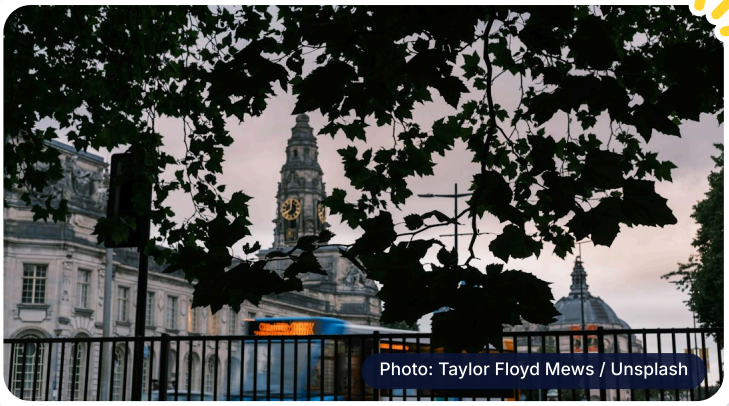
Wales beat All Blacks in Cardiff

LEVEL B1


Photo: Taylor Floyd Mews / Unsplash

I. WARM-UP

1. What is the most exciting match you have watched? Why?
2. Which teams do you support in rugby or football?
3. What helps a team keep going when the score is close?

II. KEY VOCABULARY

- **historic** — very important in history and likely to be remembered
- **underdog** — a team or person expected to lose against a stronger side
- **victory** — a win in a game, match, or battle
- **streak** — a run of the same result happening many times in a row
- **try** — in rugby, a score made by grounding the ball over the line
- **conversion** — in rugby, a kick after a try to add extra points
- **haka** — a traditional Māori dance performed by New Zealand teams
- **coach** — the person who trains and leads a sports team

III. READING

Wales' men's rugby team beat New Zealand 35–28 at the Principality Stadium in Cardiff. It was a historic victory, the first since 1953, and it ended a 34-match losing streak against the All Blacks.

New Zealand are one of the best men's rugby teams in the world, so Wales went into the Nations Championship fixture as underdogs. Wales scored five tries: Tomos Williams crossed in the first 90 seconds, and Dewi Lake added the second, with a conversion from Sam Costelow for a 14–0 lead.

The All Blacks fought back, but further tries from Archie Griffin, Eddie James, and Louis Rees-Zammit secured the win. The match opened with the traditional New Zealand haka, a Māori ceremonial dance used to challenge opponents.

Wales' head coach, Steve Tandy, also made history: he became the first Welsh coach to beat New Zealand, because earlier Welsh wins in 1905, 1935 and 1953 happened before the team had a head coach.

Reading text adapted from reporting by **itv.com:** *"Wales beat New Zealand for first time in 73...". Original article linked at* theenglishwire.com.

IV. COMPREHENSION QUESTIONS

1. Which team did Wales defeat?
2. What was the final score?
3. Where was the match played?
4. How many tries did Wales score, and who scored first?
5. Why is Steve Tandy's role noted in the story?

V. DISCUSSION

1. What helps an underdog believe they can win?
2. Do you enjoy pre-game rituals like the haka? Why or why not?
3. Which try from the text would you most like to replay, and why?
4. When your team is behind, what keeps you supporting them?



VI. GRAMMAR FOCUS

Modals for past deduction

Use must have + past participle for a strong, logical guess about a past event; might/could have + past participle for a weaker possibility; can't/cannot have + past participle when evidence shows it was impossible. Look for clues like the score or reactions.

"The score was 35–28; Wales **must have played** *brilliantly."*

"The haka opened the match; some students **might have filmed** *it."*

VII. GRAMMAR EXERCISE

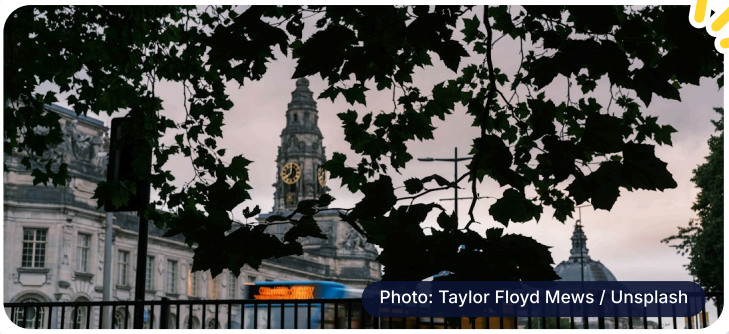
Complete each sentence with a modal for past deduction.

