thinking was spoiled and their hearts were darkened.

9-) How did the second group respond to instruction and warning?

They shut it out and would not pay attention.

10-) Why were the guards sent against them?

Because they acted with bad manners before the ruler's order.

## **8sinif 11-soz-eng-with-arabic-p03-temsil-muarrifin-daveti-ve-iki-guruhun-tavri - Set 6 - CEVAPLAR**

1-) According to the instructor, what does the ruler want from the people through the palace?

He wants them to know him, love him, obey him, and thank him.

2-) What does the ruler's giving of blessings show besides power?

It shows love, mercy, and generosity.

3-) Which action is connected to love in the speech?

Loving him through obedience.

4-) What do the special signs on every artwork prove about ownership?

They prove every piece belongs to the ruler alone.

5-) What question shows the first group wanted deeper understanding?

They wanted to know the secret behind the palace and what it contained.

6-) What moved the first group from wonder to learning?

Their curiosity led them to seek the one who could explain the secrets.

7-) After hearing him, what three things did the first group do?

They listened carefully, accepted the teaching, and acted on it.

8-) What caused the second group to fail morally and spiritually?

Their selfish inner desires controlled them.

9-) How does the passage show the second group lacked self-control?

They overate, drank wrongly, became drunk, and acted wildly.

10-) Who suffered from the second group's behavior before the punishment came?

The other guests suffered because they were disturbed.