

**For Teachers:** Please have the students read the sentences one at a time and correct their pronunciation of each sentence then have them repeat after you. Wait until after they read the sentence (use the number in place of the missing word) to have the students choose the correct answer to fill in the blank. When the students finish the article, move on to the further questions.

日本語訳なしタイプBもございます。スクロールダウンするとございますので好きな方をご利用下さい。

## 2[A] – Unexpected Economics



Version3 G1 11-1

1. Over the years, economics <sup>進(すす) めてきた</sup> have developed <sup>蓄積(ちくせき)</sup> an arsenal of <sup>数式(すうしき)</sup> mathematical formulas to <sup>予測(よそく)する</sup> predict and <sup>分析(ぶんせき)する</sup> analyze the factors that <sup>要因(よういん)</sup> influence <sup>影響(えいきょう)を与える</sup> economic behavior. <sup>経済(けいざい)の</sup> economic behavior. <sup>動(うご)き</sup>
2. The traditional <sup>前提(ぜんてい)</sup> premise of such calculations is that each person has a <sup>動機(どうき)</sup> motive, <sup>具体的(ぐたいてき)に言(い)うと</sup> namely ( 26 ), which <sup>予測(よそく)</sup> encourages them to make a certain choice <sup>～するように促(うなが)す</sup> or take a particular <sup>行動(こうどう)</sup> course of action <sup>～するための手段(しゅだん)として</sup> as means to <sup>～を深(ふか)める</sup> further their own interests.
3. In their popular book, *Freakonomics*, journalist Stephen Dubner and <sup>経済学者(けいざいがくしゃ)</sup> economist <sup>～しようとしている</sup> Steven Levitt <sup>広(ひろ)げる</sup> attempt to broaden the traditional <sup>範囲(はんい)</sup> scope of <sup>～ないようである</sup> economics by analyzing behavior that <sup>～に左右(さゆう)される</sup> appears not to <sup>金銭的(きんせんてき)な</sup> hinge on <sup>動機(どうき)</sup> financial incentives alone.
4. \*Choose the correct answer to fill in the blank from these choices.
5. (26) 1 an <sup>本能(ほんのう)</sup> instinct to <sup>～を避(さ)ける</sup> avoid <sup>争(あらそ)い</sup> conflict 2 a need for <sup>承諾(しょうだく)</sup> acceptance
6. 3 the attainment of knowledge 4 the <sup>獲得(かくとく)</sup> desire <sup>熱望(ねつぼう)</sup> for money

**Further Questions&A** \*Ask student to answer the question on their own at first. If the student can't answer correctly, have him look at the last page and read the "example answer" for the question. Have the student try to memorize the answer, if it's too long or difficult, you should divide the sentence into 2 or 3 parts to make it easier to remember. Once they have memorized the answer, the teacher should ask the question one last time so that the student can practice answering. Also if you find any mistakes, please mark the page and let me know ASAP.

7. 1) What is the traditional premise of economics?
8. <sup>けいざいがく</sup> 経済学で <sup>じゅうらい</sup> 従来、<sup>ぜんてい</sup> 前提となってきたことは何ですか。 <sup>なに</sup>
- The traditional premise is that each person is motivated by the desire for money.*
9. 2) What did Stephen Dubner and Steven Levitt analyze in *Freakonomics*?
10. <sup>ほん</sup> スティーブン・ダブナーと <sup>なか</sup> スティーブン・レヴィットが「*Freakonomics*」という本の中で <sup>ぶんせき</sup> 分析した事はどんな事ですか。
- They analyzed behavior that appears not to hinge on financial incentives alone.*

11. As an example, Dubner and Levitt <sup>説明(せつめい)している</sup> relate the story of an <sup>イスラエルの</sup> Israeli <sup>保育園(ほいくえん)</sup> day-care center that <sup>対策(たいさく)を取った</sup> took measures to <sup>～を解決(かいけつ)する</sup> combat the problem of parents <sup>迎(むか)えに來(く)る</sup> picking up their children late. The day-care center <sup>設(もう)けた</sup> instituted a <sup>罰金(ばっきん)</sup> fine <sup>～に相当(そうとう)する</sup> equivalent to \$3 for every <sup>出来事(できごと)</sup> incident <sup>遅刻(ちこく)</sup> of lateness by a child's parents. <sup>～の数(かず)</sup>
12. As a result, <sup>迎(むか)え</sup> the number of late pickups ( 27 ).

13. Furthermore, once the fine was removed a few months later, late pickups did not return to their pre-fine levels, but remained at the levels brought about by the fine.

14. Dubner and Levitt wanted to know why the policy, which was designed to provide an incentive for parents to be on time, had failed to achieve its desired effect.

15. \*Choose the correct answer to fill in the blank from these choices.

16. (27) 1 increased significantly 2 dropped to almost zero  
17. 3 became difficult to record 4 showed no change overall

## Further Questions&A



18. 3) What did the Israeli day-care center do to try to get parents to pick up their children on time?

19. 親が自分の子供を時間通りに迎えにくるように、イスラエルの保育園が行ったことは何ですか。  
*They instituted a fine of \$3 for every incident of lateness by a child's parents.*

20. 4) Did parents pick their children up on time once the fine was instituted?

21. 罰金が設けられると、親たちは自分の子供を時間通りに迎えにくるようになりましたか。  
*No, the number of incidents of lateness by children's parents significantly increased.*

22. 5) After the fine was removed, what happened? 罰金が解除されたあと、どうになりましたか。  
*Once the fine was removed, late pickups did not return to their pre-fine levels.*

23. Their conclusion was that the fine itself was a relatively trivial amount to pay for lateness.

24. Moreover, and perhaps more significantly, it also ( 28 ) replacing a moral incentive with a financial one.

25. The more incentive, caused by the guilt parents felt about not picking up their children on time, was taken away once the day-care center introduced the fine.

