

11sinif 13-soz-eng-with-arabic-p03-cahiliyet-icinde-ayetlerin-ihya-edici-tesiri -

Set 1

1-) What scene are readers asked to imagine at the beginning of the passage? (29 kelime)

They are asked to picture themselves in

2-) In that imagined setting, what effect do the Qur'anic verses have on a listener's understanding of the world? (18 kelime)

They transform the world

3-) What happens in the minds of the listeners when they hear that everything in the heavens and earth glorifies Allah? (18 kelime)

The creatures they had

4-) How is the sky described after the listener hears these verses? (18 kelime)

It is presented like

5-) How is the earth portrayed in this same image? (20 kelime)

It is shown like a

6-) Why would a person fail to fully appreciate the force of these verses? (29 kelime)

A person would miss it if they

7-) According to the passage, what does habit or over-familiarity do to a person's reading of the Qur'an? (18 kelime)

It puts a thin

8-) What specific aspect of the Qur'an is the reader being prepared to understand through this comparison? (17 kelime)

The reader is being

11sinif 13-soz-eng-with-arabic-p03-cahiliyet-icinde-ayetlerin-ihya-edici-tesiri - Set 2

1-) What is the main purpose of the opening example about the Age of Ignorance? (15 kelime)
It helps the

2-) Before the light of the Qur'an is imagined as arriving, how is the world viewed? (20 kelime)
It is viewed as covered

3-) What new understanding do the verses bring to the heavens and the earth? (14 kelime)
They show that

4-) What change takes place in the listener rather than in creation itself? (20 kelime)
The listener's perception changes, so

5-) In the passage's imagery, what role do the stars play? (10 kelime)
They function

6-) In the same imagery, what role do animals and plants play? (14 kelime)
They are shown

7-) Why does the passage tell readers to look from the present back to that earlier time? (20 kelime)
Because doing that helps them

8-) What does the passage say happens when Qur'anic verses become treated as ordinary and familiar? (14 kelime)
Their power to

11sinif 13-soz-eng-with-arabic-p03-cahiliyet-icinde-ayetlerin-ihya-edici-tesiri - Set 3

1-) What kind of darkness does the passage say the Qur'an's verses remove? (9 kelime)

They remove

2-) Why are the verses compared to shining stars? (11 kelime)

Because they

3-) What false impression about the world is challenged by the Qur'anic verses in the passage? (15 kelime)

The false impression

4-) When the verses are heard, how are creatures newly understood? (11 kelime)

They are

5-) What does the image of the sky as a mouth suggest? (16 kelime)

It suggests that the

6-) What does the image of the earth with many tongues suggest? (19 kelime)

It suggests that different

7-) According to the passage, what blocks a person from tasting the sweetness of this miracle? (13 kelime)

Looking through the

8-) Why is historical imagination important for understanding these verses? (18 kelime)

It helps readers recover

11sinif 13-soz-eng-with-arabic-p03-cahiliyet-icinde-ayetlerin-ihya-edici-tesiri - Set 4

1-) In the opening lines, why is the reader told to imagine a harsh and ignorant age? (14 kelime)
So the reader

2-) What view of nature is replaced by the Qur'an's message in the passage? (20 kelime)
The view that nature is

3-) What is the effect of the word of glorification on the listener's inner picture of creation? (13 kelime)
It changes the

4-) How does the passage use person-like imagery for the world? (17 kelime)
It describes sky, earth,

5-) Why is this imagery important for comprehension rather than just style? (15 kelime)
Because it helps

6-) What mistake does a modern reader risk making when reading these verses? (15 kelime)
The reader may

7-) What is lost when that mistake is made? (16 kelime)
The reader loses sight

**11sinif 13-soz-eng-with-arabic-p03-cahiliyet-icinde-ayetlerin-ihya-edici-tesiri -
Set 5**

1-) What does the passage ask readers to appreciate about each verse of the Qur'an? (18 kelime)
It asks them to

2-) What kind of environment is described before that light appears? (15 kelime)
It is a

