

### Warm up

Write *research* on the board, and ask students to say what they remember from *Research (1)* and/or how they usually do research for their academic work. Make a word map on the board, and refer to and add to it throughout the lesson.

### Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

### Theory to practice

Suggested answers

- 1 b      2 a      3 c      4 a

### Using the Worksheet

#### Practice

#### 1 Are these efficient research skills? Mark the sentences T (true) or F (false).

- Ask students to read each sentence and decide if it is an efficient research skill or not.
- Elicit their opinions, asking for their reasons in each case.

Suggested answers

- a T (Keywords and operators can make sure only relevant hits are shown.)
- b T (If the library has a digital catalogue, it will save time to use it.)
- c F (It would take a very long time to find relevant information from a sufficient number of sources.)
- d F (Apart from being bad for the environment, this would be expensive, time-consuming and unnecessary.)
- e T (Students might argue against this advice, but if you are in the right section you are likely to find relevant sources. The library might not offer a digital catalogue, either.)
- f F (Post-it notes are OK, but students definitely shouldn't use highlighting pens on library books!)
- g T (This is one of the quickest ways to extend your research.)

#### 2 Discuss these questions with a partner.

- Pair students and ask them to discuss the questions. Sharing this information could be useful for getting an idea of students' current research skills and access to libraries.
- Elicit individual answers, or ask for a show of hands.

#### 3 Your teacher has asked you to write an essay. Read the assignment and answer the questions below.

- Ask students to read the assignment carefully and underline key parts.
- Students answer the questions individually. Elicit answers as a class.

Suggested answers

- a Gender equality in the workplace. (It's important students understand the scope of the assignment – it's only related to work.)
- b Underrepresentation of women in managerial positions and the gender pay gap.
- c Students' answers will vary; elicit knowledge and opinions to assess their current position on the matter.
- d Students' answers will vary according to their concept of the essay so far.
- e Keywords: "gender equality" "developed countries" "workforce" "management positions" "gender gap"  
Operators: all the operators in the Factsheet could be used (as exemplified in the Factsheet task).

**4 Circle the types of information you could include in your essay.**

- Go over the options, eliciting students' opinions. Depending on the focus they choose for their essay, they could use any of the information types, or all of them. Elicit other information types they might search for and use.

**5 Match the types of information from Exercise 4 to the sentences below.**

- Students label the different types of information.
- Elicit the answers, and ask for a few more examples of definitions, statistics, etc. that students might want to use in their essays.

**Answers**

- a** statistic
- b** example
- c** cause
- d** quotation
- e** solution
- f** definition

**6 Find two academic articles and two books on Google Scholar that you can use as sources for your work.**

- Ask students to use Google Scholar to find four sources – two articles and two books – as per the instructions. They should have a good idea by now of the information they are looking for.

**TIP**

Refer students to Amazon.com, and ask them to type in the titles of the books they want to use as sources. There is often a 'Look inside' icon above the cover; this may allow them to see a selection of pages including the contents and reference list.

**7 Compare your sources with a partner.**

- Students compare sources. Emphasize that many sources might be suitable – students could decide to use each other's sources – but by comparing, they can work together to assess the relevance of the content and the level of expertise of the author of each source.

## Reflect

**8 Think about the strategies you used in this unit and make notes in the table below.**

- Ask students to think about the strategies they have encountered (if necessary, they can refer to the Factsheet) and fill in the table.
- In small groups, students compare tables. Encourage them particularly to discuss things they placed in different columns. Remind them that there are no correct answers, and that study strategies are very personal. The most important thing is that they find the strategies that work best for them and constantly fine-tune them.