

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

1-) According to the passage, what two actions are presented as fitting human duty and a natural outcome of how people were created? (10 kelime)

Performing the

2-) In the comparison, what situation are the two soldiers living through? (9 kelime)

They are

3-) What is one main difference between the two soldiers at the beginning of the story? (14 kelime)

One is disciplined

4-) What did the careful soldier give his main attention to? (9 kelime)

He focused

5-) Why did the careful soldier not worry much about food and supplies? (11 kelime)

He believed

6-) Besides training and battle, what kinds of practical tasks did the careful soldier still do? (13 kelime)

He handled camp

7-) How did the careful soldier describe those chores when someone asked what he was doing? (11 kelime)

He said

8-) What did he refuse to call those chores? (12 kelime)

He did not

9-) What lesson does the comparison suggest about a person's priorities? (24 kelime)

A person should put primary effort

## **lisans short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 2**

1-) What verse is placed at the beginning of the passage, and what is its basic message? (16 kelime)  
It says Allah is

2-) What does the passage say a person should do if he wants to understand the human role clearly? (13 kelime)  
He should listen

3-) Where were the two soldiers together? (6 kelime)  
They

4-) How is the first soldier described in character and preparation? (6 kelime)  
He

5-) How is the second soldier described in character and preparation? (7 kelime)  
He

6-) What belief gave the first soldier peace about being fed, equipped, and treated when sick? (13 kelime)  
He trusted that

7-) What did the first soldier see as his essential responsibility? (9 kelime)  
His real

8-) In what way did he still take part in matters related to food and equipment? (14 kelime)  
He helped with

9-) What contrast does the passage build between "service" and "earning a living"? (26 kelime)  
It shows that necessary support tasks

### **lisans short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 3**

1-) What two religious goals are linked together at the opening of the passage? (8 kelime)

Establishing the

2-) Why does the passage use a military example? (13 kelime)

It uses a

3-) During the mobilization, what attitude did the disciplined soldier have toward his mission? (15 kelime)

He stayed committed

4-) What does the passage say the state would do for him if he became ill? (6 kelime)

It

5-) How far does the passage go in describing the state's care for him? (13 kelime)

It even says

6-) What does this tell us about the disciplined soldier's trust? (18 kelime)

He had strong confidence

7-) What examples show that he did not totally ignore practical needs? (12 kelime)

He cooked with

8-) Why is his answer about doing "fatigues" important to the meaning of the comparison? (18 kelime)

It shows he saw

9-) What misunderstanding about human life does the passage begin to challenge through this story? (13 kelime)

It challenges the

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

1-) What does the passage ask the listener to recognize about prayer and avoiding serious sin? (16 kelime)

It asks the listener

2-) What larger public condition forms the background of the story? (8 kelime)

Society is

3-) Which soldier can be seen as acting with maturity, and why? (13 kelime)

The trained soldier,

4-) What inner problem marks the other soldier even before any later actions are mentioned? (9 kelime)

He is

5-) According to the first soldier, whose responsibility is it to provide food and gear? (5 kelime)

It

6-) What are the two core tasks the first soldier keeps before himself? (10 kelime)

To train

7-) Name two examples of the ordinary camp work he still does. (9 kelime)

He washes

8-) What does his response to the questioner show about his mindset? (15 kelime)

It shows he

9-) What overall moral can a student draw from this part of the passage? (17 kelime)

Real dignity comes from

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

1-) How does the opening Qur'anic line shape the tone of the whole passage? (15 kelime)

It frames the

2-) What does the passage say is both truly human and naturally fitting? (7 kelime)

Regular

3-) In the comparison, what setting allows the passage to talk about duty in a concrete way? (10 kelime)

The setting

4-) What quality makes the first soldier "conscientious"? (11 kelime)

He takes

5-) What false priority controls the second soldier from the start? (10 kelime)

He is

6-) How does the first soldier balance trust and effort? (15 kelime)

