

lisans 11-soz-eng-with-arabic-p03-temsil-muarrefin-daveti-ve-iki-guruhun-tavri - Set 1

1-) What does the speaker say the palace owner wants people to do first in response to the palace and its displays? (10 kelime)

They should

2-) How should admiration for the palace move beyond simple enjoyment? (11 kelime)

It should

3-) What do the unique marks on each work show about the owner? (13 kelime)

They show that

4-) What truth about the owner's uniqueness should the audience accept? (9 kelime)

That he

5-) What question made the first group search for deeper meaning? (13 kelime)

They wondered what

6-) Why did they believe the instructor was the right person to ask? (9 kelime)

They understood

7-) What reward did the first group receive? (13 kelime)

They were invited

8-) What had gone wrong inside the second group before they even acted outwardly? (7 kelime)

Their

9-) What mistake did they make with the drinks? (12 kelime)

They drank special

10-) What two public wrongs followed from that choice? (8 kelime)

They became

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

1-) In the instructor's announcement, what is the main purpose of the palace owner in showing the palace to the people? (8 kelime)

He wants

2-) How are people told to answer the owner's desire to be loved? (9 kelime)

They should

3-) What do the owner's personal marks on every crafted thing prove? (6 kelime)

They

4-) What must people affirm about that owner once they understand those signs? (9 kelime)

That he

5-) What led them to see the instructor as essential? (11 kelime)

They understood

6-) How did they know where to turn for answers? (10 kelime)

They realized

7-) What inward condition made the second group fail from the beginning? (11 kelime)

Their minds

8-) What inner condition ruined the second group's response? (10 kelime)

Their minds

9-) How did their actions affect others in the palace? (5 kelime)

They

10-) What social harm came from their later behavior? (8 kelime)

They disrupted

lisans 11-soz-eng-with-arabic-p03-temsil-muarrefin-daveti-ve-iki-guruhun-tavri - Set 3

1-) What is the first duty the instructor gives the people regarding the palace owner? (9 kelime)
To recognize

2-) What is the right emotional response to the owner's displayed beauty and generosity? (3 kelime)

3-) Why does the instructor mention a special stamp, seal, and sign on every work? (11 kelime)
To show

4-) What view of the owner's nature does the instructor urge the people to accept? (7 kelime)
That

5-) What made them turn to the instructor for answers? (13 kelime)
They recognized that

6-) What did they realize about the instructor's role? (14 kelime)
He was the

7-) What three things describe the downfall of the second group at the start? (10 kelime)
Corrupt minds,

8-) What inner flaws marked the second group? (6 kelime)
Corrupted

9-) What effect did their drunken behavior have on the gathering? (6 kelime)
It

10-) Why was their behavior more than just bad manners? (14 kelime)
It was a

lisans 11-soz-eng-with-arabic-p03-temsil-muarrrifin-daveti-ve-iki-guruhun-tavri - Set 4

1-) What overall message does the instructor give about the meaning of the palace? (14 kelime)
The palace is

2-) How should people answer the kindness and mercy shown through the gifts in the palace? (7 kelime)
They

3-) What inward hope should arise from seeing the owner's excellence in his works? (10 kelime)
The hope

4-) What personal qualities set apart the first group? (8 kelime)
They had

5-) How did they interpret the remarkable things they saw in the palace? (13 kelime)
They saw them

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

7-) What was the king's response to their conduct? (10 kelime)
He was

8-) How did the second group treat the guidance being offered? (18 kelime)
They ignored the good

9-) What does the text imply by describing them as eating and sleeping like animals? (10 kelime)
They lived

10-) What final outcome did the second group face? (16 kelime)
They were taken by

lisans 11-soz-eng-with-arabic-p03-temsil-muarrefin-daveti-ve-iki-guruhun-tavri - Set 5

1-) According to the instructor, why did the owner arrange the palace and its contents before the people? (5 kelime)

To

2-) What response matches the mercy shown through visible gifts? (2 kelime)

3-) What does the display of beauty and perfection invite people to seek? (9 kelime)

The chance

4-) What inner strengths helped the first group respond well? (6 kelime)

