

Readability

To assist ESL students and those with reading challenges, many proven aids to reading with understanding are built directly into the design of *Economics for Life*. These textbooks are designed and written to be open, accessible, and easily understood by any student who can read at a grade 9 or higher level, while maintaining high interest for more fluent readers.

Reading Aid Feature Benefit

Double chapter titles	<ul style="list-style-type: none"> • double titles provide student-related and economic language for each concept • connects economic theory to ordinary experience • increase student understanding of, and interest in, the narrative • opening photo encourages ideas and discussion
Two-page chapter opener	<ul style="list-style-type: none"> • provides overview of the chapter's focus • links chapter to what has gone before • connects chapter's focus to the student's life
Learning objectives	<ul style="list-style-type: none"> • presented at the beginning of each chapter as pre-reading preparation • repeated at the opening of each section for focused reading • provide purpose to the narrative
Increased use of heads on pages	<ul style="list-style-type: none"> • heads indicate the key aspect of the section and provide insight into the meaning of the narrative, assisting ESL and challenged readers in understanding the text • invites skimming for first intake of main information on the page
No hyphenated words at end of lines	<ul style="list-style-type: none"> • recognition of the word is not interrupted • reading continuity maintained
Vocabulary and language usage	<ul style="list-style-type: none"> • avoids jargon and metaphors • uses accessible words (<i>spending</i> instead of <i>expenditure</i>, <i>buy</i> instead of <i>purchase</i>, <i>new</i> instead of <i>additional</i>, <i>business</i> instead of <i>firm</i>) • key terms bolded and defined immediately in the margin to enhance understanding • standardized use of terms to avoid confusion and increase understanding • prices always <i>rise</i> and <i>fall</i> (never <i>increase</i> or <i>decrease</i>) • quantities <i>increase</i> and <i>decrease</i> (never <i>rise</i> or <i>fall</i>) • demand and supply <i>increase</i> and <i>decrease</i>, curves <i>shift leftward</i> or <i>shift rightward</i>
Material presented in smaller chunks	<ul style="list-style-type: none"> • never more than 5 sections in a chapter • sections broken into smaller, more manageable chunks for challenged and ESL readers, for easier rereading and review
No sentence or paragraph breaks between or over pages	<ul style="list-style-type: none"> • meaning of the sentence or paragraph is not broken • natural eye and head movement of reader is not interrupted • reduces error level for ESL and reading-challenged students
Narrative, first-person style	<ul style="list-style-type: none"> • narrative, story-telling style to engage student interest • extensive use of active verbs and first person to increase student interest and understanding
Graphs paired with tables of numbers	<ul style="list-style-type: none"> • graphs presented with corresponding table of numbers, giving students multiple ways of understanding relationships between variables • faint background grids on graphs do not distract from key curves, while making it easier for students to plot points and see connection to tables of numbers

Increased use of visuals

- icons used as mnemonic devices to increase understandability of the text
- repeated use of 3 Keys icons in micro margins to identify key points
- repeated use of *Yes – Hands Off* and *No – Hands On* icons in macro margins to identify positions of two macro camps
- repeated use of icons for macro players (consumers, businesses, government, banks, rest-of-world) in macro margins to identify player choices
- photos and images strategically placed not to interrupt the narrative but to add context and interest to the narrative
- captions expand the connection of the visual to the text and the student's world
- repeated use of drawings of characters in business scenarios for interest, personal connection, and as mnemonic devices –
Jill and Marie in gains from trade (macro pp. 7, 242, 390);
Paola's Piercing and Nail Parlour (micro pp. 53, 210);
Wahid's Web Wonders (micro pp. 169, 170, 175, 315)
- Use of cartoons and drawings for interest (micro pp. 5, 30, 53, 113, 155, 191, 196, 220, 224, 261, 269); (macro pp. 5, 30, 53, 108, 115, 141, 171, 178, 182, 183, 214, 230, 245, 252, 279, 296, 314, 321, 336, 341, 411)

Economics Out There

- encourages a wider interpretation of the material presented
- anchors theoretical concepts to the real world
- connects the economic narrative to student experiences

Refresh questions

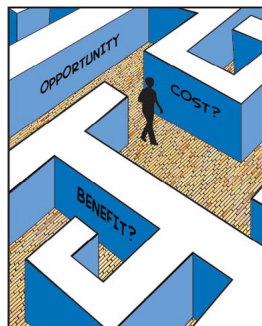
- 3 questions at the end of each chapter section allow self-assessment
- encourage students to consolidate their learning before moving on
- clearly show link between the students' lives and the material being explored
- questions follow Bloom's Taxonomy – 1st question is recall, 2nd is application, 3rd is evaluation/extension

Study Guide

- Study Guide at end of each chapter (written by author) provides a summary of the chapter including main ideas and key points
- the key point for each section's learning objective is highlighted in red and stated in 1-2 sentences
- key terms bolded and defined *within* the summary for context and increased understanding
- T/F and multiple choice questions organized by chapter section for focus
- answers at back of book for T/F and MC questions include one-sentence explanations (written by author) for increased understanding

MICROECONOMICS FOR LIFE

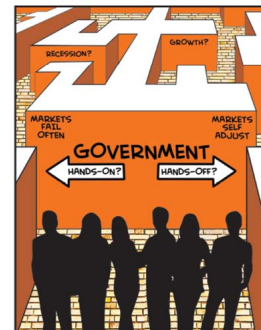
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Please see www.economicsforlife.ca for links to a sample section of the Instructor's Manual, PowerPoint Slides, Pearson resources and narrated dynamic graphs.