

8sinif 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi - Set 1

1-) What two sources of teaching are being compared in this passage? (7 kelime)
The

2-) What does the Qur'an do with the usual sense that things are plain and familiar? (13 kelime)
It tears away

3-) What does the Qur'an do for people who are aware and thoughtful? (11 kelime)
It draws

4-) What kinds of things does philosophy focus on instead? (14 kelime)
It pays attention

5-) What is the point of the example about a person with unusual physical features? (16 kelime)
The point is that

6-) What regular blessing for the young is mentioned as another sign from Allah? (10 kelime)
The steady

7-) What unusual sea example is mentioned? (17 kelime)
A sea creature that

8-) What does the phrase about philosophy's "bankruptcy" mainly point to? (12 kelime)
It points to

9-) What kind of knowledge is most praised in this passage? (12 kelime)
Knowledge that leads

8sinif 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi - Set 2

1-) What is the main topic of this passage? (15 kelime)

It explains the

2-) What hidden problem in human perception does the passage say the Qur'an removes? (12 kelime)

It removes the

3-) Once people stop taking creation for granted, what do they begin to see? (13 kelime)

They begin to

4-) What does philosophy present as "worthy of attention," according to the passage? (12 kelime)

It presents odd

5-) How does the passage use the example of human creation to make this point? (19 kelime)

It says philosophy overlooks

6-) What does the example of feeding the young show about Allah's care? (12 kelime)

It shows that

7-) What attitude is missing when regular blessings are ignored? (3 kelime)

8-) What does the passage say the reader should do after seeing this comparison? (8 kelime)

The reader

9-) What does the passage teach about true instruction? (12 kelime)

True instruction points

8sinif 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi - Set 3

1-) What comparison does the reader get invited to listen to at the beginning of the passage? (13 kelime)

A comparison between

2-) How are the beings in the universe described after that usual way of looking is removed? (13 kelime)

They are seen

3-) What gift does the Qur'an offer to thoughtful people besides wonder? (7 kelime)

It

4-) What tone does the passage use to describe philosophy's treatment of creation? (9 kelime)

It presents

5-) Why is ordinary human creation presented as something great in the passage? (11 kelime)

Because it

6-) What wrong attitude is shown by ignoring that regular nourishment? (6 kelime)

It

7-) What mistake does philosophy make when it notices only the unusual sea case? (16 kelime)

It gives priority to

8-) What is the main lesson the reader is asked to take from this comparison? (21 kelime)

The reader should see the

9-) How does this passage help a Muslim student grow in iman? (13 kelime)

It teaches the

8sinif 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi - Set 4

1-) Which source in the passage is connected with wisdom from Allah? (8 kelime)

The Qur'an

2-) Why does the passage say these wonders are often missed? (13 kelime)

Because people get

3-) What does the Qur'an open up before human minds? (7 kelime)

It

4-) According to the passage, what does philosophy do to these same signs? (10 kelime)

It covers

5-) What does this contrast teach about the passage's view of real wisdom? (13 kelime)

Real wisdom sees

6-) What everyday mercy toward the young is mentioned? (9 kelime)

Their food

7-) What emotional response does the passage suggest philosophy tries to create with the sea example? (13 kelime)

It tries to

8-) What area of knowledge is the Qur'an especially rich in, according to the end of the passage? (10 kelime)

It is

9-) What lesson about daily life does the passage teach? (14 kelime)

Daily life is

8sinif 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi - Set 5

1-) What two paths of learning are weighed against each other in this passage? (10 kelime)

The path

2-) After that covering is removed, how are created things understood? (9 kelime)

They are

3-) How does philosophy treat the extraordinary signs found in creation, according to the passage? (17 kelime)

It hides them under

4-) What sort of examples does philosophy lift up for attention? (12 kelime)

It lifts up

5-) Why is normal human creation called a miracle in the passage? (13 kelime)

Because it contains

6-) How does philosophy respond to that regular feeding of the young? (10 kelime)

It overlooks

7-) What does the phrase about the Qur'an's "richness" mainly point to? (15 kelime)

