

lisans 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? (24 kelime)

They are asked to picture themselves

2-) Why does the passage use the image of stars for Qur'anic verses? (11 kelime)

To show

3-) What kind of world are readers first asked to imagine? (16 kelime)

A world of ignorance

4-) How are the earth, land, sea, animals, and plants described in this renewed vision? (19 kelime)

The earth is portrayed

5-) What literary effect is created by describing the sky, earth, and creatures as if they speak? (17 kelime)

It helps the reader

6-) How is the earth reimagined in the same vision? (20 kelime)

It is seen as full

7-) What does the passage say about the historical spread of the verses' light? (18 kelime)

It says their light

8-) What does the passage mean by saying this is only one type among many kinds of miraculousness? (18 kelime)

It means the Qur'an

9-) What does the phrase "among its many varieties" indicate about miraculousness? (13 kelime)

It indicates that

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

1-) What kind of darkness does the passage focus on first: physical darkness, spiritual darkness, or political darkness? (8 kelime)

It focuses

2-) In that environment, how are things in the world initially perceived? (12 kelime)

They are perceived

3-) What picture of the world exists before the Qur'anic verses are heard? (10 kelime)

The world

4-) How does the image of the stars change after the second verse is heard? (19 kelime)

They are no longer

5-) What is the significance of turning stars and earthly creatures into signs of speech and praise? (17 kelime)

It shows that the

6-) What larger idea is taught by these images of sky, earth, stars, and living things? (12 kelime)

The whole universe

7-) What mistake does the passage warn against when reading the Qur'an? (14 kelime)

It warns against

8-) What kind of reading does the passage encourage? (14 kelime)

It encourages reflective

9-) What does the passage claim about the level of miraculousness it is about to explain? (17 kelime)

It says the coming

**lisans 13-soz-eng-with-arabic-p03-cahiliyet-icinde-ayetlerin-ihya-edici-tesiri -
Set 3**

1-) From what point of view are readers asked to examine the verses in this passage? (22 kelime)
They are asked to view

2-) What darkness is being removed in this comparison? (9 kelime)
It is

3-) How are the sky and stars presented after this awakening in perception? (18 kelime)
The sky is pictured

4-) What inner change happens in the minds of listeners when they hear this message? (14 kelime)
Their understanding becomes

5-) How are the heavens and stars reimagined in the passage? (16 kelime)
They are reimagined as

6-) According to the passage, what part of the Qur'an's miraculous nature may be missed through a shallow reading? (21 kelime)
One may miss the sweetness

7-) According to the passage, what should a reader try to appreciate about each verse? (13 kelime)
The specific darkness

8-) What does the passage say a reader will fail to grasp in that case? (20 kelime)
The reader will fail to

9-) What is one central message of the whole passage? (19 kelime)
The Qur'an transformed how

**lisans 13-soz-eng-with-arabic-p03-cahiliyet-icinde-ayetlerin-ihya-edici-tesiri -
Set 4**

1-) What historical-spiritual environment is described at the start of the target passage? (16 kelime)
A period of ignorance

2-) Why is that mental exercise important for understanding the passage? (18 kelime)
Because without it, the

3-) What does hearing that everything in the heavens and earth glorifies Allah teach the listener? (16 kelime)
It teaches that the

4-) How does the second quoted verse deepen that effect? (19 kelime)
It expands the vision

5-) What do animals and plants come to represent? (9 kelime)
They come

6-) What does the phrase about “accepted knowledge” imply about the verses over time? (18 kelime)
It implies that their

7-) What kind of reading does the passage discourage? (15 kelime)
It discourages shallow

8-) According to the passage, what two things might such a person fail to appreciate? (15 kelime)
The kind of

9-) Why does the passage end by promising a comparison? (18 kelime)
Because the comparison will

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

1-) What are the verses compared to at the beginning of the passage, and why? (13 kelime)
They are compared

2-) What change takes place in the listener's view of creatures when the verse about all things praising Allah is heard? (20 kelime)
Creatures that seemed dead or

3-) What does the first quoted verse reveal about the universe? (15 kelime)
It reveals that

4-) What does the passage suggest about the phrase that all things glorify Allah? (17 kelime)
It presents that phrase

5-) What happens if someone views these verses only as common, long-accepted teachings? (16 kelime)
That person may fail

6-) What blocks a person from fully appreciating the verses' original force? (9 kelime)
Habit, superficial

7-) What can happen if a person reads with only routine familiarity? (11 kelime)
The person

