

lisans 11-soz-eng-with-arabic-p11-fuccar-ile-nefsin-ikazi-yanlis-sarfin-temsille-izahi-ve-nefsin-uyarilmasi - Set 1

1-) What main lesson does the comparison teach about human abilities and senses? (15 kelime)

They were not

2-) Who are the main figures in the comparison? (5 kelime)

An

3-) What details show that the second servant's assignment was more important? (10 kelime)

He received

4-) Why would a sensible person know that the second servant's larger sum was not just for clothing? (23 kelime)

Because a much smaller amount

5-) Why is the written note especially important to the meaning of the passage? (16 kelime)

It represents guidance that

6-) What kind of behavior does the employer's punishment respond to? (10 kelime)

It responds

7-) Why was the employer justified in punishing the second servant? (20 kelime)

Because he wasted a large

8-) Why does the passage say that living this way is like an animal, or

worse? (17 kelime)
Because it reduces a

9-) What kind of fall is described for someone who ignores that
purpose? (12 kelime)
It is a

lisans 11-soz-eng-with-arabic-p11-fuccar-ile-nefsin-ikazi-yanlis-sarfin-temsille-izahi-ve-nefsin-uyarilmasi - Set 2

1-) What claim is made at the start of the passage about the purpose of human faculties? (15 kelime)

Their purpose is

2-) How does the story use money to make its point? (14 kelime)

It uses different

3-) What two clues showed that the second servant had a special mission? (13 kelime)

The large sum

4-) What does the second servant's failure to read the paper reveal about him? (9 kelime)

It reveals

5-) Why is the second servant's purchase described as even worse than the first servant's outcome? (15 kelime)

Because despite having

6-) Why is the employer's severe reaction understandable within the story? (16 kelime)

Because the servant misused

7-) In the direct advice after the story, who is being addressed? (17 kelime)

The speaker addresses the

8-) How does the passage define true human excellence indirectly? (15 kelime)

It suggests that

9-) What view of the human being stands behind the warning? (17 kelime)

Human beings are seen

lisans 11-soz-eng-with-arabic-p11-fuccar-ile-nefsin-ikazi-yanlis-sarfin-temsille-izahi-ve-nefsin-uyarilmasi - Set 3

1-) What kind of reading does the passage ask the reader to do with the comparison? (16 kelime)

It asks the reader

2-) What was the first servant's assignment in simple terms? (5 kelime)

He

3-) What extra thing was placed in the second servant's pocket, and why does that matter? (21 kelime)

He had a written note

4-) What wrong assumption did the second servant make? (11 kelime)

He assumed

5-) What is the significance of the second servant receiving poorer cloth after spending more? (13 kelime)

It shows that

6-) What was the result of the second servant's purchase? (13 kelime)

He ended up

7-) What are "pleasures of the flesh" in this passage? (11 kelime)

They are

8-) How does the passage connect dignity with purpose? (14 kelime)

It teaches that

9-) According to the passage, what happens if a human being lives only for physical pleasure? (13 kelime)

That person falls

lisans 11-soz-eng-with-arabic-p11-fuccar-ile-nefsin-ikazi-yanlis-sarfin-temsille-izahi-ve-nefsin-uyarilmasi - Set 4

1-) What is the passage trying to correct in the reader's thinking about life? (16 kelime)

It is correcting the

2-) Why is the first servant's purchase important to the logic of the comparison? (20 kelime)

It proves that a small

3-) What should the second servant have understood from receiving much more money plus written directions? (17 kelime)

He should have understood

4-) What role does thoughtless imitation play in the second servant's failure? (11 kelime)

He copied

5-) What does the second servant's final result teach about wasted ability? (17 kelime)

It teaches that great

6-) What moral idea is highlighted by the employer's anger? (5 kelime)

Greater

7-) What does the passage suggest about a person who gives all his energy to appetite? (8 kelime)

He wastes

8-) How does the passage use the number fifty rhetorically? (19 kelime)

It highlights the huge

9-) What central warning ties the whole passage together? (16 kelime)
Misusing higher human capacities

lisans 11-soz-eng-with-arabic-p11-fuccar-ile-nefsin-ikazi-yanlis-sarfin-temsille-izahi-ve-nefsin-uyarilmasi - Set 5

1-) What comparison is introduced to explain the purpose of human faculties? (14 kelime)

A story about

2-) How much money did the first servant receive, and what did he do with it? (13 kelime)

He received twenty

3-) What signs showed that the second servant had a broader assignment? (15 kelime)

He was given

4-) Why does the passage mention that anyone sensible would understand the difference between the two cases? (16 kelime)

To show that the

5-) How did the second servant decide what to do with the money? (11 kelime)