It points to

8-) What does the passage want the reader to "see" at the end? (19 kelime)

It wants the reader

9-) In this passage, what is meant by the "poverty" of philosophy? (16 kelime)

Its failure to recognize

8sinif 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi - Set 6

1-) What is being compared in terms of results, teaching, and knowledge? (7 kelime)
The

2-) What problem does the Qur'an solve in the way people view the universe? (8 kelime)
It helps

3-) How is philosophy said to look at most created things? (16 kelime)
It treats them as

4-) Which does philosophy value more in this passage: the regular pattern or strange exceptions? (5 kelime)
It

5-) How is the example of an unusually formed person used in the argument? (16 kelime)
It shows that philosophy

6-) Why is that daily feeding more important than a rare sea example in this passage? (14 kelime)
Because it is

7-) What is wrong with giving more attention to one rare sea creature than to the feeding of all young creatures? (11 kelime)
It means

8-) What does the passage teach about "ordinary" things? (12 kelime)
It teaches that

9-) If a student followed the lesson of this passage, how would that student look at the world? (16 kelime)
The student would look

CEVAP ANAHTARI

8sinif 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi - Set 1 - CEVAPLAR

1-) What two sources of teaching are being compared in this passage?

The Qur'an and philosophy are being compared.

2-) What does the Qur'an do with the usual sense that things are plain and familiar?

It tears away that sense and reveals the hidden wonder in created things.

3-) What does the Qur'an do for people who are aware and thoughtful?

It draws their attention and opens their minds to endless learning.

4-) What kinds of things does philosophy focus on instead?

It pays attention to rare and unusual cases that go outside the normal pattern.

5-) What is the point of the example about a person with unusual physical features?

The point is that philosophy notices odd forms but misses the miracle of sound human creation.

6-) What regular blessing for the young is mentioned as another sign from Allah?

The steady giving of nourishment to babies and young creatures.

7-) What unusual sea example is mentioned?

A sea creature that is separated from the usual pattern and is fed in a special way.

8-) What does the phrase about philosophy's "bankruptcy" mainly point to?

It points to philosophy's weakness in giving true guidance about the Creator.

9-) What kind of knowledge is most praised in this passage?

Knowledge that leads a person to recognize Allah's wisdom, power, and mercy.

8sinif 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi - Set 2 - CEVAPLAR

1-) What is the main topic of this passage?

It explains the difference between the Qur'an's way of teaching and philosophy's way of teaching.

2-) What hidden problem in human perception does the passage say the Qur'an removes?

It removes the dullness that comes from getting too used to things.

3-) Once people stop taking creation for granted, what do they begin to see?

They begin to see marvels and signs of divine power all around them.

4-) What does philosophy present as "worthy of attention," according to the passage?

It presents odd and exceptional things that stand outside the usual order.

5-) How does the passage use the example of human creation to make this point?

It says philosophy overlooks the marvel of a normal person and instead focuses on someone with unusual bodily features.

6-) What does the example of feeding the young show about Allah's care?

It shows that Allah provides in a gentle, ongoing, and merciful way.

7-) What attitude is missing when regular blessings are ignored?

Gratitude is missing.

8-) What does the passage say the reader should do after seeing this comparison?

The reader should take a lesson from it.

9-) What does the passage teach about true instruction?

True instruction points people to Allah through the normal patterns of creation.

8sinif 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi - Set 3 - CEVAPLAR

- 1-) What comparison does the reader get invited to listen to at the beginning of the passage?
A comparison between the results and teachings of the Qur'an and of philosophy.
- 2-) How are the beings in the universe described after that usual way of looking is removed?
They are seen as amazing signs of Allah's power, not just common things.
- 3-) What gift does the Qur'an offer to thoughtful people besides wonder?
It offers a limitless source of understanding.
- 4-) What tone does the passage use to describe philosophy's treatment of creation?
It presents philosophy as careless and lacking proper appreciation.
- 5-) Why is ordinary human creation presented as something great in the passage?
Because it is a complete and powerful sign of Allah's creating.
- 6-) What wrong attitude is shown by ignoring that regular nourishment?
It shows a lack of thankfulness.
- 7-) What mistake does philosophy make when it notices only the unusual sea case?
It gives priority to a rare exception instead of the greater signs seen in regular life.
- 8-) What is the main lesson the reader is asked to take from this comparison?
The reader should see the richness of the Qur'an in teaching about Allah and the weakness of philosophy in that area.
- 9-) How does this passage help a Muslim student grow in iman?
It teaches the student to notice Allah's power and mercy in everyday creation.

