

Introduction for Students and Teachers

This book teaches and reviews some basic study strategies and skills that can help students succeed in their last years of high school or in college. It was written with non-native speakers of English in mind, although native speakers of English will find it useful as well. The language of explanation and practice is appropriate for students whose English proficiency is in the intermediate to high-intermediate range.

Pages vii–xii provide an inventory of important study skills and a list of lessons that address each skill. Use this correlation table to see how certain concepts are recycled throughout the book. For example, the skill of distinguishing between main ideas and subsidiary ideas is important in Lesson 3 (Outlining) as well as in Lesson 10 (Determining the Main Idea).

Some of the skills taught in this book, such as alphabetizing, are very mechanical and have a definite “correct” outcome. Others, such as researching a topic, require more thought and inventiveness. In both cases—and in many others in between—we offer advice and practice for developing the skills. **Critical thinking** is exercised as students evaluate the usefulness of certain strategies. **Inductive learning** is encouraged by exercises that ask students to recognize patterns in common academic tools like outlines, notes, and Internet searches.

Skills are built by practicing them. This book emphasizes production by the students and peer discussion of their products. Each lesson contains a little bit of advice and a lot of exercises. A review lesson appears at the end of each part, and Lesson 18 is a review of the major skills taught throughout the book.

Strategy boxes contain advice about specific study skills, and Tip boxes offer advice on various aspects of study skill success.

We hope that you enjoy working with this book and that it becomes one of your most useful tools in building academic success.