8-) What is the purpose of the final sentence in the passage? (20 kelime)
It prepares the reader to

9-) What is the immediate goal of the passage before the next section begins? (18 kelime)
It aims to prepare

**lisans 13-soz-eng-with-arabic-p03-cahiliyet-icinde-ayetlerin-ihya-edici-tesiri -
Set 6**

1-) What mental exercise does the passage ask the reader to perform? (23 kelime)

It asks the reader to

2-) What effect do the verses have on things that once appeared inactive? (12 kelime)

They become understood

3-) What happens to the listener's perception when the verse about universal praise is heard? (19 kelime)

The listener begins to

4-) In the passage, what do stars come to represent beyond physical objects? (10 kelime)

They come

5-) Why is it hard for later readers to appreciate the first impact of these verses? (17 kelime)

Because repeated exposure can

6-) What does the passage say familiarity can do to one's reading? (17 kelime)

It can place a

7-) What is the danger of seeing the verses only through habit? (16 kelime)

A person may read

8-) What invitation is given to the reader at the end of the passage? (20 kelime)

The reader is invited to

9-) What is the best brief summary of the target passage? (29 kelime)

The Qur'an gave a spiritually deadened audience

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 harsh pre-Islamic setting marked by ignorance, spiritual neglect, and a world seen as dull and lifeless.

2-) Why does the passage use the image of stars for Qur'anic verses?

To show that the verses shine, guide, and drive away darkness.

3-) What kind of world are readers first asked to imagine?

A world of ignorance and roughness where people fail to see the living meaning of creation.

4-) How are the earth, land, sea, animals, and plants described in this renewed vision?

The earth is portrayed like a living whole, while land, sea, animals, and plants are seen as expressing glorification.

5-) What literary effect is created by describing the sky, earth, and creatures as if they speak?

It helps the reader sense that the universe is full of meaning, expression, and testimony to Allah.

6-) How is the earth reimagined in the same vision?

It is seen as full of forms of praise, with its regions and living things serving like expressions of remembrance.

7-) What does the passage say about the historical spread of the verses' light?

It says their light has continued from that first time onward and has become widely recognized over time.

8-) What does the passage mean by saying this is only one type among many kinds of miraculousness?

It means the Qur'an has multiple forms of wonder, and this passage is explaining just one of them.

9-) What does the phrase "among its many varieties" indicate about miraculousness?

It indicates that the Qur'an's miraculous nature has many dimensions, not just one.

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Set 2 - CEVAPLAR

1-) What kind of darkness does the passage focus on first: physical darkness, spiritual darkness, or political darkness?

It focuses first on spiritual and intellectual darkness.

2-) In that environment, how are things in the world initially perceived?

They are perceived as lifeless, covered over, and disconnected from sacred meaning.

3-) What picture of the world exists before the Qur'anic verses are heard?

The world appears covered, inert, and stripped of spiritual awareness.

4-) How does the image of the stars change after the second verse is heard?

They are no longer seen as mere burning objects but as meaningful signs that point to wisdom and truth.

5-) What is the significance of turning stars and earthly creatures into signs of speech and praise?

It shows that the universe is not mute or random but full of testimony to divine wisdom.

6-) What larger idea is taught by these images of sky, earth, stars, and living things?

The whole universe is shown as a meaningful order directed toward Allah.

7-) What mistake does the passage warn against when reading the Qur'an?

It warns against reading carelessly or routinely in a way that blocks deeper appreciation.

8-) What kind of reading does the passage encourage?

It encourages reflective reading that tries to recover the first hearers' astonishment and insight.

9-) What does the passage claim about the level of miraculousness it is about to explain?

It says the coming comparison will address one of the highest levels of the Qur'an's miraculous nature.

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Set 3 - CEVAPLAR

1-) From what point of view are readers asked to examine the verses in this passage?

They are asked to view them from the perspective of people encountering them in an age of deep ignorance and spiritual roughness.

2-) What darkness is being removed in this comparison?

It is the darkness of disbelief and spiritual unawareness.

3-) How are the sky and stars presented after this awakening in perception?

The sky is pictured like a speaker, and the stars like meaningful signs that display wisdom and truth.

4-) What inner change happens in the minds of listeners when they hear this message?

Their understanding becomes awakened, and they begin to see creation as alive with worship.

5-) How are the heavens and stars reimagined in the passage?

They are reimagined as expressive and meaningful, displaying truth and wisdom instead of mere physical existence.