26. Parents entered the mindset of having "paid their dues," so that even after the removal of the fine, they continued to, in the words of Dubner and Levitt, "arrive late, pay no fine, and feel no guilt."

27. Traditional economic calculations, then, failed to account for the parents' behavior.

28. Dubner and Levitt believe that the analysis of social and moral behavior in economics, while it may pose a challenge to traditional assumptions, is vital as the incentives behind such behavior "are the cornerstone of modern life."

29. \*Choose the correct answer to fill in the blank from these choices.

30. (28) 1 had the consequence of 2 removed the possibility of  
 31. 3 discouraged parents from 4 prevented the day-care center from

## Further Questions&A

32. 6) What did the fine do to the moral incentive of parents picking up their children on time?

33. 罰金は、親が子供たちを時間通りに迎えにくるという道徳上の動機に対してどう作用しましたか。

*It replaced the moral incentive with a financial one.*

34. 7) What does the term “paid their dues” mean in this paragraph?

35. このパラグラフにおいて、“paid their dues”とはどういう意味ですか。

*It means that they have already been punished for being late, so they owed nothing more.*

36. 8) Why do Dubner and Levitt believe analysis of social and moral behavior is important in economics?

37. ダブナーとレヴィットが、経済学において社会的で道徳的な行動の分析が重要だと信じているのはなぜですか。

*While it may pose a challenge to traditional assumptions, it is vital as the incentives behind such behavior “are the cornerstone of modern life.”*

## Review Questions

38. 1) What is the traditional premise of economics?

*The traditional premise is that each person is motivated by the desire for money.*

39. 2) What did Stephen Dubner and Steven Levitt analyze in *Freakonomics*?

*They analyze behavior that appears not to hinge on financial incentives alone.*

40. 3) What did the Israeli day-care center do to try to get parents to pick up their children on time?

*They instituted a fine of \$3 for every incident of lateness by a child’s parents.*

41. 4) Did parents pick their children up on time once the fine was instituted?

*No, the number of incidents of lateness by children’s parents significantly increased.*

42. 5) After the fine was removed, what happened?

*Once the fine was removed, late pickups did not return to their pre-fine levels.*

43. 6) What did the fine do to the moral incentive of parents picking up their children on time?

*It replaced the moral incentive with a financial one.*

44. 7) What does the term “paid their dues” mean in this paragraph?

*It means that they have already been punished for being late, so they owed nothing more.*

45. 8) Why do Dubner and Levitt believe analysis of social and moral behavior is important in economics?

*While it may pose a challenge to traditional assumptions, it is vital as the incentives behind such behavior “are the cornerstone of modern life.”*

解答: (26) 4 (27) 1 (28) 1

## Type B 日本語訳なし



## 2[A] – Unexpected Economics



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46. Over the years, economics have developed an arsenal of mathematical formulas to predict and analyze the factors that influence economic behavior.
47. The traditional premise of such calculations is that each person has a motive, namely ( 26 ), which encourages them to make a certain choice or take a particular course of action as means to further their own interests.
48. In their popular book, *Freakonomics*, journalist Stephen Dubner and economist Steven Levitt attempt to broaden the traditional scope of economics by analyzing behavior that appears not to hinge on financial incentives alone.
49. \*Choose the correct answer to fill in the blank from these choices.
50. (26) 1 an instinct to avoid conflict 2 a need for acceptance
51. 3 the attainment of knowledge 4 the desire for money

## Further Questions&amp;A

52. 1) What is the traditional premise of economics?
53. 2) What did Stephen Dubner and Steven Levitt analyze in *Freakonomics*?
54. As an example, Dubner and Levitt relate the story of an Israeli day-care center that took measures to combat the problem of parents picking up their children late.
55. The day-care center instituted a fine equivalent to \$3 for every incident of lateness by a child's parents.
56. As a result, the number of late pickups ( 27 ).
57. Furthermore, once the fine was removed a few months later, late pickups did not return to their pre-fine levels, but remained at the levels brought about by the fine.
58. Dubner and Levitt wanted to know why the policy, which was designed to provide an incentive for parents to be on time, had failed to achieve its desired effect.
59. \*Choose the correct answer to fill in the blank from these choices.
60. (27) 1 increased significantly 2 dropped to almost zero
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## Further Questions&amp;A



62. 3) What did the Israeli day-care center do to try to get parents to pick up their children on time?
63. 4) Did parents pick their children up on time once the fine was instituted?
64. 5) After the fine was removed, what happened?
65. Their conclusion was that the fine itself was a relatively trivial amount to pay for lateness.
66. Moreover, and perhaps more significantly, it also ( 28 ) replacing a moral incentive with a financial one.
67. The more incentive, caused by the guilt parents felt about not picking up their children on time, was taken away once the day-care center introduced the fine.
68. Parents entered the mindset of having "paid their dues," so that even after the removal of the fine, they continued to, in the words of Dubner and Levitt, "arrive late, pay no fine, and feel no guilt."

69. Traditional economic calculations, then, failed to account for the parents' behavior.
70. Dubner and Levitt believe that the analysis of social and moral behavior in economics, while it may pose a challenge to traditional assumptions, is vital as the incentives behind such behavior "are the cornerstone of modern life."
71. \*Choose the correct answer to fill in the blank from these choices.
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### Further Questions&A

74. 6) What did the fine do to the moral incentive of parents picking up their children on time?
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