

# 1 The Power of Poetry

## A Vocabulary and Idioms

### 1 Vocabulary

 Choose the meaning that best matches the underlined word in each sentence.

- I am the daughter of Black writers who are descended from freedom fighters ... (I.2)
  - to be advised by people in the past
  - to become embarrassed by people in the past
  - to be acquainted with people in the past
  - to be directly related to people in the past
- I had a speech impediment, which made it difficult to pronounce certain sounds. (I.5)
  - something that makes it difficult for you to do something
  - the feeling of happiness, enjoyment, or satisfaction resulting from a good experience
  - something that forces you to make difficult decisions
  - the feeling that you cannot succeed in anything you do
- Poetry is actually at the center of most political questions about what it means to be a democracy. (I.22)
  - a ruler with unlimited power who is often unfair and cruel
  - a political system in which businesses belong to individuals, not to the government
  - a belief that a small government is better than a big government
  - a system of government in which all citizens vote to decide what should or should not be allowed
- Poetry is always at the pulse of the most dangerous and most daring questions ... (I.30)
  - involving difficulties and not needing much effort
  - involving risk but not causing trouble or worry
  - involving danger and willing to do risky things
  - involving luck and requiring creativity

### 2 Vocabulary

 Choose the word from the list [(a)-(d)] that is closest in meaning to the target word.

- |                                |                   |                |                 |                  |
|--------------------------------|-------------------|----------------|-----------------|------------------|
| 1. <b>terrify</b> (I.5)        | (a) amuse         | (b) frighten   | (c) embarrass   | (d) astonish     |
| 2. <b>accessibility</b> (I.11) | (a) inconvenience | (b) usefulness | (c) flexibility | (d) availability |
| 3. <b>irritate</b> (I.15)      | (a) bother        | (b) satisfy    | (c) disappoint  | (d) thrill       |
| 4. <b>phenomenal</b> (I.20)    | (a) supernatural  | (b) artificial | (c) incredible  | (d) scientific   |

### 3 Idioms

 Complete the sentences by filling in the blanks.

- 彼は間違いを犯すことをとても恐れている。  
He ( ) very ( ) ( ) ( ) mistakes.
- 会議に出席していた全員が彼女に賛成したわけではない。  
( ) ( ) present at the meeting agreed with her.

- 私が歯医者に行ったのは、ほかでもなく木曜日のことだ。  
( ) was on ( ) ( ) I went to the dentist.
- この橋は旧市街と中心街をつなげている。  
This bridge ( ) the old city ( ) the downtown area.
- 東京で働いているのは、私ではなく姉です。  
It is ( ) I ( ) my sister who ( ) in Tokyo.

### 4 Idioms

 Choose the best phrase for each blank. Change the form of the verb if necessary.

(Emma and Kelly are watching a news program)

**Emma:** Kelly, look at this flood. It's really bad. It has (1) \_\_\_\_\_ many cars!

**Kelly:** That's scary. By the way, are you interested in the coming election? Mr. Walker, who is one of the candidates in the next election, (2) \_\_\_\_\_ a lower sales tax.

**Emma:** Oh, really? But won't lower taxes now mean higher taxes in the future?

**Kelly:** Maybe. His idea doesn't (3) \_\_\_\_\_ to me. I'm not going to vote for him, (4) \_\_\_\_\_.

**Emma:** Me, neither.

[ make sense / no matter what / roll over / stand for ]

### 5 Check It

 Based on the text, which two of the following are true?

- Amanda was worried that she would mumble her words on stage.
- Amanda is a poet whose parents changed the world after they became free.
- Amanda believes that the nature of poetry makes it political and powerful.
- Amanda says that writing a poem is an act of art without any political meaning.
- Amanda believes her words will be unique if she chooses to speak out of fear.