6-) According to the passage, what part of the Qur'an's miraculous nature may be missed through a shallow reading?

One may miss the sweetness and force of its recitation and how each verse drives away a specific kind of darkness.

7-) According to the passage, what should a reader try to appreciate about each verse?

The specific darkness it removed and the unique sweetness of its miraculous recitation.

8-) What does the passage say a reader will fail to grasp in that case?

The reader will fail to grasp both the darkness driven away and the delight found in the Qur'an's miraculous recitation.

9-) What is one central message of the whole passage?

The Qur'an transformed how people saw the world by revealing all creation as full of life, meaning, and worship.

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Set 4 - CEVAPLAR

1-) What historical-spiritual environment is described at the start of the target passage?

A period of ignorance and harshness in which people saw existence through neglect and false assumptions.

2-) Why is that mental exercise important for understanding the passage?

Because without it, the reader may not recognize how radically the Qur'an changed people's view of the world.

3-) What does hearing that everything in the heavens and earth glorifies Allah teach the listener?

It teaches that the whole universe is engaged in praise and is not meaningless or silent.

4-) How does the second quoted verse deepen that effect?

It expands the vision further by including the heavens, earth, and everything within them in that act of glorification.

5-) What do animals and plants come to represent?

They come to represent expressions of praise within creation.

6-) What does the phrase about "accepted knowledge" imply about the verses over time?

It implies that their teachings became familiar and broadly acknowledged, which can weaken a person's sense of wonder.

7-) What kind of reading does the passage discourage?

It discourages shallow reading that notices the words without entering their spiritual and intellectual impact.

8-) According to the passage, what two things might such a person fail to appreciate?

The kind of darkness removed by each verse and the pleasure of its miraculous recitation.

9-) Why does the passage end by promising a comparison?

Because the comparison will help explain in a clearer way how lofty the Qur'an's miraculous expression really is.

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Set 5 - CEVAPLAR

1-) What are the verses compared to at the beginning of the passage, and why?

They are compared to shining stars because they spread light and remove darkness.

2-) What change takes place in the listener's view of creatures when the verse about all things praising Allah is heard?

Creatures that seemed dead or asleep are understood as alive in meaning, awake to worship, and expressive of Allah's names.

3-) What does the first quoted verse reveal about the universe?

It reveals that all things in the heavens and earth are in praise of Allah.

4-) What does the passage suggest about the phrase that all things glorify Allah?

It presents that phrase as something that wakes up human perception and gives the universe spiritual significance.

5-) What happens if someone views these verses only as common, long-accepted teachings?

That person may fail to feel their freshness, depth, and miraculous effect on the first hearers.

6-) What blocks a person from fully appreciating the verses' original force?

Habit, superficial reading, and taking their meanings for granted.

7-) What can happen if a person reads with only routine familiarity?

The person may overlook how each verse transformed a dark worldview.

8-) What is the purpose of the final sentence in the passage?

It prepares the reader to hear a comparison meant to explain a very high level of the Qur'an's miraculous character.

9-) What is the immediate goal of the passage before the next section begins?

It aims to prepare the reader emotionally and intellectually for a major comparison about the Qur'an's miraculous quality.

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Set 6 - CEVAPLAR

1-) What mental exercise does the passage ask the reader to perform?

It asks the reader to place themselves in an earlier age of ignorance in order to feel the force of the Qur'an's message.

2-) What effect do the verses have on things that once appeared inactive?

They become understood as active signs of worship and reminders of Allah.

3-) What happens to the listener's perception when the verse about universal praise is heard?

The listener begins to see all beings as responsive, aware in their own way, and engaged in glorifying Allah.

4-) In the passage, what do stars come to represent beyond physical objects?

They come to represent signs that convey wisdom and truth.

5-) Why is it hard for later readers to appreciate the first impact of these verses?

Because repeated exposure can make their message feel ordinary, even though it was once shocking and transformative.

6-) What does the passage say familiarity can do to one's reading?

It can place a thin but powerful barrier over the text, making its wonder harder to taste.

7-) What is the danger of seeing the verses only through habit?

A person may read them without sensing their power to overturn false ways of seeing reality.

8-) What invitation is given to the reader at the end of the passage?

The reader is invited to listen to a comparison that will help explain one of the Qur'an's greatest miraculous qualities.

9-) What is the best brief summary of the target passage?

The Qur'an gave a spiritually deadened audience a new vision in which all creation appears alive with praise, and readers must work to recover that original sense of wonder.