3-) After hearing the Qur'anic message, how do listeners begin to view creation? (13 kelime)
They begin to

4-) What do the stars become in the listener's imagination? (16 kelime)
They become signs that

5-) What do the creatures on earth become in that same vision? (7 kelime)
They

6-) Why does the passage warn against reading the verses through familiarity? (16 kelime)
Because familiarity can make

7-) What does the passage mean by the "sweetness" of the Qur'an's miraculousness? (17 kelime)
It means the deep

11sinif 13-soz-eng-with-arabic-p03-cahiliyet-icinde-ayetlerin-ihya-edici-tesiri - Set 6

1-) How does the passage describe the role of the Qur'an's verses in relation to unbelief? (10 kelime)
It describes

2-) What mental shift is the reader asked to make in order to feel this effect? (19 kelime)
The reader is asked

3-) In that setting, what happens to the idea that the universe is dead or unconscious? (15 kelime)
That idea is

4-) What do the words about glorification reveal about creation? (15 kelime)
They reveal that

5-) What do the images of speaking sky and praising earth help the reader understand? (16 kelime)
They help the reader

6-) According to the passage, why might someone today miss this insight? (13 kelime)
Because long familiarity

7-) What must a reader do to recover a deeper appreciation of the Qur'an's miracle? (21 kelime)
The reader must look past

CEVAP ANAHTARI

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Set 1 - CEVAPLAR

1-) What scene are readers asked to imagine at the beginning of the passage?

They are asked to picture themselves in a time of ignorance and rough living, when people saw the world through unbelief, neglect, and a view of nature as lifeless.

2-) In that imagined setting, what effect do the Qur'anic verses have on a listener's understanding of the world?

They transform the world from something dead and silent into something alive, aware, and engaged in praising Allah.

3-) What happens in the minds of the listeners when they hear that everything in the heavens and earth glorifies Allah?

The creatures they had thought dead or asleep seem to come alive, awaken, and begin reflecting Allah's names.

4-) How is the sky described after the listener hears these verses?

It is presented like a mouth, with the stars acting like meaningful expressions that show wisdom and truth.

5-) How is the earth portrayed in this same image?

It is shown like a head, while land and sea are like tongues, and living things become expressions of glorification.

6-) Why would a person fail to fully appreciate the force of these verses?

A person would miss it if they only look at the verses as familiar teachings that everyone already knows instead of seeing how powerfully they first broke through darkness.

7-) According to the passage, what does habit or over-familiarity do to a person's reading of the Qur'an?

It puts a thin but harmful cover over the verses, making their miracle and sweetness harder to feel.

8-) What specific aspect of the Qur'an is the reader being prepared to understand through this comparison?

The reader is being led to understand one of the highest levels of the Qur'an's miraculous nature.

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Set 2 - CEVAPLAR

1-) What is the main purpose of the opening example about the Age of Ignorance?

It helps the reader feel how strongly the Qur'an changed people's view of the universe.

2-) Before the light of the Qur'an is imagined as arriving, how is the world viewed?

It is viewed as covered by ignorance, neglect, and a sense that things are dead and controlled only by nature.

3-) What new understanding do the verses bring to the heavens and the earth?

They show that all creation is engaged in worship and points back to Allah.

4-) What change takes place in the listener rather than in creation itself?

The listener's perception changes, so they begin to recognize life, meaning, and praise where they had not noticed it before.

5-) In the passage's imagery, what role do the stars play?

They function like meaningful signs that express truth and wisdom.

6-) In the same imagery, what role do animals and plants play?

They are shown as if they are expressions of glorification spread across the earth.

7-) Why does the passage tell readers to look from the present back to that earlier time?

Because doing that helps them understand the original impact and beauty of the verses instead of taking them for granted.

8-) What does the passage say happens when Qur'anic verses become treated as ordinary and familiar?

Their power to break through darkness is no longer deeply felt or properly appreciated.

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Set 3 - CEVAPLAR

1-) What kind of darkness does the passage say the Qur'an's verses remove?

