

An interview with Daniel Radcliffe by Colm Boyd

Age:	Teenagers / Adults
Level:	Upper-intermediate-Advanced
Time:	45 minutes
Objectives:	To practise real-life listening; to practise writing questions
Key skills:	Listening, speaking
Materials:	One copy of worksheets 1 and 2 per student; photos of the actors Daniel Radcliffe and Michael Fassbender and of Harry Potter. Note: You will need to have internet access in class to watch the video.

Procedure

- Put photos of Daniel Radcliffe, Michael Fassbender and Harry Potter on the board. If you don't have access to an electronic board, print out photos and distribute them.
- Distribute one worksheet to each student. Using the photos, students should spend about five minutes discussing the questions in task 1 with a partner.
- If you have students who are particularly well informed, ask them to share their knowledge with the rest of the class. Write some of their information on the board. You may choose to elaborate on this with the following information:

Daniel Radcliffe

Daniel is English and was born in 1989. He became famous at a young age when he was chosen to play Harry Potter in the series of movies based on J K Rowling's books.

Harry Potter

There were eight movies in the series, starting in 2001 with *Harry Potter and the Philosopher's Stone* and ending in 2011 with *Harry Potter and the Deathly Hallows: Part 2*. They were hugely successful and made stars of Daniel Radcliffe and his co-star, Emma Watson.

Michael Fassbender

Michael is German-Irish and was born in 1977. He has starred in many movies, including *Shame*, *12 Years a Slave*, *Inglorious Bastards* and *X-Men*. He has been nominated for many awards and is generally considered to be a talented actor.

4. Tell the students that they are going to watch a five-minute interview with Daniel Radcliffe. Ask them to read the questions in task 2 before they watch. As they watch, they should make brief notes under each heading.

5. Go to www.theguardian.com/film/video/2013/nov/22/daniel-radcliffe-video-interview. Play the video once. After watching, ask students to compare their answers to task 2 in pairs. Then, discuss the answers in open class. Try to elicit as much information as possible from students.

Key: smoking

Daniel says that he smokes (in real life) but he doesn't normally smoke on camera. However, the photos to accompany the interview had an 'Allen Ginsberg' theme so Daniel was convinced to smoke on camera for them. (Ginsberg was a poet from the Beat movement in the USA in the 1960s. He was often photographed in black and white while smoking.) Daniel jokes that his parents won't be pleased when they see him smoking on camera.

'the Fassbender test'

Daniel believes in 'the Fassbender test'. This means that, when he is asked to do certain roles and he is not sure whether to accept them or not (possibly because they are overly corporate and would have a negative effect on his career), he asks himself the question 'Would Michael Fassbender do it?' He really admires Michael Fassbender so this question helps him to decide.

Harry Potter's hairy legs

In the second Harry Potter film, there was a scene where Harry needed to lift his trouser-leg to show that he wasn't wearing any socks. At twelve years old, Daniel's legs were very hairy and the director thought that nobody would believe that a 12-year-old boy would be so hairy. So, they had to shave two inches of hair from Daniel's leg.

the fact that he is very rich

He wishes that he had less money so that people would ask him about it less. It's embarrassing. He is very rich but he wouldn't want people to make assumptions about him because of this. All of his real friends know that he doesn't spend much money.

6. Ask the students if they can remember any of the questions from the interview. Give them three minutes to work in pairs and try to write down some of the questions (see task 3 on the worksheet). After this, write some of their correct and incorrect questions on the board. For the incorrect questions, ask students to help you to correct them.

7. Tell the students that they are going to watch the interview again and, this time, they are going to try to write down some of the interviewer's questions. Play the video from 2:00 minutes to the end. As they listen, students fill in the gaps.

8. Allow students time to compare their gap-fill answers. Get students to tell you the correct answers and write them on the board.

Key: a. *Would; do it; b. Does; know about; c. did you ever reach; d. do you ever wish you had less money; e. do you ever worry about; motives*

9. Hand out worksheet 2 and go through it with the students. Ask them what form the questions from the interview take. They are all ASV. Explain that 'yes/no' questions follow this structure.

Optional extension

10. Ask students to work in pairs and write some more questions for Daniel Radcliffe. At the end, choose the best questions and write them on the board. Then, have pairs of students enact a role-play, with one of them taking the part of the interviewer and the other the part of Daniel Radcliffe.

1. Talk to your classmate or teacher about the questions below.

What do you know about Daniel Radcliffe?

What do you know about the Harry Potter movies?

Do you know the actor Michael Fassbender? If so, what do you know about him?

2. Watch the interview once and make brief notes under each of the headings below. Copy the link below to watch.

www.theguardian.com/film/video/2013/nov/22/daniel-radcliffe-video-interview

What does Daniel say about the following things?

- smoking

- 'the Fassbender test'

- Harry Potter's hairy legs

- the fact that he is very rich

3. Can you remember any of the interviewer's questions? Working with a classmate, write down some of the questions from memory.

4. Now, watch the interview again. Try to complete the questions below from the interview. The approximate timings are given in brackets.

a. (2:12) Daniel: ... you just ask yourself the question '_____ Michael Fassbender _____?' Erm, and, and I do!

b. (2:40) Simon: _____ Michael Fassbender _____
_____ the Michael Fassbender test?

Daniel: Erm, I don't think he does, no!

c. (2:50) Simon: Dan, I'm just thinking as you're talking, looking at your hairy chest and hairy face, erm, _____
_____ a stage where they said 'Dan, it looks as if you're getting a bit too hairy for Harry'?

Daniel: On the second film, erm, there was a shot where, at the very end of the film, I have to hitch my trouser leg up to show that I'm not wearing any socks. And, at 12, my legs were way too hairy so they just said, like, no one's going to believe any 12 year old has that much hair on his legs, so they had to shave, like, two inches of hair just up from my ankle.

d. (3:40) Simon: I know this is a slightly strange question but _____

_____?

Daniel: Erm, only because, only because, then, you would ask me about it less.

e. (4:30) Simon: I mean, it happens with fame, anyway, but when, kind of, people know that someone's got a lot of money as well, _____
_____ people's
_____ for befriending you, as well as the fact that you're an extremely lovely person?

Daniel: Erm, no, because anybody who knows me, that is my friend, pretty much knows that I don't spend money.

Grammar reference: question forms

Many questions have four parts: Question word + Auxiliary + Subject + Verb – that is, QASV.

Questions do not always include all four parts. However, they always include a subject. So, if you're confused, the first thing to do is identify the subject of the question.

Question word (can be followed by a noun)	Auxiliary or <i>be</i> (may be a modal; may be the verb <i>be</i> , which always takes the position of an auxiliary)	Subject (may be a pronoun; may be a person or a thing; may be more than one word)	Verb
Where	do	you	live?
How	are	you?	
What time	can	we	meet?
When	does	the class	finish?
Where	is	Peter's brother	going?
How many times	have	Manchester United	won?
Where	is	it?	
	do	you	smoke?
	Do	you?	

Note: Remember, sometimes the question word is the subject of the question. When this happens, the question uses the form of an affirmative sentence and not the QASV structure. For example:

Question **Who** married Kate?

Answer **William** married Kate.

In the above question, *who* refers to the subject, William. This means that we form the question simply by using the form of an affirmative sentence: Subject + Verb.

Compare that with the question below.

Question **Who** did William marry?

Answer William married **Kate**.

In this question, *who* refers to the object, Kate. We can see that 'William' is included as a subject in the question. Therefore, we know that the question word is not the subject of the question so we use the QASV structure.