

CHRISTMAS ESP LESSONS

The one or two weeks preceding the Christmas break is special for a number of reasons. Students start planning their break, organize their trip back home, think about the perfect gifts for their loved ones – in short, they are focused on anything but their studies. On the other hand, the winter exam session is already looming on the horizon, so they also account for the books that will be indispensable in order to write their paper to complete the semester in some subjects – and again, the day-to-day classes become less important for a while. Therefore, English (or other foreign language teachers, for that matter) are often asked at that time of the year, “Let’s sing some carols!” or “Let’s do something fun!” It is a perfect opportunity to combine business with pleasure and have Christmas classes that will sneak some ESP content while being first and foremost “fun.”

Teaching culture in a meaningful way poses a great challenge regardless of the topic and circumstances. Even though it should be an essential component of the language course syllabus, as it grounds the linguistic skills in a broader context, it is usually neglected as either something obvious or redundant. Coursebooks used at the academic level do not offer many culture elements, and the materials prepared for the second cycle studies are focused on specialist vocabulary and skills, characteristic for the field. However, given the importance of understanding the key customs and traditions that is necessary to gain proficiency in a foreign language, such elements need to be considered, and they need to be added from time to time. Christmas, with its rich traditions and connotations that are relevant for various fields and disciplines, seems to be the perfect moment to introduce the topic while still talking about something closely connected to the students’ academic interests.

I always try to prepare a Christmas lesson with every group in master studies, although I often use the material with bachelor students, as well. “The Truth about Santa”, published in *Zeszyty Glottodydaktyczne* 10 (2020), is one of such examples. Here the aim was to look at Santa from a scientific point of view, and try to explain how it is possible that he can visit all the houses in the world in just one night. The physicists-in-the-making that I taught back then really enjoyed theorizing about it and then confronting their hypotheses with the articles and the vlogs

which I prepared for them. However, fascinating as the texts were for them, they could hardly be appreciated by other groups, not so keen on the laws of dynamics or quantum mechanics. Hence the three following lessons, designed specially for other fields of study.

“Santa loves economics” has been prepared with Economics, Management and Marketing students in mind. The main aim is to try to establish how it is possible that Santa can afford countless presents for all the children in the world, and he still does not look overworked or impoverished. Three main theories are taken into consideration: first, he uses his celebrity status and endorses products like Coca-Cola, thus earning a lot of money; second, he uses the unpaid workforce – his wife and the elves – to do the job, and he remunerates them with milk and cookies he receives in every home; and finally, he is the Uber of the magic personae – he does not own or produce any gifts, but instead, he uses his myth like a brand and lets the parents around the world do the job for him. Which theory is the most likely, which one is true? It is up to the students to decide.

“Christmas advertising” is a serious approach to the topic, designed for Culture and Media Management students. It starts by tracing the history of how Coca-Cola has created the Christmas that we all know and love, only to move on to the British tradition of Christmas advertising. Students will have a chance to watch a number of famous, award-winning commercials, discuss the strategies used in them and pick their personal favorites.

Finally, “What children know about Santa” approaches the topic from the point of view of Psychology. What do children know about Santa? Why do they believe? Is it important that they do? During the lesson students will try to find the answers to these and related questions, referring to their knowledge in the field as well as their own experience.

Having said all that, it must also be emphasized that although Christmas ESP lessons are tailored for the needs of specific fields of study, they can actually be enjoyed by anyone even slightly interested in the subject. They all use specific vocabulary and the key issues from the field, but since the figure of Santa is central in all of them, it does not take insider knowledge to follow the ideas presented there.

SANTA LOVES ECONOMICS

1. Uwagi ogólne

Materiał został przygotowany dla studentów na II stopniu studiów kierunków biznesowych, takich jak ekonomia, finanse i bankowość, marketing, zarządzanie, ale może zostać wykorzystany we fragmentach również na innych kierunkach zainteresowanych tematyką biznesową. Jest przeznaczony do realizacji w grudniu, w okresie przedświątecznym.

2. Poziom zaawansowania: B2+, C1, C1+

3. Czas trwania opisanych ćwiczeń: 90 minut

4. Cele dydaktyczne

Zasadniczym celem tych zajęć jest rozwijanie u studentów sprawności rozumienia ze słuchu oraz rozumienia autentycznego (jedynie skróconego) tekstu pisanego. Aby studenci mogli osiągnąć te cele, teksty oraz materiały wideo zostały wzbogacone o zadania wymagające dyskusji oraz wyciągania wniosków na podstawie przeczytanego/usłyszanego fragmentu, pomimo braku możliwości zrozumienia każdego słowa.

Dodatkowym celem jest utrwalenie specjalistycznego słownictwa służącego do opisu modelu biznesowego działalności gospodarczej. Zadania polegające na dopasowywaniu, sporządzaniu krótkich notatek oraz na dyskusjach w parach lub małych grupach pozwolą użyć słownictwa biznesowego w innym kontekście oraz nabrać większej swobody w operowaniu specjalistyczną terminologią w języku angielskim.

5. Schemat lekcji

Lekcja jest poświęcona tematyce świątecznej, ze szczególnym podkreśleniem modelu biznesowego działalności św. Mikołaja. Użyte teksty i nagrania przedstawiają różne teorie na ten temat.