They remove the darkness of unbelief, ignorance, and heedlessness.

2-) Why are the verses compared to shining stars?

Because they spread light, guide people, and break up spiritual darkness.

3-) What false impression about the world is challenged by the Qur'anic verses in the passage?

The false impression that the world is lifeless, empty of meaning, and disconnected from worship.

4-) When the verses are heard, how are creatures newly understood?

They are understood as active signs of Allah that glorify Him.

5-) What does the image of the sky as a mouth suggest?

It suggests that the heavens are not mute but are declaring meaning and pointing to Allah.

6-) What does the image of the earth with many tongues suggest?

It suggests that different parts of the earth and its living things all express praise in their own ways.

7-) According to the passage, what blocks a person from tasting the sweetness of this miracle?

Looking through the filter of custom and shallow familiarity blocks that deeper appreciation.

8-) Why is historical imagination important for understanding these verses?

It helps readers recover the freshness and force those verses had when they first confronted a dark worldview.

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Set 4 - CEVAPLAR

1-) In the opening lines, why is the reader told to imagine a harsh and ignorant age?

So the reader can better see how revolutionary and life-giving the Qur'an's message was.

2-) What view of nature is replaced by the Qur'an's message in the passage?

The view that nature is self-sufficient, lifeless, and spiritually empty is replaced by a vision of creation as praising Allah.

3-) What is the effect of the word of glorification on the listener's inner picture of creation?

It changes the inner picture from dead stillness to conscious praise and movement.

4-) How does the passage use person-like imagery for the world?

It describes sky, earth, seas, stars, animals, and plants as if they were speaking and remembering Allah.

5-) Why is this imagery important for comprehension rather than just style?

Because it helps show the meaning that creation is full of signs, worship, and wisdom.

6-) What mistake does a modern reader risk making when reading these verses?

The reader may assume their message is ordinary because it has been heard so often.

7-) What is lost when that mistake is made?

The reader loses sight of how the verses shattered disbelief and how wondrous their recitation is.

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Set 5 - CEVAPLAR

1-) What does the passage ask readers to appreciate about each verse of the Qur'an?

It asks them to appreciate how each verse brings light, guidance, and a miraculous power that removes unbelief.

2-) What kind of environment is described before that light appears?

It is a setting of ignorance, savagery, heedlessness, and a deadened understanding of the world.

3-) After hearing the Qur'anic message, how do listeners begin to view creation?

They begin to see creation as living, meaningful, and engaged in glorifying Allah.

4-) What do the stars become in the listener's imagination?

They become signs that speak wisdom and truth rather than meaningless flames in a dark sky.

5-) What do the creatures on earth become in that same vision?

They become participants in remembrance and praise.

6-) Why does the passage warn against reading the verses through familiarity?

Because familiarity can make a person overlook the original brilliance and transforming effect of the verses.

7-) What does the passage mean by the "sweetness" of the Qur'an's miraculousness?

It means the deep spiritual and intellectual beauty a person feels when the verses are truly understood.

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Set 6 - CEVAPLAR

1-) How does the passage describe the role of the Qur'an's verses in relation to unbelief?

It describes them as lights that drive away unbelief's darkness.

2-) What mental shift is the reader asked to make in order to feel this effect?

The reader is asked to imagine hearing the verses in a world still buried in ignorance and spiritual blindness.

3-) In that setting, what happens to the idea that the universe is dead or unconscious?

That idea is overturned, and the universe is seen as full of praise and awareness.

4-) What do the words about glorification reveal about creation?

They reveal that creation is not silent or pointless but directed toward Allah in worship.

5-) What do the images of speaking sky and praising earth help the reader understand?

They help the reader understand that the whole cosmos bears witness to divine wisdom and majesty.

6-) According to the passage, why might someone today miss this insight?

Because long familiarity with the verses can make their astonishing message seem ordinary.

7-) What must a reader do to recover a deeper appreciation of the Qur'an's miracle?

The reader must look past habit and try to see the verses as they first appeared against a background of darkness.