### FOCUS

#### ▶ 3つの so that I might ... の捉え方

And my reaction is to pay honor to those people who used their pens to roll over boulders  
① so (that) I might have a mountain of hope on which to stand ② so that I might understand the power of telling stories that matter, no matter what. ③ So that I might realize that if I choose not out of fear, but out of courage to speak, then there's something unique that my words can become.

**TRY 1** 下線部①～③を訳そう。その際、それぞれの so that I might ... が係る箇所注意すること。

**TRY 2** so that 構文を用いて以下の文の続きを完成させ、ペアで発表し合おう。

I say "Good morning" to friends and teachers every morning \_\_\_\_\_.

I stayed up late last night \_\_\_\_\_.

Next year, I will go to France \_\_\_\_\_.

## B Comprehension Check

### 1 Answer the questions.

1. Why was Amanda embarrassed to speak up?  
\_\_\_\_\_
2. Why does Amanda think poetry is interesting?  
\_\_\_\_\_
3. Why is Amanda annoyed when she is asked not to make her poem political?  
\_\_\_\_\_
4. What does Amanda believe is the phenomenal potential that poets have?  
\_\_\_\_\_
5. What does Amanda think are the most dangerous and most daring questions that a nation or a world might face?  
\_\_\_\_\_
6. What does Amanda want to do by paying honor to those who used their pens to roll over boulders?  
\_\_\_\_\_

### 2 Paraphrase the underlined part by putting an appropriate word in each blank.

So you see, when someone asks me to write a poem that's not political, what they're really asking me is to not ask charged and challenging questions in my poetic work. That does not work, because poetry is always at the pulse of the most dangerous and most daring questions that a nation or a world might face. What path do we stand on as a people, and what future as a people do we stand for? (ll.28-32)

( ) ( ) to write a poem that's not ( ) does not work, because poetry is always at the ( ) of the most dangerous and the ( ) questions that a nation or a world might face.

[ asking / boldest / heart / front / me / political ]

### 3 Read the passage below and answer the questions that follow.

- 1 I have two questions for you. One — whose shoulders do you stand on? And two — what do you stand for? ① I answer to them with these words: I am the daughter of Black writers who are descended from freedom fighters who broke their chains and changed the world. They call me.
- 2 Most of my life, I was terrified of speaking up because I had a speech impediment, which made it difficult to pronounce certain sounds. And I felt like I was fine writing on the page. But once I got on stage, I was worried my words might jumble and stumble. ② What was the point in trying not to mumble these thoughts in my head if everything's already been said before?

3

- A: And it's this connection-making that makes poetry powerful, but also makes it political.  
B: Poetry is interesting because not everyone is going to become a great poet, but anyone can be, and anyone can enjoy poetry.  
C: Poetry has never been the language of barriers; it's always been the language of bridges.  
D: And it's this openness, this accessibility of poetry that makes it the language of people.

4 One thing that irritates me is when I get a phone call asking me to write a poem and the person on the phone says "Don't make it political," which to me sounds like ③ I have to draw a square, but not make it a rectangle, or build a car and not make it a vehicle. It doesn't make much sense because all art is political. The decision to create, the artistic choice to have a voice, the choice to be heard is the most political act of all.

5 Poets have this phenomenal potential to connect the beliefs of the private individual with the public, the population, the political movement. I really ④ [ in / to try / the ways / want / to hear / which / you ] poetry is actually at the center of most political questions about what it means to be a democracy. Maybe later you're going to be at a protest, and someone's going to have a poster that says, ⑤ "They buried us, but they didn't know we were seeds." That's poetry. You might be in your U.S. History class, and your teacher may play a video of Martin Luther King Jr. saying: ⑤ "We will be able to hew out of this mountain of despair a stone of hope." That's poetry.

問1 下線部①について、誤りがあれば訂正しなさい。ない場合は「誤」の解答欄に○を記入しなさい。

誤： \_\_\_\_\_ → 正： \_\_\_\_\_

問2 下線部②を和訳しなさい。

\_\_\_\_\_

問3 ③段落が論理的な文章になるように、A～Dを並べかえなさい。

\_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_

問4 下線部③の内容を以下のように言い換えたとき、( )に入る1語を書きなさい。

Making a poem that is not political is next to ( ).