Pierwsza część lekcji (ćwiczenia 1–2) pokazuje model, w którym św. Mikołaj używa swojej popularności i rozpoznawalnej marki, aby pozyskać fundusze konieczne do zakupu lub wytworzenia prezentów. Studenci czytają tekst przedstawiający konkretne wyliczenia wszystkich kosztów oraz potencjalnych dochodów i – korzystając ze swojej wiedzy specjalistycznej – oceniają zasadność takiej teorii.

Druga część lekcji (ćwiczenia 3–4) opiera się na nagraniu wideo, w którym Mikołaj opowiada o swojej pracy. Podkreśla korzystanie z taniej siły roboczej oraz ze swojej przewagi w negocjacjach cen ze względu na wielkość corocznych zamówień. Studenci oglądają, robią notatki, a następnie odnoszą się do tej teorii, porównując ją z modelem działania innych gigantów na rynku światowym, takich jak FedEx czy Amazon.

Trzecia część lekcji (ćwiczenie 5) przedstawia model biznesowy znany między innymi z działalności Ubera, czyli działanie pod jedną marką, ale bez kosztów własnych dla jej właściciela – koszty te są przerzucone na podwykonawców. Studenci dopasowują nagłówki do fragmentów tekstu i w ten sposób przypominają sobie, jak prawidłowo opisuje się model biznesowy, oraz przenoszą swoją wiedzę specjalistyczną na nową dziedzinę.

Podsumowaniem całości jest krótka dyskusja (ćwiczenie 6), w której studenci mogą wyrazić swoją opinię na temat przedstawionych teorii i ocenić, która z nich jest najbardziej uzasadniona w obecnych czasach.

Santa Loves Economics

I. Discuss.

What's the biggest question about Santa?

How would you answer it?

II. Read the article explaining some of Santa's secrets and answer the questions that follow.

The Economics of Santa Claus

By Reece Goodall, Dec 18, 2017

Christmas is just around the corner, and soon every household will be thinking about money. How much can they spend? How can they afford everything they want and the Brussel sprouts? One person who doesn't have any money worries at this time of year is Santa himself – he shows no signs of slowing down, with his business still turning out gifts year after year. But what costs drive business at the North Pole?

How much would it cost to give gifts to every child in the world? Let's assume Santa just buys in all the stock (I've no idea how much an elf minimum wage would be). If we assume that a child gets half of the "must have" toys this year (with prices ranging from £9.99 for a L.O.L. Surprise doll to £130 for an app-controlled BB-8 toy), that amounts to an average spend of £281.94 per child. Let's make more assumptions – every child around the world is on the Nice List, and Santa spends the same amount of money on them all. With an estimated 1.9 billion kids in the world, that amounts to an expenditure of £535.7 billion on toys alone.

Time to add in transport costs. Scientists have figured out that, in order to deliver all the presents in one night, his sleigh would need to travel at 60 miles per second, and use 9.3 million Megawatts of energy. To do this, Santa could use either petrol or reindeer to power the sleigh. Taking the petrol option, it would require 30 million litres of the stuff, which would cost £35.4 million. If he wanted the reindeer option, he would need to feed them 540 million litres of raw oats that night for them to harvest enough energy to make the journey – this would set him back £40 million.

We also need to factor in premise costs – Santa must have somewhere to store all these gifts before delivering them. He could build his own storage facility, and

that would probably be the best solution – if he were to rent all the storage space he needed in London, it would cost roughly £5.8 million for the year. A decently-sized house in the North Pole (Alaska, that is – you can't buy land at the actual North Pole) would set you back a few million off the bat, and when you add in the land Santa would need to keep everything close, the millions keep piling on (based on storage space alone, Santa would need 3.5 million hectares).

Now, according to the Forbes Rich List, Santa has infinite wealth, and so these costs make no difference to him whatsoever. But let's imagine that wasn't the case – where could he make the money to fund his gift-gifting enterprise?

The most sensible thought is that Santa would licence his likeness for use in advertising. Santa is perhaps the one staple on Christmas products, and there are few advertisers who wouldn't pay to use Santa on their products. Celebrities have the ability to influence customers to buy products – who, honestly, is going to buy anything Christmassy that doesn't have some kind of link to Santa? The trustworthiness is a key factor when considering the value of a celebrity endorsement – trustworthiness defined as the statistical likelihood of buying a used car from that person. Tom Hanks has been top of the list for several years now, but Santa too is the epitome of trustworthiness. Celebrities can rake in some serious money on these endorsements.

Santa could command big money from companies – a company like Coca-Cola spends \$3.3 billion each year on advertising, and Santa's image is a big part of their Christmas campaigns. The damage and potential loss of income for Coca-Cola without Santa's brand would make him well worth paying for – the company made \$9 billion in profits this year.

As we see, Santa has got his financial situation figured out, hence the fact that he is able to bring joy to the world every year at Christmas. He's not only a figure of joy and cheer – he's also a master bookmaker too!

Source: <https://theboar.org/2017/12/the-economics-of-santa/> [accessed: 17 May 2021].

What does the author suggest about the following:

- the Brussel sprouts:
- the cost of toys:
- transport costs:
- storage:
- celebrity endorsement:

III. Watch a video in which Santa explains how his business works and answer the questions.

1. How does he manage to deliver all these gifts in one night?
.....

2. How does he make it all work?

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-
-
-
-

3. How does he keep his workforce motivated?

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Find the video at: (0–4:50) [accessed: 17 May 2021].

