

**Dead man walking****GROUPS A & B**

*Dead Man Walking* explores the relationship between Matthew Poncelet (Sean Penn)- a convicted rapist/murderer on death row- and his spiritual advisor, Sister Helen Prejean (Susan Sarandon). **You are going to watch part of their second encounter. Answer the following questions.**

1. What are Matthew's memories about his father?
2. Why do they talk about 'luck' and what do they say about it?
3. Why does Sister Helen say 'I'm not here for your amusement, Matthew. Show some respect'?
4. Why is Matthew's mother mentioned in the conversation?

**GROUP A**

**A - Dictation: Listen to the tape and copy the dialogue in phonetic script.**

**B - Transcribe the last part of the dialogue.**

S: I went to see your mother. She said she'd appear at the pardon board hearing...if you want her to.

M: I like being alone with you. You're looking real good to me.

S: Look at you. Death is breathing down your neck... and you're playing your little-man-on-the-make games. I'm not here for your amusement, Matthew. Show some respect.

M: Why? Because you're a nun? and you wear a little cross?

S: Because I'm a person. Every person deserves respect. What's the answer? What'll it be with your mama?

**C- Check exercises A and B with the key at the end of all the activities**

**D- Practice reading the dialogue on your own. Then, work in pairs and take turns to read both roles with your partner.**



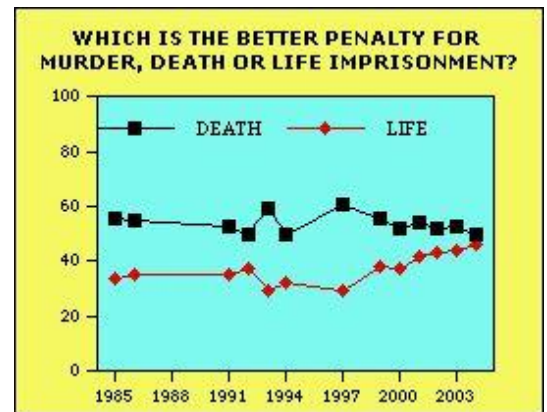
You are going to work with information about the death penalty in America, taken from the *Death Penalty Information Center* site (<http://www.deathpenaltyinfo.org>)

1. Read the first part of the report and underline all the instances you can find of cases including vowels #3, #11 and #12. Then, write the examples in the corresponding column.

/e/	/ɜ:/	/ə/

## The Death Penalty: Public Support

Support for the death penalty has fluctuated throughout the century. According to Gallup surveys, in 1936 61% of Americans favored the death penalty for persons convicted of murder. Support reached an all-time low of 42% in 1966. Throughout the 70s and 80s, the percentage of Americans in favor of the death penalty increased steadily, culminating in an 80% approval rating in 1994. A May 2004 Gallup Poll found that a growing number of Americans support a sentence of life without parole rather than the death penalty for those convicted of murder.



### ORAL PRACTISE

- a. Practice reading the chart of examples on your own.
- b. When you feel ready, read it to your partner. Then listen to him or her doing the same. Correct yourselves when necessary.
- c. Take the cases in context: on your own, go back to the text and read the whole sentence where the examples are included.
- d. Record yourself on your tape. Listen to yourself and record the sentences again if necessary, until you are happy with the result.
- e. Work in pairs. Exchange tapes with your partner. Listen to your partner's tape. Take down his/her strong point and weak points. Give feedback to your partner and listen to his/her feedback too.



2. **Work with the next part of the report. How many words do you find in this fragment that contain vowel #1? Underline them in the text and then, complete the table. And vowel #2?**

/i:/	/ɪ/

The poll also revealed a growing skepticism that the death penalty deters crime, with 62% of those polled saying that it is not a deterrent. These percentages are a dramatic shift from the responses given to this same question in 1991, when 51% of Americans believed the death penalty deterred crime and only 41% believed it did not. Only 55% of those polled responded that they believed the death penalty is implemented fairly, down from 60% in 2003. When not offered an alternative sentence, 71% supported the death penalty and 26% opposed. The overall support is about the same as that reported in 2002, but down from the 80% support in 1994. (Gallup Poll News Service, June 2, 2004). (See also, DPIC's report, [Sentencing for Life: American's Embrace Alternatives to the Death Penalty](#))

**Provide examples of your own in order to have more or less the same number of instances in each column.**

**Proceed as before to do the oral practice contrasting these two vowels.**

3. **Do the same kind of recognition work with 'The Death Penalty Today' this time with vowels # 4, # 5 and # 10. Then, do the oral practice as well.**

/ɑ:/	/œ/	/ʌ/

### **The Death Penalty Today**

In April 1999, the United Nations Human Rights Commission passed a resolution that calls on countries which have not abolished the death penalty to restrict its use of the death penalty, including not imposing it on juvenile offenders and limiting the number of offenses for which it can be imposed. Ten countries, including the United States, China, Pakistan, Rwanda and Sudan voted against the resolution. (New York Times, 4/29/99). Each year since 1997, the United Nations Commission on Human Rights has passed a resolution calling on countries that have not abolished the death penalty to establish a moratorium on executions. In April 2004, the resolution was co-sponsored by 76 UN member states. (Amnesty International, 2004).



