The Wrong Guy

Language level:	Intermediate (B1) +
Learner type:	Teens; Adults; Business
Time:	90 minutes
Activity:	Videotelling
Topic:	Work; Law; The media
Language:	Job interviews; Legal disputes; Question forms
Materials:	Video clip; Slideshow

Preparation, materials and equipment

1. For this activity, you will need a video titled ***News blunder – Guy Goma***. To access the video, click on the following link:

   http://bit.ly/mrv2gb

2. You will also need an accompanying PDF slideshow which you can download from Lessonstream at:

   http://bit.ly/mrv2gb

3. Familiarse yourself with the story of the Wrong Guy.

The 'Wrong Guy' is a well-known misunderstanding that took place in 2006. A business studies graduate from the Republic of the Congo went for a job interview at the BBC and ended up being interviewed live on air about a subject *not* of his choice. Find out more at the following links:

- http://en.wikipedia.org/wiki/Guy_Goma
- http://news.bbc.co.uk/1/hi/4774429.stm
- http://bbc.in/iScnHE
- http://bit.ly/mKHWz0

4. Make a copy of the **Videotelling script** (pages 7 - 10) for yourself.

Decide how you are going to display the clip and slideshow in class. Possibilities include:

- Mobile device (For one-to-one situations)
- Laptop, desktop, tablet computer (For small groups)
- Computer, projector + screen (For larger classes)

Don't forget the loudspeakers.

If you don't have Internet access in class, you could download or 'capture' the video from YouTube. Use www.savevid.com or a similar site. Note, however, that in doing so, you will be breaching YouTube's Terms of Use.

Lesson plan

This videotelling lesson plan is divided into 5 parts:

1. Storytelling I (Background: Trademark dispute)
2. The cloud game (Introduction to the hero)
3. Student discussion (Job interviews)
4. Storytelling II (The main story)
5. Storytelling III (Explanation and aftermath)

During the storytelling parts (parts 1, 2 and 5):

- Make use of the **Videotelling script** on pages 7 – 10 (This contains the main points of the story.)
- Adapt language according to your learners' level.
- Involve students and encourage interaction by asking questions whenever you can (See script for suggested questions.)
- Teach unknown words and phrases as you go along (See script for suggested target language.)

Part 1: Storytelling I (Background: Trademark dispute)

1. Tell students that you want to tell them a story.

2. Show **Slide 1** (See **Preparation, materials and equipment** on page 2 for link to the slideshow.) and ask students if anyone knows the story behind the image.

3. Use the **Videotelling script** to give students a brief history of the Apple Inc. versus Apple Corps trademark dispute.

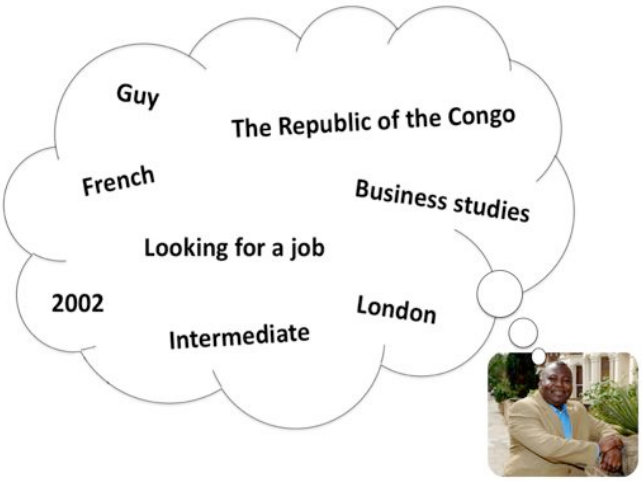
4. Tell students that you will come back to the Apple versus Apple trademark dispute later.

Note: To see a clip of this part of the lesson plan in action, click on the following link: http://www.youtube.com/watch?v=O95w69BcuJ8

Part 2: The cloud game (Introduction to the hero)

1. Show students **Slide 2**. Tell them that the man in the picture is the hero of our story. Ask students to predict what the story might be about.

2. Show **Slide 3.** Tell students that the pieces of information in the cloud are answers to questions about the man in the picture. Ask students to suggest questions. Score off the answers in the cloud as and when the appropriate questions are constructed. When all of the questions have been constructed, hide the cloud from view and ask students to write / tell you what they remember about Guy.



Answers:

• What is his name?	Guy *
• Where is he from?	The Republic of the Congo
• Where does he live?	London
• When did he move to London?	2002
• What is his first language?	French
• What is his level of English?	Intermediate
• What did he study?	Business studies
• What was he doing in London?	Looking for a job

* Students may not know that this is a man's name.

Note: Rather than asking questions about the man in the picture (third person singular - *does he*, *is he*, etc.) students could put questions to him as if he is actually in the classroom (first person singular - *do you*, *are you*, etc.)

Part 3: Student discussion (Job interviews)

1. Tell students the following:

> The man's name is Guy Goma. He came to London in 2002. He was looking for a job. He saw an advert for a position in the IT department at the BBC. He decided to apply for the job. He went for an interview on the 8th May 2006. The next day he was a national celebrity.

2. Ask students to guess why or how Guy became a national celebrity. What happened during his interview?

3. Select a few questions about job interviews that will be applicable to your students (See below for some examples.) Write them on the board and ask students to copy them. Alternatively, you could dictate them. Ask students to discuss the questions in pairs or small groups.

> - *How well do you usually perform in job interviews?*
> - *What do you remember about the interview you had for your current job?*
> - *Everyone can remember a terrifying job interview moment. What is yours?*
> - *Make a list of typical job interview questions. Can you think of 10?*
> - *They say that there is a secret to success in job interviews. Can you guess what it is? **
>
> * The answer is almost certainly *preparation*. A good candidate will find out about the company and the position on offer. A good candidate will also know what sort of interview questions to expect and will have prepared answers to give.