He copied

6-) How does the phrase about severe blame and punishment function in the comparison? (11 kelime)

It stresses

7-) What does the passage imply about human potential compared with animal life? (13 kelime)

Human potential is

8-) What are readers told not to do with that capital? (14 kelime)
They are told

9-) State the main message of the passage in one sentence. (23 kelime)
Human life and faculties are

lisans 11-soz-eng-with-arabic-p11-fuccar-ile-nefsin-ikazi-yanlis-sarfin-temsille-izahi-ve-nefsin-uyarilmasi - Set 6

1-) What does the passage say human faculties were not created for?
(15 kelime)

They were not

2-) What does the first servant's action show about the cost of the clothing task? (14 kelime)

It shows that

3-) What should the second servant have done before spending anything? (11 kelime)

He should

4-) What does looking at the first servant represent in the comparison?
(9 kelime)

It represents

5-) How does the poor-quality suit strengthen the point of the comparison? (24 kelime)

It shows that misuse of a

6-) In the warning section, what does "fleeting life" emphasize? (11 kelime)

It emphasizes

7-) What kind of life is criticized in the closing warning? (9 kelime)

A life

8-) What ironic outcome is described for a person who lives only for appetite? (13 kelime)
Even with greater

9-) What practical self-advice comes from this passage? (18 kelime)
A person should use

CEVAP ANAHTARI

**lisans 11-soz-eng-with-arabic-p11-fuccar-ile-nefsin-ikazi-
yanlis-sarfin-temsille-izahi-ve-nefsin-uyarilmasi - Set 1 -
CEVAPLAR**

1-) What main lesson does the comparison teach about human abilities and senses?

They were not given mainly for chasing worldly comfort like animals, but for higher purposes.

2-) Who are the main figures in the comparison?

An employer and two servants.

3-) What details show that the second servant's assignment was more important?

He received far more money and also carried written instructions.

4-) Why would a sensible person know that the second servant's larger sum was not just for clothing?

Because a much smaller amount had already been enough to buy excellent clothes, so the much larger amount clearly pointed to another purpose.

5-) Why is the written note especially important to the meaning of the passage?

It represents guidance that should direct a person's use of what has been entrusted to him.

6-) What kind of behavior does the employer's punishment respond to?

It responds to stupidity, waste, and betrayal of a trust.

7-) Why was the employer justified in punishing the second servant?

Because he wasted a large trust, ignored guidance, acted foolishly, and misused what had been given for a different purpose.

8-) Why does the passage say that living this way is like an animal, or worse?

Because it reduces a human being to serving appetite alone, despite having been given much higher capacities.

9-) What kind of fall is described for someone who ignores that purpose?

It is a moral and spiritual decline to a level beneath animals.

**lisans 11-soz-eng-with-arabic-p11-fuccar-ile-nefsin-ikazi-
yanlis-sarfin-temsille-izahi-ve-nefsin-uyarilmasi - Set 2 -
CEVAPLAR**

1-) What claim is made at the start of the passage about the purpose of human faculties?

Their purpose is not merely to secure a worldly life like that of an animal.

2-) How does the story use money to make its point?

It uses different sums of money to show different levels of duty and purpose.

3-) What two clues showed that the second servant had a special mission?

The large sum of money and the written paper placed in his pocket.

4-) What does the second servant's failure to read the paper reveal about him?

It reveals carelessness, poor judgment, and lack of responsibility.

5-) Why is the second servant's purchase described as even worse than the first servant's outcome?

Because despite having much more to work with, he ended up with something far inferior.

6-) Why is the employer's severe reaction understandable within the story?

Because the servant misused a major trust and acted against clear signs of a greater assignment.

7-) In the direct advice after the story, who is being addressed?

The speaker addresses the self and a close companion, urging them to wake up and think clearly.

8-) How does the passage define true human excellence indirectly?

It suggests that true human excellence comes from using one's greater gifts for higher ends.

9-) What view of the human being stands behind the warning?

Human beings are seen as entrusted with far more than animals and therefore responsible for higher living.

lisans 11-soz-eng-with-arabic-p11-fuccar-ile-nefsin-ikazi-yanlis-sarfin-temsille-izahi-ve-nefsin-uyarilmasi - Set 3 - CEVAPLAR

1-) What kind of reading does the passage ask the reader to do with the comparison?

It asks the reader to think deeply about its meaning rather than just its surface story.

2-) What was the first servant's assignment in simple terms?

He was to obtain clothing.

3-) What extra thing was placed in the second servant's pocket, and why does that matter?

He had a written note with instructions, which mattered because it showed he had a bigger task than simply buying clothes.