He trusts the

7-) What specific sentence idea shows that he does not think like a materialist? (14 kelime)

He does not

8-) Why is that distinction important for understanding the passage? (17 kelime)

Because the passage is

9-) Based on this part alone, what attitude toward rizq, or provision, is being encouraged? (23 kelime)

A believer should trust that

## **lisans short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 6**

1-) What two moral-religious responsibilities are highlighted before the story begins? (8 kelime)  
Establishing the

2-) What are readers told to do with the comparison besides simply hearing it? (14 kelime)  
They are told

3-) How many soldiers are central to the comparison, and what basic contrast do they represent? (9 kelime)  
There are

4-) What does the disciplined soldier understand about the relationship between personal duty and provided needs? (21 kelime)  
He understands that his duty

5-) What kinds of care does he expect from that authority? (10 kelime)  
Food, equipment,

6-) What did he count as his main assignment in life within the comparison? (7 kelime)  
Preparation

7-) What details show that service can include humble tasks? (17 kelime)  
He works with cooking

8-) When asked what he is doing, what understanding lies behind his answer? (14 kelime)  
He sees even

9-) What wrong way of thinking is quietly rejected when he says he is not working for his own living? (14 kelime)  
The idea that

## CEVAP ANAHTARI

## **lisans short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 1 - CEVAPLAR**

1-) According to the passage, what two actions are presented as fitting human duty and a natural outcome of how people were created?

Performing the required prayers and staying away from major sins.

2-) In the comparison, what situation are the two soldiers living through?

They are in a period of general military mobilization.

3-) What is one main difference between the two soldiers at the beginning of the story?

One is disciplined and responsible, while the other is inexperienced and focused on himself.

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

He focused on military preparation and the actual fighting.

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

He believed providing those things was the responsibility of the state.

6-) Besides training and battle, what kinds of practical tasks did the careful soldier still do?

He handled camp chores like preparing cookware, cleaning eating utensils, and carrying them.

7-) How did the careful soldier describe those chores when someone asked what he was doing?

He said he was carrying out service duties for the state.

8-) What did he refuse to call those chores?

He did not describe them as working to earn his own living.

9-) What lesson does the comparison suggest about a person's priorities?

A person should put primary effort into the duty he was created and assigned for, instead of being distracted by selfish concern over provision.

## **lisans short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 2 - CEVAPLAR**

1-) What verse is placed at the beginning of the passage, and what is its basic message?

It says Allah is with those who are mindful of Him and those who do good.

2-) What does the passage say a person should do if he wants to understand the human role clearly?

He should listen carefully to the comparison and take a lesson from it.

3-) Where were the two soldiers together?

They were in the same regiment.

4-) How is the first soldier described in character and preparation?

He is trained, serious, and dutiful.

5-) How is the second soldier described in character and preparation?

He is untrained and driven by self-interest.

6-) What belief gave the first soldier peace about being fed, equipped, and treated when sick?

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

7-) What did the first soldier see as his essential responsibility?

His real responsibility was to prepare himself and fight.

8-) In what way did he still take part in matters related to food and equipment?

He helped with support work connected to them as part of his assigned service.

9-) What contrast does the passage build between “service” and “earning a living”?

It shows that necessary support tasks can be part of one’s duty, but they should not replace the higher mission a person is meant to fulfill.

### **lisans short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 3 - CEVAPLAR**

1-) What two religious goals are linked together at the opening of the passage?

Establishing the prescribed prayers and avoiding grave wrongdoing.

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

It uses a familiar comparison to show clearly what people's true responsibilities are.

3-) During the mobilization, what attitude did the disciplined soldier have toward his mission?

He stayed committed to preparation and combat without being distracted by personal anxiety over provision.

4-) What does the passage say the state would do for him if he became ill?

It would provide treatment for him.

5-) How far does the passage go in describing the state's care for him?

It even says the state would feed him directly if that became necessary.

6-) What does this tell us about the disciplined soldier's trust?

He had strong confidence that his basic needs would be cared for while he carried out his duty.

