

5sinif short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 1

1-) What main lesson is this passage trying to teach about prayer and major sins? (21 kelime)

It teaches that praying is

2-) What teaching method is used to explain this idea? (5 kelime)

A

3-) What was special about the first soldier's training? (11 kelime)

He had

4-) What was the first soldier like in both skill and character? (10 kelime)

He was

5-) Why was he calm about those needs? (13 kelime)

He trusted that

6-) What did the good soldier understand about who provides daily needs? (8 kelime)

He understood

7-) What did the careful soldier believe was his own real job? (7 kelime)

His

8-) When he did those camp jobs, how did he describe them? (11 kelime)

He described

9-) How did he answer when asked what he was doing? (8 kelime)
He said

10-) What false idea did he avoid? (13 kelime)
He avoided thinking

5sinif short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 2

1-) What does the passage say is suitable for a human being to do? (8 kelime)

To perform

2-) Why does the passage use a soldier example? (11 kelime)

It helps

3-) In the story, what was happening in the country at that time? (6 kelime)

There

4-) What was he not deeply anxious about? (10 kelime)

He was

5-) What makes the second soldier a bad example? (8 kelime)

He lacks

6-) What kinds of help did he expect from the state if needed? (15 kelime)

He expected food,

7-) Besides training and fighting, what other tasks did the disciplined soldier do? (12 kelime)

He helped with

8-) Give two examples of those ordinary tasks. (8 kelime)

He prepared

9-) How did he think about those useful service jobs? (13 kelime)
He saw them

10-) What can we infer about the attitude of the careful soldier? (15 kelime)
He was responsible,

5sinif short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 3

1-) According to the passage, what two actions match true human duty? (10 kelime)

Doing the

2-) What kind of sins are mentioned as things to avoid? (2 kelime)

3-) What was the better soldier busy with? (11 kelime)

He was

4-) Which soldier is the good example in the story? (5 kelime)

The

5-) Why did the careful soldier not worry so much about food and supplies? (10 kelime)

He knew

6-) What shows that the state's care could go very far? (17 kelime)

The passage says the

7-) Did he ignore all ordinary tasks related to meals and gear? (14 kelime)

No. He still

8-) Did his trust make him lazy? Explain. (9 kelime)

No. He

9-) What did he call those chores when asked about them? (8 kelime)

He called

5sinif short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 4

1-) What human purpose is being explained in this passage? (15 kelime)

The passage explains

2-) What example is used right after the verse? (5 kelime)

The

3-) What setting brings urgency to the story? (7 kelime)

A

4-) What did the careful soldier focus on? (12 kelime)

He focused on

5-) What did he understand about getting his basic needs? (10 kelime)

He understood

6-) What did the soldier consider his essential responsibility? (8 kelime)

Preparing himself

7-) What detail shows his trust was very strong? (12 kelime)

He believed he

8-) Name one chore he did. (5 kelime)

He

9-) How did he describe those extra tasks? (9 kelime)

He described

5sinif short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 5

1-) What does the verse at the beginning say about the people Allah is with? (13 kelime)

Allah is with

2-) What kind of story is used to make the lesson easier to understand? (8 kelime)

A comparison

3-) How was the second soldier described? (8 kelime)

He was

4-) What did the disciplined soldier give his attention to? (13 kelime)

He gave his

5-) What reasons did he have for not worrying? (21 kelime)

He believed the state would

6-) How did he view food, gear, and medical treatment? (11 kelime)

He viewed

7-) Did he completely avoid practical chores? (8 kelime)

No. He

8-) What are some examples of extra tasks he still did? (10 kelime)

He helped

9-) Why did he not think of those chores as working just to feed himself? (19 kelime)
Because he believed his

5sinif short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 6

1-) What two things does the passage connect together as part of proper human living? (8 kelime)

Regular prayer

2-) How was the first soldier described? (9 kelime)

He was

3-) What is one big difference between the two soldiers? (12 kelime)

One was disciplined

4-) What did the first soldier avoid worrying about too much? (8 kelime)

He avoided

5-) What did the first soldier put first in his life as a soldier? (7 kelime)

He

6-) What did he say was his main responsibility? (8 kelime)

His main

7-) What does this show about the order of responsibilities in his mind? (12 kelime)

It shows that

8-) If someone asked what he was doing during those chores, how did he understand them? (9 kelime)

He saw

9-) What does this tell us about his understanding of duty? (18 kelime)
He knew his main

CEVAP ANAHTARI

5sinif short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 1 -

CEVAPLAR

1-) What main lesson is this passage trying to teach about prayer and major sins?

It teaches that praying is a true human duty, and staying away from major sins fits the way people were created.

2-) What teaching method is used to explain this idea?

A comparison using two soldiers.

3-) What was special about the first soldier's training?

He had already been prepared well and took his responsibilities seriously.

4-) What was the first soldier like in both skill and character?

He was skilled and careful about doing what was right.

5-) Why was he calm about those needs?

He trusted that those needs would be taken care of by the state.

