

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

1-) What project did the king begin in order to fulfill his purpose? (8 kelime)

He began

2-) In what ways did the king use his own resources in the palace? (13 kelime)

He used treasures,

3-) How does the passage describe the banquet prepared in the palace? (13 kelime)

It was extremely

4-) Who was invited to the palace gathering? (11 kelime)

The king's

5-) Why was the supreme commander needed after the people arrived? (16 kelime)

The visitors needed someone

6-) What are three things the teacher had to clarify for the guests? (18 kelime)

He had to clarify

7-) Why did the teacher have assistants in different parts of the palace? (16 kelime)

They helped guide people

8-) Why is the commander described as both a teacher and an instructor? (13 kelime)

His role included

9-) Why is it important that the teacher explains official ceremonies too? (17 kelime)

Because understanding the palace

10-) How does this passage connect enjoyment and responsibility? (17 kelime)

People are invited to

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

1-) What is the main setting described in the passage? (12 kelime)

A grand palace

2-) Name two ways the palace was furnished or arranged. (15 kelime)

It was divided

3-) Why is the food described in such a rich and detailed way? (20 kelime)

To highlight the king's generosity

4-) What does it mean that the banquet seemed to come through many refined arts? (20 kelime)

It means the food was

5-) What title or position was given to the one who would explain the palace? (13 kelime)

He was appointed

6-) What does the passage suggest about the king's visibility to the visitors? (9 kelime)

The king

7-) How does the passage connect beauty with meaning? (20 kelime)

The beauty is not merely

8-) In this passage, how are knowledge and authority joined together? (17 kelime)

The king appoints a

9-) Why is the commander's final action in this passage significant? (12 kelime)

His public announcement

10-) What cause-and-effect pattern appears in the passage? (20 kelime)

The king's purposeful building leads

lisans 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 purpose? (8 kelime)

He had

2-) How were treasure and artistry brought together in the palace? (13 kelime)

Precious materials from

3-) What does the mention of many forms of bounty add to the meaning of the scene? (16 kelime)

It shows that the

4-) What does the invitation to people from all regions suggest? (15 kelime)

It suggests that

5-) What were some main duties of this teacher? (28 kelime)

He was to explain the purpose of

6-) What can be inferred from the statement that the king did not appear? (19 kelime)

The visitors needed guidance

7-) What kind of communication happened in the largest apartment? (9 kelime)

The main

8-) What practical role did the assistants play? (10 kelime)

They extended

9-) What can be inferred about the visitors before the announcement was made? (19 kelime)

They had access to

10-) Based on the whole passage, how should the palace be viewed? (20 kelime)

It should be viewed as

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

1-) What does the king's construction of a vast palace show about his intention? (15 kelime)

It shows that

2-) How does the passage show that the palace was carefully planned? (18 kelime)

Its rooms were organized,

3-) What was special about the food set out in the palace? (15 kelime)

It was abundant,

4-) Whom did the king appoint after inviting the people? (12 kelime)

He appointed a

5-) Besides explaining the palace, what kind of behavior was the teacher meant to teach? (17 kelime)

He was to teach

6-) What does the existence of assistants in each section tell us about the scale of the palace? (12 kelime)

It suggests the

7-) Why were the palace's decorations not enough by themselves? (14 kelime)

Because without explanation,

8-) Why is the teacher's place among his students meaningful? (17 kelime)

It shows an ordered

9-) What was the function of the teacher's announcement to the spectators? (15 kelime)

It was to

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

1-) What did the king create before arranging the feast? (10 kelime)

He first

2-) What features made the palace seem majestic? (15 kelime)

Its great size,

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

He wanted them

4-) What was the teacher supposed to explain about the decorations and jewels? (15 kelime)

He was to

5-) Why would visitors need someone to explain the palace to them? (15 kelime)

Because its decorations

6-) What does the passage indicate about the connection between the palace and its owner? (13 kelime)

The palace reflects

7-) How does the phrase about the king not appearing shape the teacher's role? (16 kelime)

