The future of education

EAE Learning objectives for this lesson

Learn about the future perfect and future perfect continuous tenses
Practice using linking words, discussion and comprehension activities.



Introduction – **Questions and Answers**
With your partner or teacher, ask and answer the questions below

- What are some good and bad things about the education system in your country?
- What do you think of online education?
- Is teaching a skill that can be taught?
- How has the education you received changed your life?
- What will the future of education be?

Activity One – **Linking words**
With your partner, create some sentences using the following linking words

Therefore
However
Furthermore
Firstly
Secondly
Thirdly
Lastly
In conclusion



Activity Two – **Discussion**
With your partner or teacher, discuss the following topics using linking words to keep your sentences short and concise.

- How can governments make education more efficient?
- What do you think of homeschooling?
- What do you think of standardised texts?
- Are bigger or small schools better and why?
- What or who has taught you most of the information you use on a regular basis?

Activity Three – Reading comprehension

Read the extract below and answer the comprehension questions

Connectedness, collaboration and co-creation

The concept of a teacher standing in front of a room full of students who listen and respond to direction is increasingly a thing of the past.

While not an entirely new approach, student learning spaces will supercede the typical classroom that we know today. This will see students become partners or co-creators of their own learning.

"Experiences that allow collaboration, communication and teamwork for all students often happen beyond classroom walls. We need to facilitate for these experiences in context, and our classrooms need to be a reflection of this," McLaughlin says.

They will be set up to allow collaboration to occur on learning projects between individuals, small groups or larger groups.

Classrooms will coexist as physical spaces and online, flipping the current learning model upside down so that students can learn at home and spend class time collaborating and applying their knowledge to real-life issues.

Putting testing to the test

McLaughlin poses the question "what are we testing for?".

Students today are heavily focused on the end result – achieving that high ATAR score, receiving a distinction in class, acing those tests. Education of the future will prove what you have been told many times before: results do not define you.

McLaughlin believes that testing on its own can be a dangerous approach.

"We too easily jump onto the test results in isolation of what we need to achieve. This can lead us off in the wrong direct to what's really important," she says.

Grading is a waste of time if its purpose is solely to point out who is at the top and who is at the bottom.

Assessments in the future will be evidence based, using measures that allow learning plans to be drawn up and personalised.

"The big question is 'why are we grading and for whom?'," McLaughlin says.

"Surely we want a society in which everyone is able to do the job and elements of it competently. Do exams really prepare us for this future?"

Educators of the future

Curriculum teaching and learning already extends well beyond the classroom and will continue to do so, and as education changes to suit the future's needs, the role of a teacher must also adapt and grow. It is each teacher's responsibility to empower students to take risks, be innovative and seize any opportunity thrown their way.

In light of a shift towards a more personalised learner experience, teachers of the future must be prepared to be data collectors, as well as analysts, planners, collaborators, curriculum experts, synthesizers, problem-solvers and researchers.

Comprehension questions

- What happens outside of the classroom?
- Where will classrooms be based?
- What are students focused on?
- What is a waste of time?
- How will the role of a teacher change in the future?



Activity Four – Future Tenses

Future perfect
Will + have + past participle

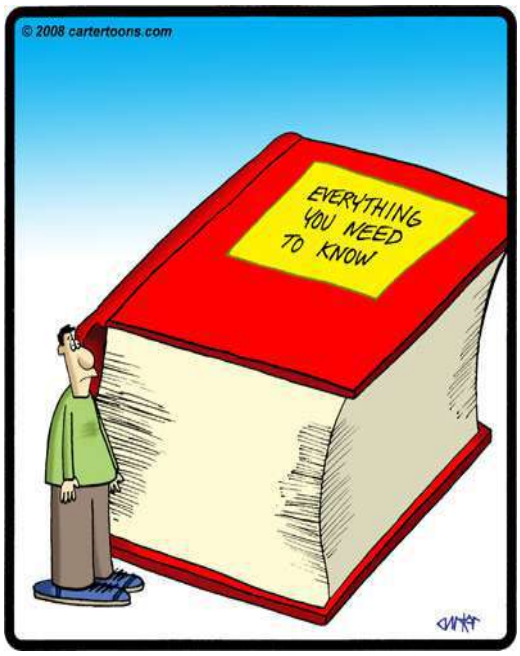
We use the future perfect tense to indicate that an action will have been completed at/by some point in the future

I will have spent all of my money by this time next year
I will have moved to another country by this time next year
By next week I will have finished my studies

Future perfect continuous
Will + have + been + verbING

We are looking forward in time and looking back at the duration of that activity. The activity will have begun sometimes in the past, present or in the future and then expected to continue in the future

In January I will have been working in this job for four years
By midnight I will have been awake for 24 hours



Activity Five – Gap fill
Fill in the gaps with the correct future tenses

By 10 pm tonight, I _____ (finish) this report.
In January, they _____ (take) their exam
They _____ (arrive) by dinner time
She _____ (play) tennis, so she won't be dressed up.
She _____ (not/finish) work by seven.
_____ (he/finish) his exams when we go on holiday?
In 2020, I _____ (work) in Montpellier for 10 years.
He _____ (cook) so the kitchen will be warm.
We _____ (live) here for ten years next month.
I _____ (sleep) for three hours at 10am.

Activity Seven – Discussion
Using the future tenses, answer the following questions with your partner or teacher

- Ten years from now, will you have moved to another country?
- Everyone is using tablets these days, so by 2022, will books have disappeared?
- In 20 years' time, will robots be living with us?
- By the year, 2030, will petrol vehicles have become obsolete?
- By the year 2030, will we have found life in other planets?
- In 10 years' time, will we be using translating apps to speak foreign languages?
- Five years from now, will you be studying a foreign language? Which one?

Activity Eight – Listening Comprehension

Heads I win, tails you lose
I always play by my own _____
And I don't believe in wasting time
So long before we end this night
I will have held you
I will have _____ you
I will have claimed you
You will be mine
I will have loved you
Wrong or _____
I will have your heart
You will be _____
An unwritten law says a girl should wait
Should let the man set his own pace
But a woman in love, she's above the law
So long before this night is _____

I will have held you
I will have kissed you
I will have claimed you
You will be mine
I will have loved you
Wrong or right
I will have your heart
You will be mine
You top my list of things to do
And I will get close to you
Before this night is through
I will have held you
I will have _____ you
I will have claimed you
You will be mine
I will have loved you
Wrong or right
I will have your heart
You will be mine



Activity Nine – Role Plays

With your partner or teacher, act out one of the following role plays

1. One person acts as the fortuneteller while one or more students act as his/her customers. The customers ask questions about their futures, and the gypsy must answer using the future tenses

2. You see a career guidance counciller and they ask you questions about where you want to be in the future. They make some suggests of where you will be based on your answers.

