

lisans 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 1

1-) What is the eighth aim of human life in the target passage? (21 kelime)

It is to grasp the

2-) What does the passage mean by each being speaking in its own tongue? (18 kelime)

It means every creature

3-) What is the ninth aim of life? (21 kelime)

It is to recognize the

4-) How does the passage use hunger to explain this ninth aim? (29 kelime)

It shows that just as different levels

5-) According to the passage, what human qualities help a person understand Allah's power and riches? (7 kelime)

Human

6-) How are the eighth and ninth aims connected? (24 kelime)

Both call a person to read

7-) How does the passage balance reflection on the outer world and the inner self? (17 kelime)

It teaches that both

lisans 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 2

1-) In the target passage, what are the final two aims in the list about the purpose of life? (24 kelime)

One is understanding creation's witness to

2-) What does the passage teach about the world around us? (19 kelime)

It teaches that the

3-) Does the passage present all creatures as giving exactly the same kind of testimony? Explain. (12 kelime)

No. It says

4-) What inner human experiences are used as tools for understanding Allah in the ninth aim? (5 kelime)

Impotence,

5-) What comparison is used to make that point clearer? (12 kelime)

The passage compares

6-) What is the main lesson behind linking human poverty with divine riches? (12 kelime)

Human lack points

7-) How do the two aims together shape a believer's worldview? (19 kelime)

They train the believer

**lisans 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-
ve-ozet - Set 3**

1-) What does the passage say a person should understand from the beings in the world? (16 kelime)

A person should understand

2-) Why does the passage mention a particular tongue for each being? (13 kelime)

To show that

3-) Through what human conditions should the ninth aim be pursued? (7 kelime)

Through

4-) What is learned through those conditions? (10 kelime)

The levels

5-) How does the food example support the argument? (24 kelime)

It shows that desire and need

6-) Why is the phrase “the aims of your life, then” important in the structure of the passage? (17 kelime)

It signals that the

7-) What contrast is central to the ninth aim? (10 kelime)

The contrast

lisans 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 4

1-) Summarize the eighth aim in one clear sentence. (18 kelime)

Human life should include

2-) Why is it important that beings speak in their own particular ways? (17 kelime)

Because the diversity of

3-) Summarize the ninth aim in one clear sentence. (18 kelime)

Human life should include

4-) What role does personal need play in gaining this understanding? (14 kelime)

It makes a

5-) How does the comparison with food make the idea more relatable? (21 kelime)

Most people know that hunger

6-) What relationship between human beings and Allah is highlighted here? (13 kelime)

Human beings are

7-) How does the passage treat human weakness overall: as useless, or as meaningful? (10 kelime)

As meaningful,

**lisans 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-
ve-ozet - Set 5**

1-) According to the target passage, what should a person learn from the world's creatures? (14 kelime)

A person should

2-) What is the last aim named in the passage? (13 kelime)

It is understanding

3-) Which human states are emphasized in that last aim? (5 kelime)

Helplessness,

4-) Why is hunger a fitting example in this discussion? (15 kelime)

Because it clearly

5-) What larger lesson does this analogy teach? (18 kelime)

The more a person

6-) What does the brief closing sentence about the aims of life do? (14 kelime)

It gathers the

7-) What is the main message of the target passage as a whole? (20 kelime)

A human being should use

lisans 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 6

1-) What truth about the Creator is creation said to express in the eighth aim? (15 kelime)

Creation expresses the

2-) Why does the passage say each being has its own particular tongue? (13 kelime)

To teach that

3-) In the ninth aim, what human realities become a means of knowledge? (9 kelime)

Weakness, helplessness,

4-) Knowledge of what, specifically? (13 kelime)

Knowledge of the

5-) What everyday experience is used to explain this process? (9 kelime)

The experience

6-) How does that everyday experience illuminate the spiritual point? (13 kelime)

It shows that

CEVAP ANAHTARI

lisans 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 1 - CEVAPLAR

1-) What is the eighth aim of human life in the target passage?

It is to grasp the messages that created things express about Allah's oneness and His lordship, each in its own way.

2-) What does the passage mean by each being speaking in its own tongue?

It means every creature points to truth through its own condition, order, and existence, even without human speech.

3-) What is the ninth aim of life?

It is to recognize the levels of divine power and divine richness by reflecting on one's own weakness, need, and poverty.

4-) How does the passage use hunger to explain this ninth aim?

It shows that just as different levels of hunger help a person notice different kinds of food and pleasure, human need helps a person understand divine generosity more deeply.

5-) According to the passage, what human qualities help a person understand Allah's power and riches?

Human helplessness, weakness, need, and poverty do.

6-) How are the eighth and ninth aims connected?

Both call a person to read signs that lead to knowledge of Allah—one through the outer world and the other through one's inner condition.

