



22. 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.
23. 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.”
24. Traditional economic calculations, then, failed to account for the parents’ behavior.
25. 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.”

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

27. (28) 1 had the consequence of                      2 removed the possibility of  
28.            3 discouraged parents from            4 prevented the day-care center from

### Further Questions&A

29. 6) What did the fine do to the moral incentive of parents picking up their children on time?
30. 7) What does the term “paid their dues” mean in this paragraph?
31. 8) Why do Dubner and Levitt believe analysis of social and moral behavior is important in economics?

### Review Questions

32. 1) What is the traditional premise of economics?  
*The traditional premise is that each person is motivated by the desire for money.*
33. 2) What did Stephen Dubner and Steven Levitt analyze in *Freakonomics*?  
*They analyze behavior that appears not to hinge on financial incentives alone.*
34. 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.*
35. 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.*
36. 5) After the fine was removed, what happened?  
*Once the fine was removed, late pickups did not return to their pre-fine levels.*
37. 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.*
38. 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.*
39. 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

進 (すす) めてきた 蓄積 (ちくせき)

40. Over the years, economics have developed an arsenal of mathematical formulas to predict and analyze the factors that influence economic behavior.

数式 (すうしき)

予測 (よそく) する

分析 (ぶんせき) する

要因 (よういん)

影響 (えいきょう) を与える 経済 (けいざい) の 動 (うご) き

前提 (ぜんてい)

予測 (よそく)

動機 (どうき)

41. 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.

具体的 (ぐたいてき) に言 (い) うと

~するように促 (うなが) す

行動 (こうどう)

~するための手段 (しゅだん) として ~を深 (ふか) める

42. 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.

経済学者 (けいざいがくしゃ)

~しようとしている 広 (ひろ) げる

範囲 (はんい)

~ないようである

~に左右 (さゆう) される 金銭的 (きんせんてき) な

動機 (どうき)

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

44. (26) 1 an instinct to avoid conflict 2 a need for acceptance  
 45. 3 the attainment of knowledge 4 the desire for money

本能 (ほんのう)

~を避 (さ) ける 争 (あらそ) い

承諾 (しょうだく)

獲得 (かくとく)

熱望 (ねつぼう)

## Further Questions&amp;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.

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

47. 経済学で従来、前提となってきたことは何ですか。

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

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

49. スティーブン・ダブナーとスティーブン・レヴィットが「Freakonomics」という本の中で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.*

50. 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. The day-care center instituted a fine equivalent to \$3 for every incident of lateness by a child's parents.

説明 (せつめい) している

イスラエルの

保育園 (ほいくえん)

対策 (たいさく) を取った

~を解決 (かいけつ) する

迎 (むか) えに来 (く) る

設 (もう) けた

罰金 (ばつぎん)

51. As a result, the number of late pickups ( 27 ).

さらに

解除 (かいじょ) された

52. 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.

罰金 (ばつぎん) をとる前 (まえ) の

~のままだった

~にもたらされた

53. 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.

～を与 (あた) える

時間 (じかん) どおりに

失敗 (しっばい) した

効果 (こうか) をあげる

期待 (きたい) 通 (とお) りの効果 (こうか)

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

大 (おお) いに

55. (27) 1 increased significantly

2 dropped to almost zero

全体 (ぜんたい) で

56. 3 became difficult to record

4 showed no change overall

### Further Questions&A



English Teachers On Call

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

58. 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.*

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

60. 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.*

61. 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.*

結論 (けつろん)

比較的 (ひかくてき)

金額 (きんがく)

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

さらに

おそらく

重要 (じゅうよう) なことには

取 (と) って代 (か) わっている

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

道徳的 (どうとくてき) な

罪悪感 (ざいあくかん)

64. 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.

取 (と) り払 (はら) われる

導入 (どうにゅう) した

考 (かんが) え方 (かた)

65. 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."

解除 (かいじょ)

～の言葉 (ことば) をかりれば

～の説明 (せつめい) をする

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

分析 (ぶんせき)

67. Dubner and Levitt believe that the analysis of social and moral behavior in economics, while it may pose a challenge to traditional assumptions, is

～をもたらす

仮定 (かてい)

非常 (ひじょう) に重要 (じゅうよう) な

要 (かなめ)

vital as the incentives behind such behavior "are the cornerstone of modern life."

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

結論 (けつろん)

取 (と) り除 (のぞ) いた

可能性 (かのうせい)

69. (28) 1 had the consequence of

2 removed the possibility of

阻止 (そし) した

防 (ふせ) いだ

70. 3 discouraged parents from

4 prevented the day-care center from

**Further Questions&A**  English Teachers On Call

71. **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.*
72. 罰金は、親が子供たちを時間通りに迎えにくるといふ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.*
73. **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.*
74. 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.*
75. **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.”*
76. 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.”*

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