

平成 30 年 度

## 問題冊子

教 科	科 目	ページ数
外国語	英 語	9

監督者の「始め」という指示があるまで、問題冊子を開かないこと。

### 解答の書き方

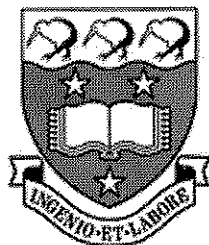
1. 解答は、すべて別紙解答用紙の所定欄に、はっきりと記入すること。
2. 解答を訂正する場合は、きれいに消してから記入すること。
3. 解答用紙には、解答と志望学部及び受験番号のほかは、いっさい記入しないこと。

### 注 意 事 項

1. 監督者の「始め」の指示の後、解答用紙に志望学部及び受験番号を必ず書くこと。
2. 問題の内容についての質問には、いっさい応じないが、その他の用事があるときは、だまって手をあげて、監督者の指示を受けること。
3. 試験終了時には、解答用紙の1ページ目を表にし、机上の右側に置くこと。
4. 試験終了後、問題冊子は持ち帰ること。

〔Ⅰ〕 次の英文を読んで、後の問いに英語で答えなさい。

Unique to New Zealand, the kiwi is an avian eccentric — a flightless bird of the night so puzzling to the scientific world that in the last century it was considered a hoax and in this century an honorary mammal. Yet for all its strange features and shy nature, the kiwi is loved as no other bird. The kiwi and New Zealandness are inseparable. Businesses by the score (some 50 in and around Auckland alone) trade under the name, and the kiwi's image is found everywhere. The bird helps advertise a variety of goods such as beer, bacon, and government bonds. Numerous businesses or individual coats of arms have images of the kiwi.



**Coat of Arms** (from The University of Auckland website)

The kiwi's fame is no better demonstrated than in the extensive use of the word to describe the people of New Zealand, male and female, young and old — Kiwis. However, dictionaries are beginning to include new meanings. An American dictionary published in 1987 held kiwi to mean the Chinese gooseberry, cultivated in New Zealand for export — the kiwifruit. Who knows, but the next generation of dictionaries will add another meaning: the term for the New Zealand dollar on international money markets.

As for the bird itself, the meaning is also multiple. There are three species of kiwi. In order of their discovery and formal naming by Europeans, they are the brown, little spotted, and great spotted. Brown kiwis are further

divided into three sub-species, named for the three main islands of New Zealand, North, South, and Stewart Island.

Brown kiwis outnumber the other two species. They are also, thanks to the North Island browns, the best known. Thus the kiwi's popular image is based on the brown kiwi rather than its grey relatives — the bird of the 40-cent postage stamp in the late 1980s. The little spotted kiwi was selected for the rarely used \$10 stamp, an appropriate choice in light of the bird's rare status.

The kiwi had a pioneering role in picture postage stamps in New Zealand. The first set, issued in 1898, featured a kiwi on the six-penny stamp. But there were earlier uses than this of kiwi as an emblem. In 1887, the new Auckland University College included three kiwis in its coat of arms, arranged above three stars, and in 1905, the same college launched a magazine called *The Kiwi*. It was published for 61 years.

By the start of the century the kiwi was gaining popularity as the national bird, having defeated a challenge from another flightless bird, the moa. But the kiwi had its opponents. Legendary South Westland explorer, Charlie Douglas, was at a loss to understand the bird's appeal. It was, he wrote, neither useful, nor beautiful. Douglas compared the kiwi's 'intelligence' to that of a spider.

In 1911, Edith Howes, a writer of children's books, wrote negatively about the kiwi in an article in the *New Zealand Herald* newspaper. Howes referred to the kiwi's miserably reduced wings and lack of tail.

Kiwis, nonetheless, had mystery and unusualness on their side, not to mention a unique place among the world's birds. European New Zealanders looked for an identity ( ) from the colonising power, Britain. The moa, despite its extinction, enjoyed some popularity as a symbol of New Zealandness in the nineteenth century, but the kiwi would prove irresistible.

[出典：Peat, Neville. (1990). *The Incredible Kiwi*. Auckland: Random

Century New Zealand in association with TVNZ. pp. 1-2. 一部改編.]

**Notes:**

**avian eccentric:** strange bird

**hoax:** something to make people believe it really exists

**honorary:** given a special status

**outnumber:** to be greater in number

**irresistible:** too strong to resist

## Questions

1. Give one example of how 'kiwi' is used in businesses in New Zealand.
2. What is a popular nickname for New Zealanders?
3. What is the other name for the kiwifruit?
4. What will be one possible future use for the term kiwi?
5. What are the three species of brown kiwi named after?
6. Why was the little spotted kiwi a good choice for the \$10 stamp?
7. In what year did *The Kiwi* stop being published?
8. Why did Charlie Douglas think the kiwi would not be good as a national bird? Give two reasons.
9. According to Edith Howes, how was the kiwi different from other birds?
10. Fill in the blank in the final paragraph with the most appropriate word.

〔Ⅱ〕 次の英文を読んで、後の問いに日本語(または数字)で答えなさい。

Have you ever grabbed for a coupon offering a FREE! package of coffee beans — even though you don't drink coffee and don't even have a machine with which to brew it? What about all those FREE! extra helpings you piled on your plate at a buffet, even though your stomach had already started to ache from all the food you had consumed?

