

【3】〔長文総合〕《神戸大》

解答時間 30 分

次の文章を読んで、問 1～6 に答えなさい。

I fell in love for the first time when I was four. Her name was Susan and we were both in a piano class. She wore red overalls, which I for some reason found very charming; she had laughing brown eyes and a high-spirited yet intelligent manner. I was fascinated and, as it happened, we got along quite well.

① I'm not sure of exactly what kind of path I imagined us to be on, but (if whatever it was, it was upward — until one day after a lesson when we went outside to join our respective parents. Watching her joyously greet her family, I was shocked to find that as soon as she started talking to them, I couldn't understand what they were saying! This was the first time in my life that I had ever known that there were languages other than English, and it remains the biggest shock I have ever 'encountered in my entire life. They were clearly communicating, just as I was (A) my mother, but I couldn't understand what they were saying!

For me, this was not only shocking but heartbreaking, because I felt that ② Susan's newly revealed ability cut her (B) from me, that she had gone somewhere I couldn't go. "What are they doing, Mom?" I asked. "they're speaking another language," she answered. "(①) Where did they learn how to do that?" I persisted. Mom went over and asked Susan's parents politely, "Excuse me, what language are you speaking?" "We are speaking Hebrew*," said one of them. Mom came back to me and said, "They're speaking Hebrew."

"But why don't we speak Hebrew, Mom? She answered, "Because we're not Jewish. Can we go home now?" And so we did. But on the way home in the car, I was so frustrated that I cried like the child that I was — partly because I felt that this revelation had lost me the girl of my dreams and partly because I was shocked by the idea that there were ways of speaking that I could not understand, that there were other ways to talk that a person could

be able to talk in two ways, and that I had been denied that ability (C) not being, well, Jewish (that's as far as I could understand it at this point).

As it happened, a Hebrew school met in the late afternoons in the building where I went to school, and I became so obsessed* with my language deficit that I left a note on the blackboard for the rabbi* (as directed by my teacher) asking him how I, too, could learn Hebrew. ⁽³⁾He left me a poster with the Hebrew alphabet on it, which was a very nice thing to do considering that he could have just ignored my letter entirely. With this poster and a cute Hebrew-language children's picture dictionary that Mom dug up somewhere for me, I learned to sound out Hebrew, and that was enough for me then; it didn't occur to me that I didn't really know what I was reading or that I couldn't actually put sentences of my own.

注 Hebrew ヘブライ語;(become) obsessed with ~ ~のことで頭がいっぱいになる; rabbi ラビ(ユダヤ教の指導者・教師)

問1 空所(A)~(C)に入る最も適切な語を、(ア)~(カ)からそれぞれひとつ選びなさい。

(ア) against (イ) by (ウ) of (エ) off (オ) on (カ) with

問2 下線部(2)の Susan's newly revealed ability とはどのようなことですか。20字以内の日本語で答えなさい。ただし句読点も1字に数えます。

問3 空所(①)に入る最も適切な文を、(a)~(d)からひとつ選びなさい。

(a) I see what you mean, (b) That's a good idea,
(c) That's right, (d) What do you mean?

問4 本文の内容と一致するものを、(あ)~(き)から2つ選びなさい。

- (あ) しばらくすると筆者はヘブライ語の文章を読んで理解驚るようになった。
- (い) 母親は筆者がヘブライ語を学ぶことには反対だった。
- (う) 筆者が通っていた学校の隣の建物にヘブライ語の学校があった。
- (え) 筆者とスーザンは同じピアノのクラスに通っていた。
- (お) 筆者の母親はある程度ヘブライ語を理解することができた。
- (か) 筆者はスーザンとことばを交したことがなかった。
- (き) 筆者はヘブライ語の学習成果に自分なりに満足した。

問5 この文章のテーマとして最も適切なものを、(1)~(5)からひとつ選びなさい。

- (1) A mysterious girl
- (2) Encounter with a new language
- (3) Friendship in childhood
- (4) Independence from mother
- (5) Methods of language learning

問6 下線部(1)と(3)を日本語に訳しなさい。