7-) What examples show that he did not totally ignore practical needs?

He cooked with the pots, cleaned the food containers, and carried them.

8-) Why is his answer about doing "fatigues" important to the meaning of the comparison?

It shows he saw those tasks as part of service, not as the main purpose of his life.

9-) What misunderstanding about human life does the passage begin to challenge through this story?

It challenges the idea that securing worldly provision is a person's main job.

## **lisans short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 4 - CEVAPLAR**

1-) What does the passage ask the listener to recognize about prayer and avoiding serious sin?

It asks the listener to recognize that these are deeply suited to human nature and purpose.

2-) What larger public condition forms the background of the story?

Society is in a state of military call-up.

3-) Which soldier can be seen as acting with maturity, and why?

The trained soldier, because he knows his role and acts responsibly within it.

4-) What inner problem marks the other soldier even before any later actions are mentioned?

He is centered on himself rather than on duty.

5-) According to the first soldier, whose responsibility is it to provide food and gear?

It belongs to the state.

6-) What are the two core tasks the first soldier keeps before himself?

To train properly and to take part in the fighting.

7-) Name two examples of the ordinary camp work he still does.

He washes the eating utensils and carries the cookware.

8-) What does his response to the questioner show about his mindset?

It shows he thinks in terms of serving a mission, not merely providing for himself.

9-) What overall moral can a student draw from this part of the passage?

Real dignity comes from fulfilling one's higher duty with trust, while everyday material tasks should remain secondary.

## **lisans short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins- opening-comparison - Set 5 - CEVAPLAR**

1-) How does the opening Qur'anic line shape the tone of the whole passage?

It frames the teaching around taqwa and doing good, showing divine support for obedient living.

2-) What does the passage say is both truly human and naturally fitting?

Regular prayer and refraining from major sins.

3-) In the comparison, what setting allows the passage to talk about duty in a concrete way?

The setting is a regiment during a broad military mobilization.

4-) What quality makes the first soldier "conscientious"?

He takes his assigned responsibilities seriously and stays focused on them.

5-) What false priority controls the second soldier from the start?

He is preoccupied with himself rather than with the mission.

6-) How does the first soldier balance trust and effort?

He trusts the state for essential provision, yet still does his assigned support work faithfully.

7-) What specific sentence idea shows that he does not think like a materialist?

He does not view his chores as merely a way to make a living.

8-) Why is that distinction important for understanding the passage?

Because the passage is teaching that human life has a higher purpose than just meeting bodily needs.

9-) Based on this part alone, what attitude toward rizq, or provision, is being encouraged?

A believer should trust that provision is handled by the One in charge and focus first on the duty he was made for.

## **lisans short-words-p12-fifth-word-prescribed-prayer-and-avoiding-major-sins-opening-comparison - Set 6 - CEVAPLAR**

1-) What two moral-religious responsibilities are highlighted before the story begins?

Establishing the prescribed prayers and avoiding serious sins.

2-) What are readers told to do with the comparison besides simply hearing it?

They are told to reflect on it and take warning or benefit from it.

3-) How many soldiers are central to the comparison, and what basic contrast do they represent?

There are two soldiers, representing responsibility versus self-centered carelessness.

4-) What does the disciplined soldier understand about the relationship between personal duty and provided needs?

He understands that his duty is to serve and prepare, while his basic support is supplied by the authority over him.

5-) What kinds of care does he expect from that authority?

Food, equipment, medical care, and even direct feeding if necessary.

6-) What did he count as his main assignment in life within the comparison?

Preparation and struggle in the assigned cause.

7-) What details show that service can include humble tasks?

He works with cooking tools, cleans up after meals, and carries the items needed for camp life.

8-) When asked what he is doing, what understanding lies behind his answer?

He sees even small duties as part of loyal service to a greater purpose.

9-) What wrong way of thinking is quietly rejected when he says he is not working for his own living?

The idea that survival and personal gain are the highest goals of human action.