Clear

5-) What did the first group refuse to believe about the palace? (9 kelime)

That it

6-) Why did the king reward the first group? (10 kelime)

He was

7-) What conduct pleased the king in the first group? (5 kelime)

Their

8-) Why is their behavior compared to animals? (11 kelime)

Because they

9-) In what ways did the second group act without discipline? (9 kelime)

They overate,

10-) What sentence was carried out against them in the end? (11 kelime)

They were

lisans 11-soz-eng-with-arabic-p03-temsil-muarrefin-daveti-ve-iki-guruhun-tavri - Set 6

1-) What does the instructor say the palace owner intends through the whole display? (13 kelime)
He intends to

2-) What moral response is required by the gifts and generosity in the palace? (4 kelime)
Gratitude

3-) What future hope should the owner's displayed perfection awaken? (9 kelime)
The desire

4-) What made the first group capable of understanding the palace correctly? (12 kelime)
They had inner

5-) What basic judgment did the first group make about the palace? (9 kelime)
They judged

6-) What is the link between their acceptance and their later reward? (12 kelime)
Their obedience and

7-) What was the result of their living according to the king's wishes? (6 kelime)
The

8-) What do eating excessively and falling asleep suggest about the second group? (9 kelime)
They lived

9-) What sequence of behavior shows their moral decline? (12 kelime)
They indulged in

10-) How does the end of the second group contrast with the end of the first? (15 kelime)
The first group

CEVAP ANAHTARI

lisans 11-soz-eng-with-arabic-p03-temsil-muarrefin-daveti-ve-iki-guruhun-tavri - Set 1 - CEVAPLAR

1-) What does the speaker say the palace owner wants people to do first in response to the palace and its displays?

They should recognize the owner and try to know him.

2-) How should admiration for the palace move beyond simple enjoyment?

It should become appreciation of the maker and affection for him.

3-) What do the unique marks on each work show about the owner?

They show that everything belongs to him alone and comes directly from him.

4-) What truth about the owner's uniqueness should the audience accept?

That he stands alone, without any partner or equal.

5-) What question made the first group search for deeper meaning?

They wondered what hidden secret and meaning lay behind what they were seeing.

6-) Why did they believe the instructor was the right person to ask?

They understood that he possessed the explanation they needed.

7-) What reward did the first group receive?

They were invited to a higher, special palace and given lasting happiness there.

8-) What had gone wrong inside the second group before they even acted outwardly?

Their thinking and hearts were already damaged.

9-) What mistake did they make with the drinks?

They drank special mixtures meant for another use, not for ordinary drinking.

10-) What two public wrongs followed from that choice?

They became drunk and loudly disturbed everyone else.

lisans 11-soz-eng-with-arabic-p03-temsil-muarrefin-daveti-ve-iki-guruhun-tavri - Set 2 - CEVAPLAR

1-) In the instructor's announcement, what is the main purpose of the palace owner in showing the palace to the people?

He wants to make himself known to them.

2-) How are people told to answer the owner's desire to be loved?

They should make themselves beloved through valuing his works.

3-) What do the owner's personal marks on every crafted thing prove?

They prove exclusive ownership and authorship.

4-) What must people affirm about that owner once they understand those signs?

That he is one, unique, and has no equal.

5-) What led them to see the instructor as essential?

They understood that he held the explanation of the hidden meanings.

6-) How did they know where to turn for answers?

They realized the instructor held the explanation of the mysteries.

7-) What inward condition made the second group fail from the beginning?

Their minds were morally spoiled and their hearts were spiritually deadened.

8-) What inner condition ruined the second group's response?

Their minds were corrupt and their hearts were spiritually extinguished.

9-) How did their actions affect others in the palace?

They disturbed the other guests.

10-) What social harm came from their later behavior?

They disrupted the peace of the other guests.

lisans 11-soz-eng-with-arabic-p03-temsil-muarrefin-daveti-ve-iki-guruhun-tavri - Set 3 - CEVAPLAR

1-) What is the first duty the instructor gives the people regarding the palace owner?

To recognize him and seek real knowledge of him.

2-) What is the right emotional response to the owner's displayed beauty and generosity?