It makes the teacher

8-) How was teaching organized throughout the palace? (15 kelime)

The main teacher

9-) What relationship is shown between the banquet and the rest of the palace? (14 kelime)

The food was

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

1-) What was the king's main outward action in this passage? (13 kelime)

He built and

2-) What did the king prepare inside the palace after finishing its construction? (16 kelime)

He prepared generous dining

3-) Why was a separate table assigned to each group? (17 kelime)

It shows that the

4-) What was the teacher supposed to explain about the works of art inside the palace? (16 kelime)

He was to explain

5-) What did the commander need to teach about the maker of the palace? (18 kelime)

He needed to help

6-) What was the commander supposed to teach about conduct? (14 kelime)

He was to

7-) What does the passage imply about people left without such instruction? (12 kelime)

They might see

8-) How are wisdom and knowledge shown in the way the palace is described? (18 kelime)

The palace is presented

9-) How does the passage present the palace as more than a building? (12 kelime)

It presents it

CEVAP ANAHTARI

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

1-) What project did the king begin in order to fulfill his purpose?

He began building an immense and magnificent palace.

2-) In what ways did the king use his own resources in the palace?

He used treasures, artistic skill, wisdom, and knowledge to shape and decorate it.

3-) How does the passage describe the banquet prepared in the palace?

It was extremely generous, beautiful, and filled with many kinds of excellent food.

4-) Who was invited to the palace gathering?

The king's people and subjects from across his lands were invited.

5-) Why was the supreme commander needed after the people arrived?

The visitors needed someone qualified to explain what they were seeing and how they should respond.

6-) What are three things the teacher had to clarify for the guests?

He had to clarify the palace's purpose, the meaning of its contents, and the proper manners expected there.

7-) Why did the teacher have assistants in different parts of the palace?

They helped guide people throughout the various areas while he addressed them from the main hall.

8-) Why is the commander described as both a teacher and an instructor?

His role included both giving knowledge and training people how to act properly.

9-) Why is it important that the teacher explains official ceremonies too?

Because understanding the palace is not enough by itself; people must also respond in the right way.

10-) How does this passage connect enjoyment and responsibility?

People are invited to enjoy the gifts, but they are also expected to understand and respond rightly.

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

1-) What is the main setting described in the passage?

A grand palace built by a king for a meaningful public display.

2-) Name two ways the palace was furnished or arranged.

It was divided into elegant living spaces and decorated with jewels and finely crafted works.

3-) Why is the food described in such a rich and detailed way?

To highlight the king's generosity and to show that even the banquet was part of the larger display of excellence.

4-) What does it mean that the banquet seemed to come through many refined arts?

It means the food was presented with such care and excellence that it reflected high artistry as well as generosity.

5-) What title or position was given to the one who would explain the palace?

He was appointed as the highest commander and served as the main teacher.

6-) What does the passage suggest about the king's visibility to the visitors?

The king himself was not seen directly by them.

7-) How does the passage connect beauty with meaning?

The beauty is not merely for pleasure; it serves as a sign that points to deeper realities about the maker.

8-) In this passage, how are knowledge and authority joined together?

The king appoints a high-ranking leader who has authority to teach the correct understanding and proper conduct.

9-) Why is the commander's final action in this passage significant?

His public announcement marks the beginning of direct guidance for the visitors.

10-) What cause-and-effect pattern appears in the passage?

The king's purposeful building leads to the need for explanation, which leads to the appointment of a teacher and assistants.

lisans 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 purpose?

He had a huge and majestic palace built.

2-) How were treasure and artistry brought together in the palace?

Precious materials from the treasury were combined with skilled craftsmanship and wise arrangement.

3-) What does the mention of many forms of bounty add to the meaning of the scene?

It shows that the palace was a place of welcome, provision, and abundance, not only beauty.

4-) What does the invitation to people from all regions suggest?

It suggests that the king intended a wide public witnessing of his generosity and display.

5-) What were some main duties of this teacher?

He was to explain the purpose of the palace, teach the meanings of what was inside it, describe its maker, and show people the proper way to respond.