IV. What does Santa say about these companies? Take notes, then watch the video again to check.

- FedEx –
- Amazon –
- Google –

V. Discuss: why is the business model of Santa so successful? Read the article to check your ideas. Supply the missing headings.

Why the Business Model of Santa Claus is so successful

By Patrick van der Pijl, Dec 21, 2017,

1.

First of all, Santa Claus has a clear and strong ambition. His ambition is to make children’s dreams come true and his promise is to give everyone an unforgettable Christmas day. How does he do that? Through his unique gift delivery service. Have you been naughty or nice this year?

2.

Santa is reaching a mass market. Regardless of age, origin or gender, Christmas touches a lot of people worldwide. You could also argue that Santa Claus is not able to make a choice.

3.

We love to spend time together at Christmas. Worldwide we spend billions of dollars on Christmas gifts. According to Forbes, Christmas shopping in the US with more than 1 trillion in expenses accounts for 25% of the annual retail income. But we also spend time and data, which is very important. We tell Santa Claus our greatest wishes.

4.

Santa Claus always delivered the gifts with his carriage ride, but nowadays he is in the “cloud” with his sled and various home delivery services help him with the delivery. Santa reaches us both physically and online. Especially the internet has grown enormously as a shop platform. We buy more and more Christmas gifts online with our smartphones. Physical Christmas shopping also remains popular.

5.

Santa is a master in this. Who is not crazy about this old man, with his white beard, pointed hat and round belly? He also creates true communities by connecting people with each other and being the subject of conversation both at home and at work. Moreover, he uses nostalgia through the pleasant memories of the past.

6.

Santa Claus is a true storyteller. In addition, he spends most of his time on properly understanding each person’s personal situation and wishes. He knows everyone in a very scalable and ingenious way and he knows how to turn this information into personal attention.

7.

Santa himself is a love brand. His “customers” want to belong to him. Everything with his image on it, rises in value. He really knows how to affect people. His platform is also essential. Connecting people creates value. Finally, the data he collects makes it possible to always make a difference and to surprise and touch everyone, year after year.

8.

Just like a Facebook, Santa Claus does not create all stories and content himself. He uses his community for that. Besides the fairies and his reindeers, the fans of Santa Claus are also indispensable in delivering value. They decorate, tell stories and help with the purchase and packing of gifts.

9.

As Uber and Airbnb do not have taxis and hotel rooms, Santa Claus does not buy the gifts himself. That would be too much work and too expensive. By engaging fans for this, his business model is very scalable and cost-effective.

Adapted from: <https://designabetterbusiness.com/2017/12/21/why-the-business-model-of-santa-claus-is-so-successful/> [accessed: 17 May 2021].

Channels	Customer relationship	Key resources
Core activities	Customer segment	Revenue streams
Cost	Key partners	Value proposition

VI. Discuss.

1. Which theory do you prefer?
2. Which one sounds more plausible? Why?
3. Do you like giving and getting Christmas presents? Which activity do you prefer?

SANTA LOVES ECONOMICS – the answer key

UWAGA: handouty najlepiej rozdać po zakończeniu I ćwiczenia, aby studenci nie sugerowali się tekstem w swoich odpowiedziach.

I. Discuss.

What's the biggest question about Santa? How would you answer it?

The question is: Where does he get the financial resources to buy and deliver all the presents every year? To answer this, see e.g. the article in the next exercise. Questions like "Does he exist?" are obviously irrelevant here, as we all get presents every year 😊

II. Read the article and compare your ideas.

What does the author suggest about the following:

- the Brussel sprouts: *they're a part of the tradition, though no one likes them*
- the cost of toys: *on average it's £281.94 per child, which amounts to an expenditure of £535.7 billion*
- transport costs: *£35.4 million if he uses petrol, or £40 million for raw oats for the reindeer*
- storage: *3.5 million hectares. Renting such space in London would cost roughly £5.8 million per year; purchasing such land in Alaska it would cost a few million \$*
- celebrity endorsement: *as the most trustworthy of all celebrities, he could make billions (e.g. from Coca-Cola)*

III. Watch a video in which Santa explains how his business works and answer the questions.

1. How does he manage to deliver all these gifts in one night?

He has huge experience and the comparative advantage of superior technology and location.

2. How does he make it all work?

- *as the biggest buyer around, he can negotiate the prices and get fabulous discounts;*
- *the elves work overtime;*
- *monopoly position: Santa is the only company providing such services on the market;*
- *the power of brand loyalty – kids are the most loyal customers;*
- *innovation is the key to survival;*
- *using the existing infrastructure of chimneys for deliveries;*
- *excellent market research – they know who's been naughty and who's been nice.*

3. How does he keep his workforce motivated?

Treat them well, give them lots of cookies.

Video: Santa loves economics, <https://www.youtube.com/watch?v=C7HMU0p39x4> (0–4:50)
[accessed: 17 May 2021].