To love him.

3-) Why does the instructor mention a special stamp, seal, and sign on every work?

To show that every work points back to one sole maker.

4-) What view of the owner's nature does the instructor urge the people to accept?

That he is absolutely unique and incomparable.

5-) What made them turn to the instructor for answers?

They recognized that he held the key to explaining the secrets they noticed.

6-) What did they realize about the instructor's role?

He was the one who could unlock the meaning of what they were seeing.

7-) What three things describe the downfall of the second group at the start?

Corrupt minds, darkened hearts, and surrender to the lower self.

8-) What inner flaws marked the second group?

Corrupted thinking and spiritually dead hearts.

9-) What effect did their drunken behavior have on the gathering?

It seriously disturbed the other guests.

10-) Why was their behavior more than just bad manners?

It was a violation of the owner's rules in the presence of his majesty.

lisans 11-soz-eng-with-arabic-p03-temsil-muarrefin-daveti-ve-iki-guruhun-tavri - Set 4 - CEVAPLAR

1-) What overall message does the instructor give about the meaning of the palace?

The palace is a means for the owner to be known, loved, and obeyed.

2-) How should people answer the kindness and mercy shown through the gifts in the palace?

They should show respect by giving thanks.

3-) What inward hope should arise from seeing the owner's excellence in his works?

The hope of seeing him and being accepted by him.

4-) What personal qualities set apart the first group?

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

5-) How did they interpret the remarkable things they saw in the palace?

They saw them as signs of an important purpose, not as pointless entertainment.

6-) How did the first group respond to the instructor's message?

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

7-) What was the king's response to their conduct?

He was pleased and welcomed them to a higher palace.

8-) How did the second group treat the guidance being offered?

They ignored the good qualities in the palace and refused to listen to the teacher and his students.

9-) What does the text imply by describing them as eating and sleeping like animals?

They lived only for bodily desires and neglected higher understanding.

10-) What final outcome did the second group face?

They were taken by the soldiers and put into a prison suited to their bad conduct.

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

1-) According to the instructor, why did the owner arrange the palace and its contents before the people?

To introduce himself to them.

2-) What response matches the mercy shown through visible gifts?

Thankful respect.

3-) What does the display of beauty and perfection invite people to seek?

The chance to see him and gain his favor.

4-) What inner strengths helped the first group respond well?

Clear thinking, self-awareness, and sound hearts.

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

That it was pointless or made just for amusement.

6-) Why did the king reward the first group?

He was pleased with their proper conduct and good manners.

7-) What conduct pleased the king in the first group?

Their obedience and good manners.

8-) Why is their behavior compared to animals?

Because they focused only on eating and bodily appetite without reflection.

9-) In what ways did the second group act without discipline?

They overate, fell into heedless sleep, and drank wrongly.

10-) What sentence was carried out against them in the end?

They were seized by the owner's forces and put into prison.

lisans 11-soz-eng-with-arabic-p03-temsil-muarrefin-daveti-ve-iki-guruhun-tavri - Set 6 - CEVAPLAR

- 1-) What does the instructor say the palace owner intends through the whole display?
He intends to reveal himself and draw the people to the right response.
- 2-) What moral response is required by the gifts and generosity in the palace?
Gratitude shown with respect.
- 3-) What future hope should the owner's displayed perfection awaken?
The desire to see him and receive his approval.
- 4-) What made the first group capable of understanding the palace correctly?
They had inner awareness, intelligence, and hearts inclined toward what is right.
- 5-) What basic judgment did the first group make about the palace?
They judged that it had serious meaning and purpose.
- 6-) What is the link between their acceptance and their later reward?
Their obedience and good manners led to the king's pleasure and reward.
- 7-) What was the result of their living according to the king's wishes?
The king became pleased with them.
- 8-) What do eating excessively and falling asleep suggest about the second group?
They lived at the level of appetite and heedlessness.
- 9-) What sequence of behavior shows their moral decline?
They indulged in appetite, became heedless, misused the drinks, then lost control.
- 10-) How does the end of the second group contrast with the end of the first?
The first group received honor and lasting joy, while the second was arrested and imprisoned.