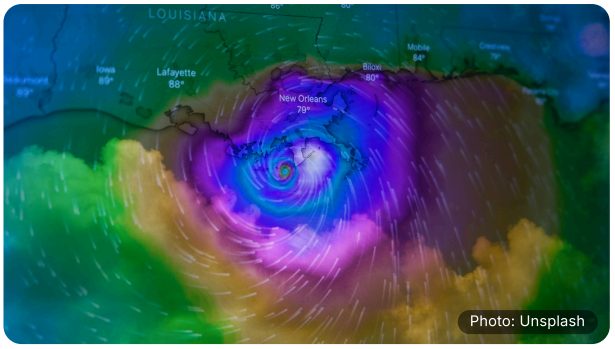
El Niño breaks heat record early

LEVEL B2



I. WARM-UP

1. What extreme weather has your country seen recently?
2. What do you know about El Niño?
3. How can heat in one ocean affect the whole world?

II. KEY VOCABULARY

phenomenon
An event or situation that is observed, especially something unusual or important.

metric
A way to measure something using a specific method or scale.

forecast
A prediction about future conditions based on data and models.

baseline
A starting level used for comparison over time.

drought
A long period with very little rain, causing water shortages.

downpour
A sudden, heavy fall of rain.

vulnerable
At risk of being harmed or affected by something.

acute
Very serious or severe, especially about a short-term problem.

III. READING

El Niño in the Pacific has already broken its temperature record months before the expected peak. The rise at its centre has reached 3.05C, above the 3.02C set in 2015, using a 1991–2020 baseline. A second metric, the ONI (Nino3.4), is on the brink of beating the 2015 mark, just one-hundredth of a degree below it.

Both measures rely on US NOAA data. Forecasts averaged from 14 models suggest a 4.0C peak in November–December. Climate scientist Zeke Hausfather has called this “mind-blowing”, and others describe a “Godzilla-level” phenomenon. Impacts are spreading.

Drought in Central America and the Caribbean is hitting crops, and low water has slowed trade in the Panama canal. Peru and Chile have had intense rains and flooding that disrupted access to Machu Picchu, and the Horn of Africa is vulnerable to increased downpours. The World Food Programme warns that about 50 million people could face acute hunger as prices rise.

Reading text adapted from reporting by **The Guardian***: “‘Jaw-dropping’ El Niño bursts through...”. Original article linked at theenglishwire.com.*

IV. COMPREHENSION QUESTIONS

1. What record has this El Niño already broken?
2. Which organisation's data underpins the two temperature measures?
3. What peak and timing do model forecasts suggest?
4. Name one region already affected and how it was affected.
5. How many people could face acute hunger, according to the WFP?

V. DISCUSSION

1. How should governments prepare for stronger El Niño impacts?
2. Which impact in the article worries you most, and why?
3. Can international aid reduce El Niño's food risks effectively?
4. What climate information should media highlight during such events?

VI. GRAMMAR FOCUS

Future perfect

Use will have + past participle to say an action will be finished before a future time. It shows completion before a deadline or another future event.

"Scientists **will have recorded** *higher temperatures by November."*

"By next week, forecasters **will have updated** *their models."*

VII. GRAMMAR EXERCISE

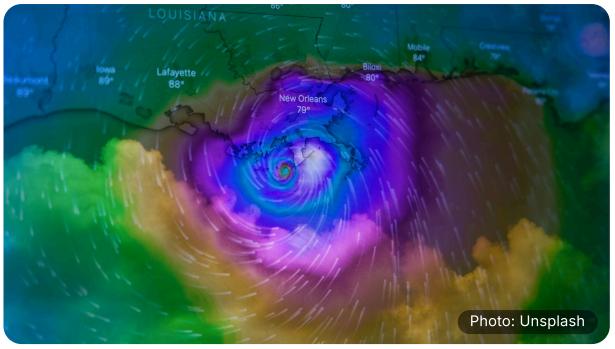
Complete each sentence using the future perfect.