It's no secret that getting something free feels very good. Zero is not just<sup>(1)</sup>another price, it turns out. Zero is an emotional hot button — a source of irrational excitement. Would you buy something if it were discounted from 50 cents to 20 cents? Maybe. Would you buy it if it were discounted from 50 cents to two cents? Maybe. Would you grab it if it were discounted from 50<sup>(2)</sup>cents to zero? You bet!

What is it about zero cost that we find so irresistible? Why does FREE! make us so happy? After all, FREE! can lead us into trouble:<sup>(3)</sup> things that we would never consider purchasing become incredibly appealing as soon as they are FREE! For instance, have you ever gathered up free pencils, key chains, and notepads at a conference, even though you'd have to carry them home and would only throw most of them away?

In one experiment, Kristina Shampanier (a PhD student at MIT), Nina Mazar (a professor at the University of Toronto), and I set up a table at a large public building and offered two kinds of chocolates — Lindt truffles and Hershey's Kisses. There was a large sign above our table that read, "One chocolate per customer." Once the potential customers stepped closer, they could see the two types of chocolate and their prices.

For those of you who are not chocolate connoisseurs, Lindt is produced by a Swiss firm that has been blending fine cocoas for 160 years. Lindt's chocolate truffles are particularly prized — exquisitely creamy and just about irresistible. They cost about 30 cents each when we buy them in bulk.

Hershey's Kisses, on the other hand, are good little chocolates, but they are rather ordinary: Hershey cranks out 80 million Kisses a day.

So what happened when the "customers" flocked to our table? When we set the price of a Lindt truffle at 15 cents and a Kiss at one cent, we were not surprised to find that our customers acted with a good deal of rationality: they compared the price and quality of the Kiss with the price and quality of the truffle, and then made their choice. About 73 percent of them chose the truffle and 27 percent chose a Kiss.

Now we decided to see how FREE! might change the situation. So we offered the Lindt truffle for ( A ) cents and the Kisses free. Would there be a difference? Should there be? After all, we had merely lowered the price of both kinds of chocolate by one cent.

But what a difference FREE! made. The humble Hershey's Kiss became a big favorite. Some 69 percent of our customers (up from ( B ) percent before) chose the FREE! Kiss, giving up the opportunity to get the Lindt truffle for a very good price. Meanwhile, the Lindt truffle took a tumble; customers choosing it decreased from 73 to 31 percent.

What was going on here? First of all, let me say that there are many times when getting FREE! items can make perfect sense. If you find a bin of free athletic socks at a department store, for instance, there's no downside to grabbing all the socks you can. The critical issue arises when FREE! becomes a struggle between a free item and another item—a struggle in which the presence of FREE! leads us to make a bad decision. For instance, imagine going to a sports store to buy a pair of white socks, the kind with a nicely padded heel and a gold toe. Fifteen minutes later you're leaving the store, not with the socks you came in for, but with a cheaper pair that you don't like at all (without a padded heel and gold toe) but that came in a package with a FREE! second pair. This is a case in which you gave up a better deal and settled for something that was not what you wanted, just because you were

lured by the FREE!

To replicate this experience in our chocolate experiment, we told our customers that they could choose only a single sweet — the Kiss or the truffle. It was an either-or decision, like choosing one kind of athletic sock over another. That's what made the customers' reaction to the FREE! Kiss so dramatic: Both chocolates were discounted by the same amount of money. The relative price difference between the two was unchanged — and so was the expected pleasure from both.

According to standard economic theory (simple cost-benefit analysis), then, the price reduction should not lead to any change in the behavior of our customers. Before, about 27 percent chose the Kiss and 73 percent chose the truffle. And since nothing had changed in relative terms, the response to the price reduction should have been exactly the same. An economist would have said that since everything in the situation was the same, our customers should have chosen the truffles by the same margin of preference. And yet here we were, with people pressing up to the table to grab our Hershey's Kisses, not because they had made a reasoned cost-benefit analysis before elbowing their way in, but simply because the Kisses were FREE! How strange (but predictable) we humans are!

[出典 : Ariely, Dan. (2008). *Predictably Irrational*. New York: HarperCollins.

pp. 49-53. 一部改編.]

**Notes:**

**connoisseurs:** experts

**exquisitely:** extremely

**cranks out:** produces

**flocked:** gathered around

**lured:** attracted



[問い]

1. 下線部(1) “Zero is not just another price” と筆者が考えるのはなぜか。
2. 下線部(2) “if it were discounted from 50 cents to zero” の状況下では何が起きると筆者は考えているか。
3. 下線部(3) “trouble” について本文中の例を挙げて説明しなさい。
4. Lindt’s truffles が Hershey’s Kisses より値段が高いのはなぜか。
5. ( A ), ( B )に入る適切な数字を答えなさい。
6. 下線部(4) “make a bad decision” により人はどのような行動をとることになるか。
7. Standard economic theory によるとチョコレートの実験結果はどうなるはずであるか。
8. 筆者たちによるチョコレートの実験結果はどのようなものであったか。

**〔III〕** Write about a place you would like to visit in the future. What do you know about this place, and why would you like to visit there? Your answer should be **in English** and about 12 lines in length.