6-) What can be inferred from the statement that the king did not appear?

The visitors needed guidance to understand the king's will and the meaning of the palace without seeing him directly.

7-) What kind of communication happened in the largest apartment?

The main teacher addressed all the onlookers from there.

8-) What practical role did the assistants play?

They extended the teacher's guidance throughout the palace's many areas.

9-) What can be inferred about the visitors before the announcement was made?

They had access to the palace and its blessings, but they still needed guidance to grasp its true meaning.

10-) Based on the whole passage, how should the palace be viewed?

It should be viewed as a meaningful display that points beyond itself and calls for informed understanding and proper response.

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

1-) What does the king's construction of a vast palace show about his intention?

It shows that he intended to present something great, rich, and purposeful to his people.

2-) How does the passage show that the palace was carefully planned?

Its rooms were organized, its ornaments were deliberately chosen, and its furnishings were arranged with wisdom and skill.

3-) What was special about the food set out in the palace?

It was abundant, varied, carefully arranged, and assigned in a fitting way to different groups.

4-) Whom did the king appoint after inviting the people?

He appointed a highest-ranking commander to serve as a teacher and guide.

5-) Besides explaining the palace, what kind of behavior was the teacher meant to teach?

He was to teach the right manners and ceremonies for viewing and responding to what was there.

6-) What does the existence of assistants in each section tell us about the scale of the palace?

It suggests the palace was very large and needed organized guidance throughout.

7-) Why were the palace's decorations not enough by themselves?

Because without explanation, people might enjoy them but miss what they truly point to.

8-) Why is the teacher's place among his students meaningful?

It shows an ordered system of teaching, where he leads from the center while others assist him.

9-) What was the function of the teacher's announcement to the spectators?

It was to guide their understanding before they formed wrong conclusions about what they saw.

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

1-) What did the king create before arranging the feast?

He first had a grand palace constructed and richly decorated.

2-) What features made the palace seem majestic?

Its great size, beautiful divisions, precious decorations, fine craftsmanship, and wise arrangement made it majestic.

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

He wanted them to enjoy the feast and look at the display in the palace.

4-) What was the teacher supposed to explain about the decorations and jewels?

He was to show what they pointed to about the owner's excellence, skill, and perfection.

5-) Why would visitors need someone to explain the palace to them?

Because its decorations and arrangements carried meanings that might not be understood on their own.

6-) What does the passage indicate about the connection between the palace and its owner?

The palace reflects the owner's qualities, so understanding it helps people understand him.

7-) How does the phrase about the king not appearing shape the teacher's role?

It makes the teacher essential as the one who conveys the king's intentions to the people.

8-) How was teaching organized throughout the palace?

The main teacher stayed in the largest hall, and assistants were placed in each area.

9-) What relationship is shown between the banquet and the rest of the palace?

The food was part of the same display of generosity, beauty, and purposeful craftsmanship.

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

1-) What was the king's main outward action in this passage?

He built and furnished an extraordinary palace for people to enter and observe.

2-) What did the king prepare inside the palace after finishing its construction?

He prepared generous dining tables filled with many kinds of food and blessings for different groups.

3-) Why was a separate table assigned to each group?

It shows that the arrangements were intentional and suited to the needs or place of each group.

4-) What was the teacher supposed to explain about the works of art inside the palace?

He was to explain what they signified and how they reflected the owner's perfections and skills.

5-) What did the commander need to teach about the maker of the palace?

He needed to help people know the maker through the signs found in the palace and its contents.

6-) What was the commander supposed to teach about conduct?

He was to teach the proper etiquette and ceremonial behavior desired by the king.

7-) What does the passage imply about people left without such instruction?

They might see the outward beauty but fail to understand its message.

8-) How are wisdom and knowledge shown in the way the palace is described?

The palace is presented as carefully planned, artistically ordered, and full of meaningful details rather than random decoration.

9-) How does the passage present the palace as more than a building?

It presents it as a place of signs, lessons, hospitality, and guidance.