In the United States numbers of death sentences are steadily declining from 300 in 1998 to 143 in 2003. Presently, more than half of the countries in the international community have abolished the death penalty completely, de facto, or for ordinary crimes. However, over 78 countries retain the death penalty, including China, Iran, the United States, and Vietnam all of which rank among the highest for international executions in 2003. (Amnesty International, 2004)

**4. Re read these fragments or phrases taken from the report shown above and underline the instances that include vowels 6 and 7; 8 and 9. Then, put them in the correct column**

- a. Support for the death penalty has fluctuated throughout the century.
- b. ... according to Gallup surveys...
- c. ...persons convicted of murder
- d. ... an 80% approval rating in 1994.
- e. ...the United Nations Human Rights Commission passed a resolution...
- f. ...countries which have not abolished the death penalty...
- g. ...the resolution was co-sponsored by 76 UN member states.

**If there is a column with no examples, provide your own. Then, do the oral practice as well.**

/ʊ/	/ u: /	/ɒ/	/ɔ: /

**GROUP A & B**

**In groups of 4, discuss the following questions**

**. How much luck was involved in your being here at University and in this class today?**

. Discuss with your group the different punishments you know exist and your opinion about death penalty.

Can you think of a different context in which a comment like this could be appropriate?

` I'm not here for your amusement. Show some respect `



*Dead man walking*  
Key to the exercises

## Group A- Dictation

Speakers: /mæθju:/ /sɪstə helən/

m: maɪ dædɪ tʊk mɪ tu ə bɑː wen aɪ wəz twelv/ ən təʊld mɪ tə pɪk maɪ wɪski/ ðə wəz

ɔːl ðiːz bɒtlz bɪhaɪnd ðə bɑː/ ənd aɪ sedː aɪl teɪk ðæt wʌn wɪð ðə prɪtɪ tɜːki ɒn ɪt/ ðə

gaɪz ɪn ðə bɑː lɑːft/ wɪ ɡɒt drʌŋk əz kuːts ðæt naɪt/ maɪ dædɪ wəz ə ɡʊd mɒn/

ʃeəkrɒpə/ haːd wɜːkə/ ðæts ðə wʌn θɪŋ aɪ ɡɒt frəm ɪm/ wɜːkɪŋ hændz/

s.h: /həʊ əʊld wə ju wen hi daɪd/

m: /fəːtɪn/ waɪ aː ju ə nʌn/

s: /aɪ wəz drɔːn tu ɪt/ aɪ ɡes/ ðæts ə haːd kwestʃən tu aːnsə/ ɪts laɪk aːskɪŋ juː wə  
juə ə kɒnvɪkt/

m: /bæd lʌk/

s: /ɡʊd lʌk ðen/ aɪ hæd ə lʌvɪŋ fɛməli / ə lɒt əv sɜːpɔːt/ aɪ ɡes aɪ felt əblaɪdʒd tə ɡɪv  
sʌm əf ɪt bæk/

m: dəʊnt juː mɪs hœvɪŋ ə mɒn/ dəʊnt juː wɒnt tə ɡet məerɪd/ fɔːl ɪn lʌv/ hœv seks/  
juː dəʊnt wɒnt tə tɔːk əbaut ɪt/

s: wel/ aɪ hœv kləʊs frendz/ men ən wɪmɪn/ aɪ hœvnt ɪksprɪəriənst seksʃuəl ɪntɪməsi/  
bət ðəz ʌðə weɪz əv biːɪŋ kləʊs/ juː ʃeəriŋ jə driːmz/ jə θɔːtz/ jə fiːlɪŋz/ ðæts biːɪŋ  
ɪntɪmɪt tuː/

m: wɪv ɡɒt ɪntɪməsi raɪt naʊ/ dəʊnt wɪ/ sɪstə

## Key to transcription

s: aɪ went tə siː jə mʌðə / ʃiː sed ʃɪd əprɪər ət ðə pɑːdən bɔːd hɪəriŋ / ɪf juː wɒnt ə tuː/

m: aɪ laɪk biːɪŋ ələʊn wɪð ju/ ju ə lɒkɪŋ rɪəli ɡʊd tə mi/

s: lɒk ət juː/ deθ ɪz brɪːðɪŋ daʊn jə nek / ənd juə pleɪŋ jə lɪtl mɒn ɒn ðə meɪk ɡeɪmz /

aɪm nɒt hɪə fə jər əmuːzmənt mæθjuː/ ʃəʊ sʌm rɪspekt/

m: waɪ/ bɪkəz juər ə nʌn/ əndʒu weə ə lɪtl krɒs/

s: bɪkəz aɪm ə pɜːsn/ evrɪ pɜːsn dɪzɜːvz rɪspekt/ wɒts ðiː aːnsə/ wɒt wɪl ɪt biː

wɪð jə mɑːmə/ məməː



## Key to Group B - Ex.1

/e/	/ɜ:/	/ə/
Death -Penalty Century- Steadily Sentence	Surveys -Thirty-six Persons-Murder	Support - <u>a</u> ccording Americans -Favoured Percentage -Number Sentence Rather than the

## Ex. 2

/i:/	/ɪ/
Revealed -These -Believed 2003	growing skepticism Saying -Deterrent- Percentages dramatic shift- responses given this - Americans penalty deterred - only 62, 1991, 51, 41, 60, 71, 26 Responded - Implemented Alternative -Service

## Ex.3

/ɑ:/	/œ/	/ʌ/
Passed Half	International Iran -Vietnam Rank -Amnesty	Number - Hundred Countries -among

## Ex.4

/ʊ/	/u:/	/ɒ/	/ɔ:/
	Throughout Approval United Human Resolution	Convicted Abolished Sponsored	Support According Nineteen ninety four