6-) What did the good soldier understand about who provides daily needs?

He understood that the state provides those needs.

7-) What did the careful soldier believe was his own real job?

His real job was training and fighting.

8-) When he did those camp jobs, how did he describe them?

He described them as service he was doing for the state.

9-) How did he answer when asked what he was doing?

He said he was carrying out service duties.

10-) What false idea did he avoid?

He avoided thinking that his whole purpose was just to earn his food.

5sinif short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 2 -

CEVAPLAR

1-) What does the passage say is suitable for a human being to do?

To perform the prayers and avoid serious sins.

2-) Why does the passage use a soldier example?

It helps readers understand the lesson through a clear everyday picture.

3-) In the story, what was happening in the country at that time?

There was a broad military call-up.

4-) What was he not deeply anxious about?

He was not deeply anxious about his food and supplies.

5-) What makes the second soldier a bad example?

He lacks training and thinks mostly about himself.

6-) What kinds of help did he expect from the state if needed?

He expected food, equipment, medical care, and even direct help if he became too weak.

7-) Besides training and fighting, what other tasks did the disciplined soldier do?

He helped with practical camp jobs like preparing and cleaning eating things.

8-) Give two examples of those ordinary tasks.

He prepared cooking items and cleaned eating containers.

9-) How did he think about those useful service jobs?

He saw them as assigned duties, not as a personal chase for survival.

10-) What can we infer about the attitude of the careful soldier?

He was responsible, trusting, and clear about the difference between his duty and his provision.

5sinif short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 3 -

CEVAPLAR

1-) According to the passage, what two actions match true human duty?

Doing the prescribed prayers and not falling into major sins.

2-) What kind of sins are mentioned as things to avoid?

Serious sins.

3-) What was the better soldier busy with?

He was busy with preparation and carrying out his military duty.

4-) Which soldier is the good example in the story?

The trained and dutiful soldier.

5-) Why did the careful soldier not worry so much about food and supplies?

He knew those things were the responsibility of the state.

6-) What shows that the state's care could go very far?

The passage says the state would even feed him directly if he could not do it himself.

7-) Did he ignore all ordinary tasks related to meals and gear?

No. He still took care of some of them as part of his work.

8-) Did his trust make him lazy? Explain.

No. He still did useful service jobs when needed.

9-) What did he call those chores when asked about them?

He called them service tasks for the state.

5sinif short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 4 -

CEVAPLAR

1-) What human purpose is being explained in this passage?

The passage explains that worship, especially prayer, is part of why human beings were made.

2-) What example is used right after the verse?

The example of two soldiers.

3-) What setting brings urgency to the story?

A time of war preparation involving everyone.

4-) What did the careful soldier focus on?

He focused on preparing himself and doing his part in the battle.

5-) What did he understand about getting his basic needs?

He understood that the government was supposed to provide them.

6-) What did the soldier consider his essential responsibility?

Preparing himself and taking part in the fighting.

7-) What detail shows his trust was very strong?

He believed he would be helped even in a very weak condition.

8-) Name one chore he did.

He cleaned the eating utensils.

9-) How did he describe those extra tasks?

He described them as part of his official service.

5sinif short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 5 -

CEVAPLAR

1-) What does the verse at the beginning say about the people Allah is with?

Allah is with people who are mindful of Him and who do good.

2-) What kind of story is used to make the lesson easier to understand?

A comparison about two soldiers in the army.

3-) How was the second soldier described?

He was inexperienced and mostly cared about himself.

4-) What did the disciplined soldier give his attention to?

He gave his attention to military preparation and the struggle they were in.

5-) What reasons did he have for not worrying?

He believed the state would provide what he needed, care for him when sick, and support him if he became unable.

6-) How did he view food, gear, and medical treatment?

He viewed them as things the state was responsible to provide.

7-) Did he completely avoid practical chores?

No. He also did some practical camp chores.

8-) What are some examples of extra tasks he still did?

He helped with cooking-related tools and with cleaning after meals.

9-) Why did he not think of those chores as working just to feed himself?

Because he believed his living was being provided for him, and those tasks were part of his assigned duty.

5sinif short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 6 -

CEVAPLAR

1-) What two things does the passage connect together as part of proper human living?

Regular prayer and staying away from major wrongdoing.

2-) How was the first soldier described?

He was trained, careful about his duty, and serious.

3-) What is one big difference between the two soldiers?

One was disciplined and duty-minded, while the other was untrained and self-focused.

4-) What did the first soldier avoid worrying about too much?

He avoided constant worry about food and supplies.

5-) What did the first soldier put first in his life as a soldier?

He put training and battle duty first.

6-) What did he say was his main responsibility?

His main responsibility was to train and fight.

7-) What does this show about the order of responsibilities in his mind?

It shows that mission came first, while food and supplies were secondary.

8-) If someone asked what he was doing during those chores, how did he understand them?

He saw them as duties done for the state.

9-) What does this tell us about his understanding of duty?

He knew his main mission came first, and other small jobs were only part of serving that mission.