3. Conduct feedback and allow students to share and compare their answers.

Part 4: Storytelling II (The main story)

1. Recap the story with the questions in the **Videotelling script** (page 8).

2. Use the **Videotelling script** (pages 8 & 9) to tell students the story of Guy's interview.

3. Show students the clip of Guy Goma's interview (See **Preparation, materials and equipment** on page 2.**)**

Part 5: Storytelling III (Explanation and aftermath)

1. Tell students about the aftermath of the story (See the **Videotelling script** page 9.) Make use of **Slides 5 – 7** as you do so.

2. Ask students what they can learn from the story. Perhaps Guy Goma should be an inspiration for any candidate doing a language exam that has to bluff their way through the speaking part.

Variation

The activity could be done over two days: The Apple vs. Apple story could be done on day one and the Wrong Guy story could be done on day two.

Comment

Sadly, Guy Kewney passed away in 2010. An obituary can be read at: http://news.bbc.co.uk/1/hi/technology/8620907.stm Guy was a well-respected technology writer and journalist and had been involved in the field since the seventies. It is difficult not to feel sorry him as you read his own account of the Wrong Guy story: http://www.newswireless.net/index.cfm/article/2697

Image credit

The drawing of Guy Goma's three faces comes from artist and designer Danny Butcher. Click here for his website: http://www.dannybutcher.com/

Videotelling script

- Q = Question
- A = Answer
- Words and phrases in **bold** = suggestions for the target language that you can write on the board

Part 1: Storytelling I (Background: Trademark dispute)

Q1: What are these (icons or images that we associate with a company or brand)?
Q2: What companies do these trademarks represent?
Q3: There is a problem – when two companies have the same name (i.e. Apple) what happens?
Q4: What does *vs.* mean?
Q5: Despite the conflict, there was no great problem in the eighties and the nineties. Why?
Q6: But more recently, there has been a conflict of interest. Why?
Q7: What type of people work in **courts**?
Q8: What type of decision comes from **the courts**?

A1: **Trademarks**
A2: Apple Inc. (Apple computers) and Apple Records, the **record label set up** by the Beatles in 1968 (now **under the division** of Apple Corps Ltd.)
A3: There may be a **legal dispute.** *Tell students that in this case, the legal dispute between Apple computers and Apple Corps has been going on since the late seventies.*
A4: **Versus** (implies competition or conflict)
A5: The two companies were **involved in** different industries (Apple Inc. is involved in **the computer industry** whereas Apple Corps is involved in **the music industry.**) There was no **conflict of interest**.
A6: Apple Inc. has become involved in the music industry most notably through the iTunes music store. *Ask students where they obtain their music.*
A7: Laywers, judges, etc.
A8: Legal decisions (**verdicts / settlements / rulings**) *Tell students that on the 8th May 2006 there was a verdict in favour of Apple computers. The verdict* ***gave the green light to*** *the iTunes music store.*

Part 4: Storytelling II (The main story)

Recap with the following questions:

Q1: What did Guy see an advert for?
Q2: What did he do?
Q3: What did he go for?
Q4: When did he go for the interview?
Q5: What else happened on that day?

A1: A position in the IT department at the BBC
A2: He applied for the job.
A3: An interview
A4: 8th May 2006
A5: There was a verdict that gave the green light to the iTunes music store.

Continue with the story:

- Guy arrived at the BBC and was told to wait in the main reception area.
- So our hero is waiting in the reception area.
- *Q: How do you think he feels?*
- A man with a clipboard approaches Guy and asks, "Are you Guy Kewney?" to which he replies, " Yes."
- *Q: Who do you think the man with the clipboard is?*
- The man with the clipboard asks Guy to follow him.
- He leads Guy down a corridor, through another reception area and into a special room.
- At this stage things start to get strange.
- *Q: What do you think happens next?*

Note: At this stage, you could put students into pairs or small groups to discuss and write down their predictions.

- A woman starts to put makeup on Guy's face.
- Guy is wondering what is going on.
- He is led into another special room and asked to sit on a stool.
- The room is bright and busy.
- Guy is equipped with a microphone.
- He is thinking to himself, "This is a very strange way to do a job interview."
- He is introduced to the interviewer.
- She is blond and she is wearing a dark suit.

- Guy hears the producer – the man with the clipboard - shout, "OK – 20 seconds before we go live on air!"
- Guy is wondering what that means.
- *Q: What does that mean - to go live on air?*
- The producer starts to count down: 10, 9, 8, 7, 6, …
- Guy realises that he is the victim of a terrible misunderstanding. But it's too late!
- Guy finds himself live on air being interviewed about a subject of which he knows nothing about.
- *Q: What do you think he is interviewed about?*
- He is interviewed about the verdict that gave the green light to the iTunes music store.
- *Q: How would you react?*
- *Q: How do you think Guy reacts?*

Show slide 4 – the three faces of Guy.

- Guy goes live on air. At first we see **panic** in his face. Panic turns into **fear** and **horror**. Finally fear and horror turn into **acceptance** and **resignation**.
- Guy **bluffs his way through the interview** like a champion and that is why he is our hero of the day!

Part 5: Storytelling III (Explanation and aftermath)

- Strangely, the producer (the man with the clipboard) had already seen a photograph of the real **interviewee** for the televised interview. He was a **technology journalist** called Guy Kewney.
- The producer had gone to the wrong reception area and collected the wrong man.
- The story came to be known as *the Wrong Guy*.
- Guy Goma **became an overnight celebrity**.
- He was invited onto **talk shows**.
- His face **appeared in newspapers and magazines**.
- **There was even talk** of **turning his story into a film**.
- Unfortunately, he didn't get the job.