問5 下線部④ [ ]内の語句を意味が通るように並べかえなさい。

\_\_\_\_\_

問6 2つの下線部⑤がなぜ"That's poetry."と言えるのか、日本語で簡潔に説明しなさい。

\_\_\_\_\_

## C Try Your Skills

以下の英文は、データ分析を専門とする研究所の広報部門トップの女性が、大学生の聴衆に向けて行ったプレゼンテーションの冒頭部分です。英文を読んで、設問に答えなさい。

My name is Ashley Fell, and I'm the head of communications at McCrindle Research. We are a Sydney-based research agency. Now, I bet you're wondering, "What does research have to do with communications?" Well, in our research, we analyze data, discuss the future of work, and predict what's going to happen with digitalization and automation. Of course, this has a lot to do with (1) the STEM subjects: science, technology, engineering, and math. Our research has shown, however, that it's those who have the soft skills, like interpersonal skills and communication skills, that are going to have a good chance of withstanding\* automation when AI robots begin to replace the human workforce. That means that we should also appreciate (2) the CLASS subjects: communication, literature, art, and social skills.

In our research, we deal with quantitative\* data such as numbers and statistics, and qualitative\* data, namely, long and wordy research findings from surveys, in-depth\* interviews, and focus groups\*. After analyzing data, we turn them into infographics\*. This is our passion. We are all about bringing research data to life. We do so because important research comprising statistics and displayed in spreadsheets\* isn't going to get the kind of massive public attention that it needs to get in the world that we live in.

**Notes** withstand …に持ちこたえる / quantitative 数量的な / qualitative 質的な / in-depth 詳細な / focus group 調査目的で抽出された利用者集団 / infographics インフォグラフィックス (情報を視覚化した表現手段のこと) / spreadsheet スプレッドシート (複数人で共有しながら同時編集できるデータ集計用ソフト)

1 本文の下線部 (1), (2) を正しくパラフレーズしているものを、それぞれ以下の選択肢 (a) ~ (c) から選びなさい。

### (1) the STEM subjects

- (a) important subjects for those who work in sales and personnel departments
- (b) subjects such as science, technology, engineering, and mathematics
- (c) core subjects that help us to foresee our future income

### (2) the CLASS subjects

- (a) subjects such as communication, literature, art, and social skills
- (b) ordinary school subjects students are expected to learn in class
- (c) academic subjects which are needed to make AI robots act more like humans

2 本文の内容に関する以下の質問の解答として最も適するものを、(a) ~ (d) から1つ選びなさい。

### 1. What does Ashley Fell's agency do in their research?

- (a) They analyze data before they gather them.
- (b) They predict what the future of work will be like.
- (c) They use quantitative data collected from in-depth interviews.
- (d) They deal with qualitative data such as numbers and statistics.

### 2. Which one of the following is expected to happen in the future work environment?

- (a) The work technical experts do will never be replaced by AI robots.
- (b) Those who are good at STEM subjects are likely to do well at the office.
- (c) Interpersonal skills will not be in strong demand in technical departments.
- (d) Those with soft skills may have a better chance of surviving AI automation.

### 3. Which one of the following is Ashley Fell's research agency probably most enthusiastic about?

- (a) Striking a balance between the STEM and CLASS types of knowledge when doing research.
- (b) Making their research findings long and detailed when they need to deal with qualitative data.
- (c) Making their research data attractive to the audience by combining data with graphic images.
- (d) Getting the public's attention by presenting an analysis of their quantitative research.

3 本文の内容について、以下の指示に従って英語で解答を書きなさい。

Based on your understanding of the passage, explain what the presenter's job is and what types of skills will be needed in the AI era.

- Write your answer in around 40 words.
- You may use expressions such as "the presenter," "at a research agency," "research shows that ...."

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