1. By late December, sea temperatures (reach) ___ their peak. _____
2. Before the peak, canal traffic (slow) ___ further. _____
3. If the drought continues, many crops (fail) ___ by November. _____
4. Food prices (rise) ___ even higher by the new year. _____
5. Aid agencies (send) ___ food to millions by spring. _____

Teacher's Notes

TEACHERS ONLY

These notes are designed to help you get the most out of this lesson. Please do not share this page with students.



I. LESSON GUIDE

- Timing: 8–10 minutes warm-up, 10 minutes vocabulary, 12–15 minutes reading, 10 minutes comprehension, 10 minutes grammar, 12–15 minutes discussion.
- Pre-teach key terms with quick visuals or examples: El Niño, metric, baseline, drought, downpour, vulnerable, acute. Mark the Pacific on a map to set context.
- Run a two-stage reading: skim for the new record and forecast, then scan for regional impacts and numbers. Sensitivity note: the text mentions hunger, drought and flooding; begin discussion in pairs and allow students to speak about the news rather than about themselves.
- Differentiation: stronger students track one region's cause–effect chain; others use a guided table (place, impact, consequence). Finish with a short share-back comparing regions.

II. DISCUSSION FACILITATION TIPS

1. Elicit concrete plans (early warnings, infrastructure). Pair groups to compare priorities.
2. Have students cite a detail from the text and one reason. Push for a practical example.
3. Prompt them to name actors (WFP, governments) and hurdles (costs, access, timing).
4. Ask for one useful number or map they would show, and why it helps the public.

III. EXTENSION ACTIVITIES

Writing: Write a 90-word radio update on the 3.05C record and forecast 4.0C peak, naming two impacts.

Presentation: In trios, make a 2-minute briefing for Peru or Panama: risks, likely impacts, one action to take.

IV. ANSWER KEY OVERVIEW

Comprehension questions: short factual answers from the text.

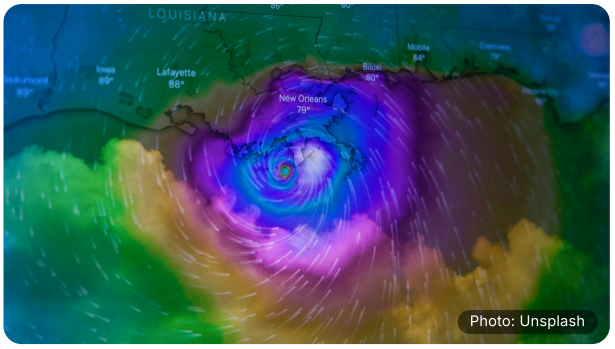
Grammar exercise: Future perfect

Discussion: open-ended. Accept any reasonable ideas supported by examples and reasoning.

Answer Key

TEACHERS ONLY

These answers are for teachers only. Please do not share this page with students.



IV. COMPREHENSION QUESTIONS

1. What record has this El Niño already broken?
   It passed the previous 3.02C temperature, reaching 3.05C.
2. Which organisation's data underpins the two temperature measures?
   NOAA.
3. What peak and timing do model forecasts suggest?
   About 4.0C in November–December.
4. Name one region already affected and how it was affected.
   Examples: Peru and Chile had flooding; the Panama canal saw slower trade.
5. How many people could face acute hunger, according to the WFP?
   About 50 million people.

V. DISCUSSION

Open answers. Accept any reasonable ideas supported by examples and reasoning.

VII. GRAMMAR EXERCISE

Complete each sentence using the future perfect.

1. By late December, sea temperatures ___ their peak. **will have reached**
2. Before the peak, canal traffic ___ further. **will have slowed**
3. If the drought continues, many crops ___ by November. **will have failed**
4. Food prices ___ even higher by the new year. **will have risen**
5. Aid agencies ___ food to millions by spring. **will have sent**

VI. GRAMMAR FOCUS

Key point: Use will have + past participle to say an action will be finished before a future time. It shows completion before a deadline or another future event. (Examples constructed.)

> *"Scientists* **will have recorded** *higher temperatures by November."*
>
> *"By next week, forecasters* **will have updated** *their models."*