8sinif 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi - Set 4 - CEVAPLAR

1-) Which source in the passage is connected with wisdom from Allah?

The Qur'an is connected with wisdom from Allah.

2-) Why does the passage say these wonders are often missed?

Because people get used to seeing things and start treating them as ordinary.

3-) What does the Qur'an open up before human minds?

It opens an endless treasure of knowledge.

4-) According to the passage, what does philosophy do to these same signs?

It covers them up and gives them little real attention.

5-) What does this contrast teach about the passage's view of real wisdom?

Real wisdom sees Allah's signs in regular creation, not only in strange exceptions.

6-) What everyday mercy toward the young is mentioned?

Their food and care are given to them regularly.

7-) What emotional response does the passage suggest philosophy tries to create with the sea example?

It tries to stir people by making the rare case seem especially moving.

8-) What area of knowledge is the Qur'an especially rich in, according to the end of the passage?

It is rich in wisdom, understanding, and knowledge of Allah.

9-) What lesson about daily life does the passage teach?

Daily life is not empty or ordinary; it is filled with signs from Allah.

8sinif 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi - Set 5 - CEVAPLAR

1-) What two paths of learning are weighed against each other in this passage?

The path of the Qur'an and the path of philosophy.

2-) After that covering is removed, how are created things understood?

They are understood as remarkable signs of divine power.

3-) How does philosophy treat the extraordinary signs found in creation, according to the passage?

It hides them under the idea that they are normal and passes over them without proper attention.

4-) What sort of examples does philosophy lift up for attention?

It lifts up strange exceptions and unusual departures from the normal pattern.

5-) Why is normal human creation called a miracle in the passage?

Because it contains great completeness and shows Allah's power in a balanced way.

6-) How does philosophy respond to that regular feeding of the young?

It overlooks it and fails to be thankful for it.

7-) What does the phrase about the Qur'an's "richness" mainly point to?

It points to the Qur'an's power to teach wisdom and lead people to know Allah.

8-) What does the passage want the reader to "see" at the end?

It wants the reader to see the Qur'an's richness and philosophy's emptiness in guiding people to know the Maker.

9-) In this passage, what is meant by the "poverty" of philosophy?

Its failure to recognize the true meaning of creation and its weak guidance about the Maker.

8sinif 13-soz-eng-with-arabic-p01-kuran-hikmeti-ile-felsefenin-karsilastirilmesi - Set 6 - CEVAPLAR

1-) What is being compared in terms of results, teaching, and knowledge?

The Qur'an and philosophy are being compared.

2-) What problem does the Qur'an solve in the way people view the universe?

It helps people stop taking creation for granted.

3-) How is philosophy said to look at most created things?

It treats them as everyday matters and does not stop to reflect on their miracle-like nature.

4-) Which does philosophy value more in this passage: the regular pattern or strange exceptions?

It values strange exceptions more.

5-) How is the example of an unusually formed person used in the argument?

It shows that philosophy may admire oddity while ignoring the deeper wonder of normal human creation.

6-) Why is that daily feeding more important than a rare sea example in this passage?

Because it is broad, constant, and shows mercy in a clear and dependable way.

7-) What is wrong with giving more attention to one rare sea creature than to the feeding of all young creatures?

It means missing the larger and clearer signs of Allah's mercy.

8-) What does the passage teach about "ordinary" things?

It teaches that ordinary things are often extraordinary signs when seen correctly.

9-) If a student followed the lesson of this passage, how would that student look at the world?

The student would look at ordinary creation as full of signs of Allah's power and mercy.