1. Her voice was gone after the match; she (shout) ___ a lot.
2. My dad's seat was empty when I looked; he (go) ___ to get food.
3. He was in class during the game, so he (attend) ___ the match.
4. The All Blacks fought back; students (feel) ___ nervous then.
5. His shirt was covered in mud, so he (be) ___ on the pitch.

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.


Photo: Taylor Floyd Mews / Unsplash

I. LESSON GUIDE

- Timing: 8–10 minutes warm-up, 10 minutes vocabulary, 12–15 minutes reading and comprehension together, 8–10 minutes grammar, 12–15 minutes discussion.
- Pre-teach or check: historic, underdog, victory, streak, try, conversion, haka, coach. Use quick visuals or a 30-second rules recap for rugby scoring.
- Run the reading in pairs: skim for the main result, then scan for names, places, and the score. Do a quick class vote on the moment that changed the game.
- Differentiation: for support, give a name-and-detail grid (scorer, moment, score). For challenge, pairs draft a 50-word match headline and standfirst, then classmates vote on the clearest one.

II. DISCUSSION FACILITATION TIPS

1. Elicit ideas like belief, practice, clear tactics; then ask for real examples from matches they know.
2. If answers stop at “it looks cool”, push for meaning and purpose: challenge, unity, focus.
3. Group students in threes; each chooses a highlight and explains what made it decisive.
4. Take a quick show of hands, then ask two students with different views to swap reasons.

III. EXTENSION ACTIVITIES

Writing: Write an 80–100 word match report for a school blog including the score, scorers, and one key moment.

Role-play: In pairs, act out a 60-second post-match interview: one student is Steve Tandy, the other a reporter.

IV. ANSWER KEY OVERVIEW

Comprehension questions: short factual answers from the text.

Grammar exercise: Modals for past deduction

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.

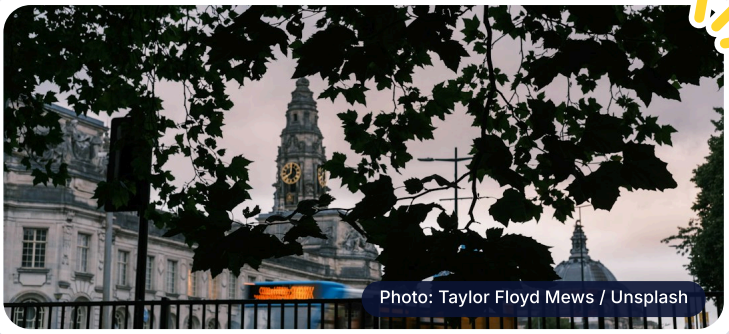


Photo: Taylor Floyd Mews / Unsplash

IV. COMPREHENSION QUESTIONS

1. Which team did Wales defeat?
   New Zealand, also known as the All Blacks.
2. What was the final score?
   35–28 to Wales.
3. Where was the match played?
   At the Principality Stadium in Cardiff.
4. How many tries did Wales score, and who scored first?
   Five tries; Tomos Williams scored the first.
5. Why is Steve Tandy's role noted in the story?
   He is the first Welsh head coach to beat New Zealand.

V. DISCUSSION

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

VII. GRAMMAR EXERCISE

Complete each sentence with a modal for past deduction.

1. Her voice was gone after the match; she ___ a lot. **must have shouted**
2. My dad's seat was empty when I looked; he ___ to get food. **may/might/could have gone**
3. He was in class during the game, so he ___ the match. **can't/couldn't have attended**
4. The All Blacks fought back; students ___ nervous then. **may/might/could have felt**
5. His shirt was covered in mud, so he ___ on the pitch. **must have been**

VI. GRAMMAR FOCUS

Key point: Use must have + past participle for a strong, logical guess about a past event; might/could have + past participle for a weaker possibility; can't/cannot have + past participle when evidence shows it was impossible. Look for clues like the score or reactions. (Examples constructed.)

"The score was 35–28; Wales **must have played** *brilliantly."*

"The haka opened the match; some students **might have filmed** *it."*