4-) What wrong assumption did the second servant make?

He assumed his task was the same as the first servant's.

5-) What is the significance of the second servant receiving poorer cloth after spending more?

It shows that misuse of greater resources can produce a more shameful result.

6-) What was the result of the second servant's purchase?

He ended up with very poor clothing, much worse than the other servant's.

7-) What are "pleasures of the flesh" in this passage?

They are bodily enjoyments and appetites tied to temporary worldly life.

8-) How does the passage connect dignity with purpose?

It teaches that dignity depends on using one's higher capacities for the right ends.

9-) According to the passage, what happens if a human being lives only for physical pleasure?

That person falls below animals in worth, despite being given far greater capacity.

**lisans 11-soz-eng-with-arabic-p11-fuccar-ile-nefsin-ikazi-
yanlis-sarfin-temsille-izahi-ve-nefsin-uyarilmasi - Set 4 -
CEVAPLAR**

1-) What is the passage trying to correct in the reader's thinking about life?

It is correcting the idea that human life is mainly for worldly enjoyment and physical satisfaction.

2-) Why is the first servant's purchase important to the logic of the comparison?

It proves that a small amount was enough for fine clothing, so the larger amount must have had another purpose.

3-) What should the second servant have understood from receiving much more money plus written directions?

He should have understood that he had a separate responsibility and needed to follow the instructions carefully.

4-) What role does thoughtless imitation play in the second servant's failure?

He copied another person's action instead of understanding his own responsibility.

5-) What does the second servant's final result teach about wasted ability?

It teaches that great ability used badly can lead to worse outcomes than lesser ability used correctly.

6-) What moral idea is highlighted by the employer's anger?

Greater trust brings greater accountability.

7-) What does the passage suggest about a person who gives all his energy to appetite?

He wastes his God-given potential on low aims.

8-) How does the passage use the number fifty rhetorically?

It highlights the huge gap between human potential and the depth of the fall when that potential is abused.

9-) What central warning ties the whole passage together?

Misusing higher human capacities for temporary pleasure is a serious loss of human dignity and purpose.

lisans 11-soz-eng-with-arabic-p11-fuccar-ile-nefsin-ikazi-yanlis-sarfin-temsille-izahi-ve-nefsin-uyarilmasi - Set 5 - CEVAPLAR

1-) What comparison is introduced to explain the purpose of human faculties?

A story about two servants who receive different amounts of money from their master.

2-) How much money did the first servant receive, and what did he do with it?

He received twenty gold pieces and used them to get a high-quality suit.

3-) What signs showed that the second servant had a broader assignment?

He was given a very large amount of money and a written note containing directions.

4-) Why does the passage mention that anyone sensible would understand the difference between the two cases?

To show that the lesson is obvious and that the servant's mistake came from foolish neglect.

5-) How did the second servant decide what to do with the money?

He copied the first servant instead of following his own instructions.

6-) How does the phrase about severe blame and punishment function in the comparison?

It stresses that wasting a trust through foolishness has serious consequences.

7-) What does the passage imply about human potential compared with animal life?

Human potential is much greater and should not be reduced to animal-level goals.

8-) What are readers told not to do with that capital?

They are told not to spend it on bodily pleasures and temporary worldly enjoyments.

9-) State the main message of the passage in one sentence.

Human life and faculties are a trust meant for higher purposes, and using them only for temporary physical pleasure brings a humiliating

fall.

**lisans 11-soz-eng-with-arabic-p11-fuccar-ile-nefsin-ikazi-
yanlis-sarfin-temsille-izahi-ve-nefsin-uyarilmasi - Set 6 -
CEVAPLAR**

1-) What does the passage say human faculties were not created for? They were not created simply to gain and enjoy worldly life in an animal-like way.

2-) What does the first servant's action show about the cost of the clothing task?

It shows that the clothing could be bought well with a relatively small amount.

3-) What should the second servant have done before spending anything?

He should have read and followed the instructions he was carrying.

4-) What does looking at the first servant represent in the comparison? It represents shallow imitation without understanding one's own duty.

5-) How does the poor-quality suit strengthen the point of the comparison?

It shows that misuse of a great gift not only misses the true goal but can also leave a person in a worse condition.

6-) In the warning section, what does "fleeting life" emphasize?

It emphasizes that worldly pleasures are temporary and do not last.

7-) What kind of life is criticized in the closing warning?

A life centered on bodily desire and temporary pleasure.

8-) What ironic outcome is described for a person who lives only for appetite?

Even with greater gifts, that person can sink lower than the lowest animal.

9-) What practical self-advice comes from this passage?

A person should use life, talents, and senses with purpose and discipline, not let temporary desires rule them.