IV. What does Santa say about these companies? Take notes, then watch the video again to check.

FedEx – *they copied the idea of overnight deliveries from Santa but they can't handle such volume*

Amazon – *great negotiating power, but not as great as Santa's*

Google – *accumulates knowledge about its customers but Santa knows more, so they have to pay dividends*

V. Read the article to check your ideas. Supply the missing headings describing the model.

1. *Value Proposition*
2. *Customer segment*
3. *Revenue streams*
4. *Channels*
5. *Customer relationship*
6. *Core activities*
7. *Key resources*
8. *Key partners*
9. *Cost*

CHRISTMAS ADVERTISING

1. Uwagi ogólne

Materiał został przygotowany dla studentów zarządzania kulturą i mediami na II stopniu studiów, ale jest na tyle uniwersalny, że może zostać wykorzystany we fragmentach również na innych kierunkach. Jest przeznaczony do realizacji w grudniu, w okresie przedświątecznym.

2. Poziom zaawansowania: B2+, C1, C1+

3. Czas trwania opisanych ćwiczeń: 90 minut

4. Cele dydaktyczne

Zasadniczym celem tych zajęć jest rozwijanie u studentów sprawności rozumienia ze słuchu oraz rozumienia autentycznego (jedynie skróconego) tekstu pisanego. Aby studenci mogli osiągnąć te cele, teksty oraz materiały wideo zostały wzbogacone o zadania wymagające dyskusji oraz wyciągania wniosków na podstawie przeczytanego/usłyszanego fragmentu, pomimo braku możliwości zrozumienia każdego słowa.

Dodatkowym celem jest wprowadzenie specjalistycznego słownictwa służącego do opisu i oceny reklam. Zadania polegające na dopasowywaniu oraz na dyskusjach

w parach lub małych grupach pozwolą utrwalić słownictwo i przenieść wiedzę ze swoich studiów na grunt języka angielskiego.

Schemat lekcji

Lekcja jest poświęcona tematyce świątecznej, ze szczególnym podkreśleniem komercyjnego aspektu tego okresu. Użyte teksty i nagrania przedstawiają historię i znaczenie reklam bożonarodzeniowych oraz podkreślają ich odmienność od typowych reklam wyświetlanych w innym czasie.

Pierwsza część lekcji (ćwiczenia 1–5) skupia się na roli, jaką odegrała firma Coca-Cola w kształtowaniu obrazu Bożego Narodzenia znanego do dziś. Studenci są proszeni o rozpoznanie charakterystycznej melodii towarzyszącej świątecznym reklamom Coca-Coli od lat 90. XX wieku, a następnie oglądają krótki film i czytają artykuł. Poznają kilka nowych informacji na temat firmy, którą – wydawałoby się – doskonale zna każdy. Aby zachować element zaskoczenia, próbują najpierw sami odpowiedzieć na pytania prawda/fałsz w quizie, a potem tylko sprawdzają odpowiedzi. Artykuł, który po tym następuje, łączy historię Coca-Coli z ogólną historią marketingu i reklamy świątecznej, a zatem pozwala gładko przejść do kolejnego etapu lekcji.

Druga część lekcji (ćwiczenia 6–8) skupia się na charakterystyce i wyjątkowości reklam świątecznych. Studenci poznają krótką teorię, a następnie oglądają cztery reklamy, które zdobyły nagrody w międzynarodowych konkursach filmów reklamowych, i starają się je ocenić oraz przyporządkować do opinii ekspertów.

Podsumowaniem całości jest krótka dyskusja (ćwiczenie 9), w której studenci mogą wyrazić swoją opinię na temat reklam świątecznych oraz wysunąć swoich kandydatów do nagrody.

Christmas advertising

I. Discuss.

1. What is your favourite advert (in any medium)? Why do you like it?
2. Which advert do you find particularly annoying? Why?

II. Listen to the tune. What company is it?

III. Do the quiz on the history of this company, then watch the video and check.

1. Santa was first featured in a Coca-Cola advert in the 1920s. T/F
2. St. Nicholas was born on December 6th. T/F

3. In 19th c Coca-Cola was marketed as a medicine for headaches, morphine addiction and impotence. T/F
4. After John Pemberton's death, Coca-Cola company was split between different manufacturers. T/F
5. Coca-Cola used to give out coupons for free drinks to advertise their products. T/F
6. The image of jolly Santa in red outfit was first created by Coca-Cola for their marketing campaign. T/F
7. Polar bears were used in a Coca-Cola advert in 1922 in the USA. T/F
8. The new image of Santa in the 1930s was modelled on Sundblom's (the artist's) neighbor. T/F
9. In its marketing, Coca-Cola used the idea of its beverage as the perfect product for any weather. T/F
10. Coke (a separate trademark) was advertised using Sprite Boy with a bottle cap on his head. T/F
11. The image of Coca-Cola's Santa hasn't changed since 1949. T/F
12. The polar bears commercial in 1993 was based on the sense of community and togetherness. T/F
13. The Coca-Cola trucks first appeared in British towns in the 1980s. T/F
14. Nowadays Coca-Cola Christmas marketing is based on two tenets: the family and the community. T/F

Find the video at: <https://www.youtube.com/watch?v=4TPjOc93dls> (8:31) [accessed: 17 May 2021].

IV. Discuss.

1. When do you feel that Christmas is coming?
2. Do you like Coca-Cola adverts? Why (not)?

V. How have Christmas traditions changed over the centuries? Read the text to find out.

How advertising through the ages has shaped Christmas

By Carl W. Jones, Dec 20, 2019

Midwinter has been a period of festivities for millennia, but Christmas as we know it today has its origins in Victorian Britain. It was in Victorian times that the idea of Christmas as a family holiday, with gift giving, a tree, and an intimate dinner became central to this celebration. Britons traditionally celebrate Christ's birth with a religious mass. Hence the words "Christ" and "mass" coming together to form the word Christmas. Charles Dickens defined the British Christmas with his

story, *A Christmas Carol* (published in 1843), which linked Christian values with the idea of sharing and a “festive generosity of spirit”. His book helped popularise what was already occurring in Britain, and is credited with spreading the traditions of the festival.

An early English folkloric tradition associated with this holiday celebration is “Old Father Christmas”, who can first be found in the mid-17th century as a symbol of good cheer. In the early part of the 19th century, he was depicted as a skinny man who promoted drinking and partying during the holiday season. But by 1874, Father Christmas had evolved into a round jolly man wearing red and green fur lined robes and holly on his head. This early version of Father Christmas was mostly associated with the adult celebration, but during the Victorian times with their new focus on the family, Father Christmas began to be linked to the idea of giving gifts. Images of Christmas were reproduced in popular culture through mass mediums of newspapers; magazines and theatre. These images visually defined Christmas and how it should be celebrated.

By the 20th century, mass advertising became commonplace. Consumer messages were now broadcast to the public through billboards, magazines, radio, and later the moving image of television. Businesses realised that Christmas could be a brilliant money spinner. Seasonal advertisements began to emphasise the act of giving gifts as a major part of Christmas time by having Father Christmas physically display branded products to a growing consumer market. Advertising took the fable of Father Christmas and linked him with physical brands, turning myth into a reality, something that could be touched, smelled, and experienced.

In 1937 Coca Cola introduced the world to a simplified and more accessible version of Father Christmas dressed in Coca-Cola red, this time without the traditional cape. In their ads he was named Santa Claus, in accordance with American tradition. Santa Claus became a personification of the brand and gave the brown liquid a personality and a face, associating the drink with one of the happiest yearly western celebrations. Coke repeated the same message every December, and the name Santa slowly replaced Father Christmas in popular parlance in the UK too. This led to the red suited man becoming the icon most associated with Christmas.

In Britain, brands continued to express the idea reflected by Dickens that Christmas was a time to celebrate and unite the family. Queen Victoria and Albert celebrated with a Christmas tree, and slowly the concept of putting presents under a decorated tree took hold. In the 20th century the idea of Father Christmas bringing presents and leaving them under the tree became popular, thereby linking the concept of Santa delivering presents with the joy of sharing. This image attempts to convince the consumer that they can demonstrate love through the act of giving gifts, an idea that still has real traction today.

Modern Christmas advertising has moved on again in order to reflect our multicultural and ever more secular societies. In the latest Selfridges television ad, “A Christmas for Modern Times”, a multiracial group of friends are shown celebrating “future fantasy” of Christmas. This chosen family share gifts, food and

drink with one another, and then go dancing in a nightclub. The addition of going to a disco to continue the Christmas celebration reflects ever newer forms of cheer and highlights just how far the idea of Christmas is now removed from religion. Christmas is no longer a Christian holiday, but a time to be celebrated by everyone.

Adapted from: <https://theconversation.com/how-advertising-through-the-ages-has-shaped-christmas-129147> [accessed: 17 May 2021].

What changes occurred under the influence of:

1. Charles Dickens

.....

2. Queen Victoria and Prince Albert

.....

3. early 20th century advertising

.....

4. Coca-Cola

.....

5. modern advertising

.....

VI. Discuss, then read the text (ignoring the gaps) to check.

What makes a great Christmas advert?

VII. Read the text again and insert the missing headings. There is one heading that you don't need.

- | |
|--|
| <p>A. They call to action.
 B. They capture the brand's identity.
 C. They communicate the brand's values.
 D. They play on emotions.
 E. They tell a story.</p> |
|--|

Right alongside carols, bells, twinkling lights, and evergreen trees, nothing signals the start of the holiday season like the arrival of the Christmas ads. Some of these ads are heartwarming, some are funny. Some are cinematic, others are simple as can be. But they all share the key elements that make an effective ad:

1 – Whether that’s a warm feeling of nostalgia, a tug at the heartstrings, or making us chuckle. That makes these ads memorable, worth talking about, and worthy of sharing with others.

2 – This is particularly key at Christmastime. It’s a tough balance to strike – the goal of any advertising campaign is sales – but it’s also a season when many consumers are aware of the sometimes over-the-top commercialism of the holiday. Ads that try to capture or convey the “true meaning” of Christmas tend to work well. Themes of family, togetherness, and giving are especially common.

3 – Whether fun and playful, classic and familiar, or thoughtful and heartwarming, the best ads communicate the spirit of the company, in order to appeal to the audience they want to reach.

4 – The conventional wisdom is that an ad must tell the viewer what they should do next (visit a website, buy a product, etc.) But Christmas ads are often more subtle. Sometimes they simply wish the viewer a “merry Christmas from X brand.” Christmas is a great time for brands to build trust and brand awareness, even if it doesn’t immediately lead to a purchase.

Adapted from: <https://biteable.com/blog/best-christmas-ads/> [accessed: 17 May 2021].

VIII. Watch four award-winning adverts from recent years and match them to the comments made by experts. There are 2–3 comments per one advert.

Find the adverts at:

1. John Lewis: <https://www.youtube.com/watch?v=DSHEAPKV0EU> (2:29) [accessed: 17 May 2021].
2. Allegro: <https://www.youtube.com/watch?v=tU5Rnd-HM6A> (2:59) [accessed: 17 May 2021].
3. Sainsbury: <https://www.youtube.com/watch?v=tvXBbsRU83Q> (2:00) [accessed: 17 May 2021].
4. Marks and Spencer: <https://www.youtube.com/watch?v=V5QPXhStb5I> (3:00) [accessed: 17 May 2021].

- | | |
|----------------------|---|
| 1. John Lewis | a) They wanted to show it all and to literally compress a whole life into one commercial. |
| | b) The children are amazing and they give us courage. |
| 2. Allegro | c) You don't always need a huge budget and a star but this film shows that both of those elements can actually be quite helpful. |
| | d) I love little details like props with puns (<i>Fifty Shades of Red</i>). |
| 3. Sainsbury | e) It beautifully captures the essence of what it is to miss your family. |
| | f) It's a nice playing off of the contrast of fantastic elements against documentarian styles. |
| 4. Marks and Spencer | g) The brand is telling me who they want in their shops: the target audience is women and children. |
| | h) We learn a lot about the character: we know who he is, what is his family situation, how he lives, what his personality is like. |
| | i) There is a real, beautifully told story about how a great present can change a whole life of the person who receives it. |
| | j) Maybe the bathtub scene is a bit too much, but I believe that it is perfectly OK to go a bit over the top in an ad. |

IX. Discuss.

1. Which advert (out of the ones presented above) did you like best? Why?
2. Can you think of any other great Christmas advert? Why is it successful?
3. What do you think about hiring celebrities for Christmas campaigns?

CHRISTMAS ADVERTISING – the answer key

II. Listen to the tune. What company is it?

Melanie Thornton – Wonderful Dream (Holidays Are Coming) – the Coca-Cola Christmas advert – <https://www.youtube.com/watch?v=gdjFeiiJaPI&t=14s> [accessed: 17 May 2021].

UWAGA! Należy odtworzyć sam dźwięk, bez wizji. Studenci prawdopodobnie odgadną już po kilku pierwszych nutach i nie będzie potrzeby puszczać całego nagrania.

III. Do the quiz on the history of this company, then watch the video and check.

1. Santa was first featured in a Coca-Cola advert in the 1920s. **T/F**
2. St. Nicholas was born on December 6th. **T/F** – *he died then*
3. In 19th c Coca-Cola was marketed as a medicine for headaches, morphine addiction and impotence. **T/F**
4. After John Pemberton's death, Coca-Cola company was split between different manufacturers. **T/F**
5. Coca-Cola used to give out coupons for free drinks to advertise their products. **T/F**
6. The image of jolly Santa in red outfit was first created by Coca-Cola for their marketing campaign. **T/F** – *first Santa was more stern, and the image was first used by White Rock (mineral water and ginger ale)*
7. Polar bears were used in a Coca-Cola advert in 1922 in the USA. **T/F** – *in France*
8. The new image of Santa in the 1930s was modelled on Sundblom's (the artist's) neighbor. **T/F**
9. In its marketing, Coca-Cola used the idea of its beverage as the perfect product for any weather. **T/F** – *as a lifestyle accompaniment*
10. Coke (a separate trademark) was advertised using Sprite Boy with a bottle cap on his head. **T/F**
11. The image of Coca-Cola's Santa hasn't changed since 1949. **T/F** – *since the 1960s*
12. The polar bears commercial in 1993 was based on the sense of community and togetherness. **T/F**
13. The Coca-Cola trucks first appeared in British towns in the 1980s. **T/F** – *they were created in the 1990s (after the polar bear commercial), first as an advert on TV (1995), later on as actual trucks in towns*
14. Nowadays Coca-Cola Christmas marketing is based on two tenets: the family and the community. **T/F** – *the family/the community and an experience/the excitement*

Find the video at: <https://www.youtube.com/watch?v=4TPjOc93dls> (8:31) [accessed: 17 May 2021].

V. How have Christmas traditions changed over the centuries? Read the text to find out.

1. Charles Dickens

His story linked Christian values (charity) with Christmas.

2. Queen Victoria and Prince Albert

They introduced the Christmas tree and presents underneath – focus on family, gift giving, Father Christmas.

3. early 20th century advertising

Gift giving (and buying) in the center of the celebration.

4. Coca-Cola

“Santa” instead of “Father Christmas”; Santa is closely connected with the brand.

5. modern advertising

Diversity and inclusiveness, Christmas as celebrating the community and togetherness in any way you want (no longer connected with the religious traditions), friends as your family.

VII. Read the text again and insert the missing headings. There is one heading that you don't need.

1D 2C 3B 4A

VIII. Watch four award-winning adverts from recent years and match them to the comments made by experts. There are 2–3 comments per one advert.

John Lewis:

- a) They wanted to show it all and to literally compress a whole life into one commercial.
- c) You don't always need a huge budget and a star but this film shows that both of those elements can actually be quite helpful.
- i) There is a real, beautifully told story about how a great present can change a whole life of the person who receives it.

Allegro:

- e) It beautifully captures the essence of what it is to miss your family.
- h) We learn a lot about the character: we know who he is, what is his family situation, how he lives, what his personality is like.
- j) Maybe the bathtub scene is a bit too much, but I believe that it is perfectly OK to go a bit over the top in an ad.

Sainsbury:

- b) The children are amazing and they give us courage.
- g) The brand is telling me who they want in their shops: the target audience is women and children.

Marks & Spencer:

- d) I love little details like props with puns (*Fifty Shades of Red*).
- f) It's a nice playing off of the contrast of fantastic elements against documentary styles.

WHAT CHILDREN KNOW ABOUT SANTA

1. Uwagi ogólne

Materiał został przygotowany dla studentów psychologii (jednolite studia magisterskie) oraz pedagogiki na II stopniu studiów, ale jest na tyle uniwersalny, że może zostać wykorzystany we fragmentach również na innych kierunkach. Jest przeznaczony do realizacji w grudniu, w okresie przedświątecznym.

2. Poziom zaawansowania: B2+, C1, C1+

3. Czas trwania opisanych ćwiczeń: 90 minut

4. Cele dydaktyczne

Zasadniczym celem tych zajęć jest rozwijanie u studentów sprawności rozumienia ze słuchu oraz rozumienia autentycznego (jedynie skróconego) tekstu pisanego. Aby studenci mogli osiągnąć te cele, teksty oraz materiały wideo zostały wzbogacone o zadania wymagające dyskusji oraz wyciągania wniosków na podstawie przeczytanego/usłyszanego fragmentu, pomimo braku możliwości zrozumienia każdego słowa.

Dodatkowym celem jest wprowadzenie lub utrwalenie specjalistycznego słownictwa służącego do opisu zachowania oraz oceny powszechnie stosowanych metod wychowawczych. Zadania pozwolą utrwalić słownictwo i przenieść wiedzę ze swoich studiów na grunt języka angielskiego.

5. Schemat lekcji

Lekcja jest poświęcona tematyce świątecznej, ze szczególnym podkreśleniem dziecięcego spojrzenia na ten okres. Użyte teksty i nagrania przedstawiają krótkie rozmowy z dziećmi oraz wywiad i uzasadnienie z punktu widzenia psychologa dziecięcego, co pozwala na analizę zagadnienia z dwóch stron.

Pierwsza część lekcji (ćwiczenia 1–3) pokazuje dziecięcą perspektywę. Studenci dyskutują w parach lub małych grupach, próbując sobie przypomnieć swoje własne teorie z dzieciństwa, a następnie oglądają wideo i sprawdzają odpowiedzi. Dyskusja podsumowująca ten etap lekcji pozwoli na wyciągnięcie zwięzłych i spójnych wniosków oraz na spojrzenie na całe zagadnienie z szerszej perspektywy kulturowej.

Druga część lekcji (ćwiczenia 4–7) przedstawia kulturowy aspekt podtrzymywania mitu św. Mikołaja przez kolejne pokolenia oraz podkreśla rolę rodziców. Studenci czytają artykuł, konfrontują go ze swoimi oczekiwaniami, sprawdzają swoje przewidywania oraz odpowiadają na pytania dotyczące treści oraz poszczególnego

słownictwa specjalistycznego. Następnie oglądają krótki wywiad z psychologiem i uzupełniają notatki.

Podsumowaniem całości jest krótka dyskusja (ćwiczenie 8), w której studenci mogą wyrazić swoją opinię na temat zasadności podtrzymywania mitu św. Mikołaja przez kolejne pokolenia.

What Children Know about Santa

I. Listen to the famous Christmas song. What can you learn from it?

Find the song at: <https://www.youtube.com/watch?v=HWv72L4wgCc> [accessed: 17 May 2021].

II. What do you know about Santa? Try to answer the questions, then watch the video and compare your ideas with experts.

1. How old is Santa?

.....

2. What does Santa do after Christmas?

.....

3. Who are Santa's parents?

.....

4. What is Ms. Claus's first name?

.....

5. What does your mom want for Christmas?

.....

6. What does Santa do for fun?

.....

7. How does Santa get into the houses?

.....

8. What's Santa's favourite food?

.....

9. How does Santa get to every house?

.....

Find the video at: <https://www.youtube.com/watch?v=87z8D05XkVA> [accessed: 17 May 2021].

III. Discuss.

1. What did your parents/grandparents tell you about Santa?

2. Who first told you that he doesn't exist? How did you feel?

3. Why is Santa story so important in our culture?

IV. Read the article and answer the questions that follow.

Why children really believe in Santa

By Rohan Kapitany, Dec 3, 2019

(1) Many of us tell our children about a rotund, bearded man in red, who lives in the icy tundra at the top of the world. He is tasked with judging the moral worth of children everywhere. He has a list. He has checked it twice. And there is no court of appeals. We promise our children that, on a known date and under the cover of darkness, he will sneak into our homes. Here, his judgment will be delivered. In preparation, it is customary to erect and decorate a tree inside one's home (a dead one, or a simulacrum, will do just fine), and to leave a food sacrifice of high-fat cookies and nutrient-rich milk. He will then repeat this act several billion times, aided by his entourage of flying polar caribou. Why would children believe something so absurd? And can it teach us anything about how children come to discriminate between what is real and what is not?

(2) Childhood is a unique, evolved life-stage in which sexual maturation is delayed in favour of brain growth and social learning. Historically, the only way to learn about something you haven't directly experienced was to rely on testimony. Children can differentiate between fantasy and history, evaluate the strength of evidence and prefer claims with scientific framing. Children in many cultures are less likely than adults to appeal to supernatural explanations for unlikely events. In fact, children *learn* to make supernatural claims.

(3) Theory suggests that rituals may be a particularly influential kind of testimony. Joe Henrich's theory of credibility enhancing displays suggests that learners (such as children), to avoid exploitation, should pay attention to the actions of models (such as adults), and attempt to determine the degree to which a model believes something based on how costly their actions would be if those beliefs weren't sincerely held. Put simply: actions speak louder than words. The "Santa Claus" parts of Christmas are an excellent demonstration of adults willfully participating in a prolonged, high-cost cultural ritual. Santa must be real, otherwise why would my parents do this? The trick, of course, is that we tell children, over and over, that the tree, the Christmas lists, the cookies and the glasses of milk are for Santa and not that they are for tradition.

(4) Because Christmas saturates our culture, it is taken for granted. And because Santa is a lie we tell to children, we don't treat it as a mature topic. Yet both Christmas and Santa have a lot to teach us about ourselves and how we come to understand reality. Santa, the Tooth Fairy and the Easter Bunny are somewhat unique. They require participation in social norms and cultural rituals. Children are not so

much confused about what is a real, but sensitive to a diversity of cues we adults provide. And when it comes to Santa Claus, we tend to not only make a claim, but we engage in many detailed actions, which would seem too costly to engage in if we were lying. Children are sensitive to our actions – singing carols, erecting trees inside our homes, leaving out milk and cookies – and children, sensibly, attend to this. And the result is belief: mum and dad wouldn't do this if they didn't believe, so Santa must be real.

Adapted from: <https://theconversation.com/why-children-really-believe-in-santa-the-surprising-psychology-behind-tradition-126783> [accessed: 17 May 2021].

1. What do parents usually tell their children about Santa?
.....

2. How likely are children to believe in supernatural stories?
.....

3. What's the role of rituals in it?
.....

4. What can adults learn from Santa myth?
.....

V. Find the words in the article that match the definitions.

a) a representation, an image of something else (par. 1) –

b) tell the difference between (par. 1) –

c) the statement of a witness, usually under oath (par. 2) –

d) the quality of being believable or worthy of trust (par. 3) –

e) intentionally, voluntarily (par. 3) –

f) covers completely, reaches every corner, imbues thoroughly (par. 4) –

g) hints, suggestions, prompts, stimuli (par. 4) –

VI. Discuss.

1. What is the right age to talk to your child more openly about Santa?

2. How should parents react to the question “Is Santa real?”

VII. Watch an interview with a psychologist tackling this issue and complete the tips she gives. Explain in your own words what she means.

1. Consider

2. Consider

3. Enlist

4. Teach

Find the video at: <https://www.youtube.com/watch?v=zrD6gRQP4wE> [accessed: 17 May 2021].

VIII. Work in small groups to find arguments on both sides of the argument. What's your opinion?

Believing in Santa: beneficial or harmful?

BENEFICIAL	HARMFUL

THE TRUTH ABOUT SANTA – the answer key

II. What do you know about Santa? Try to answer the questions, then watch the video and compare your ideas with experts.

1. How old is Santa?

36 / 100 / 25 / 1000 years old

2. What does Santa do after Christmas?

he plays with his elves / takes naps / goes for a vacation to some place warm

3. Who are Santa's parents?

Mrs. Claus and ??? (the children don't know how to answer)

4. What is Ms. Claus's first name?

Mrs. / Santa / Ms. Claus

5. What does your mom want for Christmas?

a ring / anything I can give, a creation / tap shoes and a watch / an old-fashioned car

6. What does Santa do for fun?

puzzles and games / eats cookies and milk / snowball fights

7. How does Santa get into the houses?

down the chimney / if you don't have a chimney, then through the door / he has a key / Christmas magic

8. What's Santa's favourite food?

pie and milk / vanilla cake / apple pie / cookies and milk

9. How does Santa get to every house?

Christmas magic / he jumps with his reindeer

IV. Read the article and answer the questions that follow.

1. What do parents usually tell their children about Santa?

He's a plump bearded man dressed in red, he lives on the North Pole and his job is to judge if children were naughty or nice all year.

2. How likely are children to believe in supernatural stories?

Not as much as we might think, it takes a lot of effort to convince them. They prefer scientific evidence.

3. What's the role of rituals in it?

"Actions speak louder than words": such preparations are more convincing for children to believe in Santa.

4. What can adults learn from Santa myth?

It can show us how people understand reality and how culture myths are created.

V. Find the words in the article that match the definitions.

a) a representation, an image of something else (par. 1) – *simulacrum*

b) tell the difference between (par. 1) – *discriminate (between)*

c) the statement of a witness, usually under oath (par. 2) – *testimony*

d) the quality of being believable or worthy of trust (par. 3) – *credibility*

e) intentionally, voluntarily (par. 3) – *willfully*

f) covers completely, reaches every corner, imbues thoroughly (par. 4) – *saturates*

g) hints, suggestions, prompts, stimuli (par. 4) – *cues*

VII. Watch an interview with a psychologist tackling this issue and complete the tips she gives. