

# Kiwi Funeral

Betts Funeral Services FDANZ

**GIBBS, Freda Louie.** — On Saturday 24th September 2011 a faithful battler now at peace. Loved daughter of the late Jack and Marguerite. Dearly loved sister and sister-in-law of Lester (deceased), Ray and Lois (both deceased), Phil and Jenny (deceased). Aunty to Barry and Margaret. Dave Lyle.

... 40 odd years and two lovely boys, something we can both be very proud of. Will miss you being around so until we meet again. God Bless - Jessie

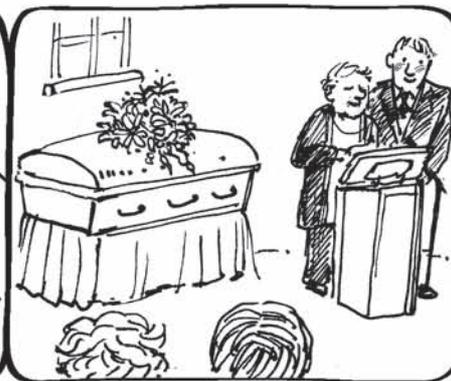
**MAYES, Joyce.** — On Friday, 23rd September 2011, peacefully at Stokeswood Home and Hospital, Lower Hutt. Loving wife of the late Arthur. Dearly loved mother and mother-in-law of Val & Les Gigger; June & Tom McKillop (dec); Ann & Peter Creighton; and the late Wendy Mayes. Loved Nana of her

**CORNWELL, John Vernon (Joe).** — At Christchurch Hospital on September 23, 2011, surrounded with the love of family and friends, aged 72 years. Beloved and loving husband for 43 years of Anne. Most dearly loved father of Shaun, and Natalie. Adored grandfather of Tom, Jessica, Leon, and Katrina, and father-in-law of Paul, and the late Lynn. Dearly loved brother of the late Bruce, and a much respected uncle and stepgrandfather. A Celebration of Joe's life will be held in our Westpark Chapel, 467 Wairakei Road, Burnside, on Tuesday September 27 at 2.30pm. Private cremation thereafter. **Lamb & Howard Ltd FDANZ**

## Remember them.



Commemorate the passing of a loved one  
Say it in the 'In Memoriam'



## Kiwi Funeral – ideas for using the sequence story

**Note for Tutors: Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 6 of this document.**

**Warm-up:** A neutral way of introducing the subject is to take in the newspaper death notices – ask your learner if she know what they are. You could then ask her if she has ever been to a funeral and what happened. Write the word “death” and “funeral” and brainstorm key vocabulary or concepts.

### Focus on key vocabulary (see page 6 for suggested vocabulary)

Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level), or brainstorm words with the learner (Higher level)

### Death notice – reading

**CORNWELL , John Veron (Joe).**  
 — At Christchurch Hospital on September 23, 2011, surrounded with the love of family and friends, aged 72 years. Beloved and loving husband of the late Janice. Most dearly loved father of Shaun, and Natalie. Adored grandfather of Tom, Jessica, Leon, and Katrina, and father-in-law of Paul, and the late Lynn. Dearly loved brother of the late Bruce, and a much respected uncle and stepgrandfather. A Celebration of Joe's life will be held in our Westpark Chapel, 467 Wairakei Road, Burnside, on Tuesday September 27 at 2.30pm. Private cremation thereafter.

Look at the death notice. Ask your learner to identify the key sections: *name of the deceased person, names of relatives, information about the service*. You might then ask some more detailed comprehension questions, e.g.: *How old was Joe when he died? How many children did he have? What time is the funeral?*

### Question stories (see page 7 for suggested questions)

Ask a series of questions relating to the sequence. The learner's answers can guide them to retell or write the story of sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

### Jumbled pictures (speaking)

Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the story will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.

### **Jumbled sentences – reading (see page 9 for photocopiable text)**

Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips. Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.

### **Kim's game (speaking or writing class game)**

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

### **Adapt the story:** to extend more advanced learners

After working with the basic version of the text, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text.

You can also use more complicated sentence structure:

*A notice is placed in the newspaper to commemorate the death of John Vernon Cornwell. John Vernon Cornwell was known as Joe to his friends and family. The notice tells people when and where Joe died, who he is survived by, and when and where his funeral will be held. On the day of Joe's funeral, September 27th 2011, his friends and family arrive at the chapel for the service that will celebrate Joe's life. They sit quietly waiting for all the mourners to arrive and the service to start whilst soft music plays in the background. The minister begins the service by saying a few words about Joe.*

Specific language focuses can include:

- Possessive "s" - Joe's wife.
- Order of events using adverbs - **Then, Next, After that, Afterwards, etc.**
- Passives - the service **was held** in a chapel, the eulogy **was given** by Joe's widow, a funny story **was told** by Joe's son, photos **were shown** in a slideshow, etc

### **Point of view**

Rewrite the text from one person's point of view (for example one of the mourners, or the minister). You could even tell it from the point of view of the deceased person – what would he have thought?

## Gapped text

Gap out some words in the text after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner's needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)  
*They sit down and wait for the \_\_\_\_\_ to start. Soft music is playing. The coffin is at the front of the \_\_\_\_\_. There are flowers on top of the \_\_\_\_\_.*
- "grammar" words: e.g. prepositions  
*They sit down and wait \_\_\_\_\_ the service to start. Soft music is playing. The coffin is \_\_\_\_\_ the chapel. There are flowers \_\_\_\_\_ the coffin.*
- articles  
*They sit down and wait for \_\_\_\_\_ service to start. Soft music is playing. \_\_\_\_\_ coffin is at the front of \_\_\_\_\_ chapel. There are flowers on top of \_\_\_\_\_ coffin.*

## Listening practice: True/false

Say some sentences about the picture, some true, some false: e.g. *The minister is a woman* (False) *The minister is wearing glasses* (True)

There are three possible activities here:

1. The learner simply says *true* for the true ones and *false* for the false ones.
2. The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
3. The learner says *true* for the true ones and corrects the false ones: e.g. *No, the minister isn't a woman, he's a man.* In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

## Dialogues

1. Imagine what the people in each picture are saying. Write short dialogues
2. Imagine one of the mourners goes home and rings up a friend to tell them about the funeral. Write what she said.

## Extension activities

**Funeral customs:** Compare the usual Kiwi funeral with funeral customs in your learner's country. What is the same? What is different? You can research other funeral customs on the web and compare them with each other [here](#).

**Arranging a funeral:** Brainstorm with your learner what you have to do to arrange a funeral in NZ. Discuss: *death certificates, funeral directors, wills and executors, service leader, venue, form of disposal, what happens after the funeral, cost, who to contact and guests*. For some guidelines consult [this article on the Yellow pages](#).

**Expressing sympathy:** Teach your learner some useful phrases for expressing sympathy and condolences. A starting point would be [this dialogue](#). Some other useful phrases are also on [About.com](#). You might also want to practice writing [a letter of condolence](#).

**Making a will:** Talk to your learner about making a will. The consequences of dying intestate are explained here on [Howtolaw](#). More information on will can be found on [the Public Trust's website](#), and you can download a checklist from [this page](#).

**Eulogies – discussion.** Talk about eulogies. What do people usually say in a eulogy? What would your learner like in their own eulogy? An example of a short eulogy from Shortland Street starts at 08.50 [in this episode on YouTube](#):

**Feelings vocabulary:** Explore the vocabulary of feelings associated with death – e.g. *to mourn, to grieve, to weep, to feel sad, bereft, lonely*. You can also discuss other words for “to die” e.g. *pass away, pass on, or kick the bucket, go to the great \_\_\_\_\_ in the sky*. Be careful to explain the connotations of the slang expressions.

**Family vocabulary:** Explore vocabulary related to family by looking at the family members in the pictures and speculating about their relationships: *This must be Joe's wife. That looks like Joe's daughter in law – she could be married to Joe's son.*

### ESL lessons:

1. A useful lesson on funeral homes is found [here](#). It includes a dialogue, reading comprehension, and vocabulary exercises. Adapt as necessary to be suitable for NZ.
2. Discussion questions on death and dying are found at [iteslj.org](#) and [esldiscussions.com](#) (scroll down to “Death”).

**Read a Poem:** A beautiful poem about mourning is [W H Auden's “Funeral Blues”](#). A YouTube video of John Hannah reading it with picture support is [here](#), and a straight reading [here](#).

## **Kiwi Funeral – Suggested vocabulary and text**

**Note for Tutors:** For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story* on page 2 of this document.

### **Target Vocabulary (See page 2)**

death, funeral, service, chapel, coffin, cremation (cremate (v)), burial (bury(v)), minister, relatives, mourners, eulogy, pallbearer, widow

### **Basic Story for Lower Levels**

There is a notice in the newspaper about the death of John Vernon Cornwell. People knew him as Joe. He died on September 23, 2011 at Christchurch hospital. He was 72 when he died.

It is September 27, 2011, the day of Joe's funeral. Family and friends arrive at the chapel. They sit down and wait for the service to start. Soft music is playing. The coffin is at the front of the chapel. There are flowers on top of the coffin.

The minister begins the service. He talks about Joe. Then Joe's widow gives a eulogy. Her son stands beside her. Next, Joe's son tells the mourners a funny story about his dad. The mourners laugh. After the story, Joe's grandson reads a poem. His mother and sister stand beside him. Then the mourners watch a photo slideshow of Joe's life. Finally they sing a hymn together.

After the service the pallbearers carry the coffin to a car outside the chapel. The car will take the coffin to a place for cremation. The mourners meet after the service. They eat, drink and remember Joe together.

## Questions for Question Stories (See page 2)

### Pic 1

Who has died?  
What was he called by his friends and family?  
When did he die?  
How old was he when he died?  
When is the funeral?  
Where is the funeral?  
Will Joe be buried or cremated?

### Pic 2

What is the date?  
Where are the people? Why?  
What year was Joe born?

### Pic 3

What are the mourners doing?  
What can they hear?  
Has the service started?  
What is at the front of the chapel?

### Pic 4

Who can you see?  
What is he doing?

### Pic 5

Who is giving a eulogy?  
Who is standing beside her?

### Pic 6

Who is this man?  
What is he doing?

### Pic 7

Who can you see?  
What is the boy doing?

### Pic 8

What are the mourners watching?

**Pic 9**

What are the mourners doing?

**Pic 10**

Has the service finished?

What are the men carrying?

Where are they going?

**Pic 11**

Who can you see?

What are they doing?

**Descriptions for jumbled sentences (see page 3)****Photocopy and cut up**

There is a notice in the newspaper about the death of John Vernon Cornwell (Joe).
Family and friends arrive at the chapel for Joe's funeral.
The mourners wait for the service to start. Soft music is playing.
The minister begins the service. He talks about Joe.
Joe's widow gives a eulogy.
Joe's son tells a funny story about his dad.
Joe's grandson reads a poem to the mourners.
The mourners wait for the service to start. Soft music is playing.
The mourners watch a photo slideshow of Joe's life.
The mourners sing a hymn together.
The pallbearers carry the coffin to the car.
After the service, the mourners eat, drink and remember Joe.