7-) How does the passage balance reflection on the outer world and the inner self?

It teaches that both creation outside us and weakness within us can lead us to know Allah.

lisans 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 2 - CEVAPLAR

1-) In the target passage, what are the final two aims in the list about the purpose of life?

One is understanding creation's witness to Allah's unity and lordship, and the other is understanding divine power and wealth through human weakness and need.

2-) What does the passage teach about the world around us?

It teaches that the beings in the world are not silent or meaningless; they communicate truths about their Creator.

3-) Does the passage present all creatures as giving exactly the same kind of testimony? Explain.

No. It says each one expresses truth in its own distinct way.

4-) What inner human experiences are used as tools for understanding Allah in the ninth aim?

Impotence, weakness, poverty, and need.

5-) What comparison is used to make that point clearer?

The passage compares spiritual understanding to how hunger helps someone appreciate food.

6-) What is the main lesson behind linking human poverty with divine riches?

Human lack points to Allah as the One who possesses complete abundance.

7-) How do the two aims together shape a believer's worldview?

They train the believer to see both the universe and the self as signs that lead back to Allah.

lisans 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 3 - CEVAPLAR

1-) What does the passage say a person should understand from the beings in the world?

A person should understand their testimony to the Creator's oneness and His sustaining rule over creation.

2-) Why does the passage mention a particular tongue for each being?

To show that every creature reveals truth in a fitting and unique manner.

3-) Through what human conditions should the ninth aim be pursued?

Through one's weakness, helplessness, poverty, and need.

4-) What is learned through those conditions?

The levels and vastness of divine power and divine wealth.

5-) How does the food example support the argument?

It shows that desire and need make a person more aware of value, so human need can awaken awareness of Allah's gifts and strength.

6-) Why is the phrase "the aims of your life, then" important in the structure of the passage?

It signals that the list is being wrapped up before the discussion moves to a new topic.

7-) What contrast is central to the ninth aim?

The contrast between limited human dependence and Allah's unlimited sufficiency.

lisans 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 4 - CEVAPLAR

1-) Summarize the eighth aim in one clear sentence.

Human life should include understanding how all creation points to Allah's unity and His care over all things.

2-) Why is it important that beings speak in their own particular ways?

Because the diversity of creation gives many different signs, all leading to the same truth about Allah.

3-) Summarize the ninth aim in one clear sentence.

Human life should include learning about Allah's unlimited power and wealth through awareness of personal weakness and need.

4-) What role does personal need play in gaining this understanding?

It makes a person recognize dependence on Allah and notice His provision more clearly.

5-) How does the comparison with food make the idea more relatable?

Most people know that hunger changes how strongly they value food, so the example helps explain how need sharpens spiritual awareness.

6-) What relationship between human beings and Allah is highlighted here?

Human beings are needy and limited, while Allah is powerful and completely sufficient.

7-) How does the passage treat human weakness overall: as useless, or as meaningful?

As meaningful, because it can lead to knowledge of Allah.

**lisans 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-
ve-ozet - Set 5 - CEVAPLAR**

1-) According to the target passage, what should a person learn from the world's creatures?

A person should learn the truth they indicate about Allah's oneness and His lordship.

2-) What is the last aim named in the passage?

It is understanding divine power and divine richness through human frailty and need.

3-) Which human states are emphasized in that last aim?

Helplessness, weakness, poverty, and need.

4-) Why is hunger a fitting example in this discussion?

Because it clearly shows how need opens a person's awareness to value, satisfaction, and provision.

5-) What larger lesson does this analogy teach?

The more a person understands personal dependence, the more deeply that person can recognize Allah's greatness and generosity.

6-) What does the brief closing sentence about the aims of life do?

It gathers the list into a short conclusion and prepares for the next subject.

7-) What is the main message of the target passage as a whole?

A human being should use life to understand Allah through the signs in creation and through personal dependence on Him.

lisans 11-soz-eng-with-arabic-p14-hayatin-gayeleri-dokuz-emir-8-9-emirler-ve-ozet - Set 6 - CEVAPLAR

1-) What truth about the Creator is creation said to express in the eighth aim?

Creation expresses the Creator's oneness and His active rule and care over what He made.

2-) Why does the passage say each being has its own particular tongue?

To teach that different creatures reveal divine truth through different forms and qualities.

3-) In the ninth aim, what human realities become a means of knowledge?

Weakness, helplessness, poverty, and need become means of knowledge.

4-) Knowledge of what, specifically?

Knowledge of the degrees of divine power and the vastness of divine riches.

5-) What everyday experience is used to explain this process?

The experience of hunger and the enjoyment of food.

6-) How does that everyday experience illuminate the spiritual point?

It shows that awareness of need deepens awareness of what fulfills that need.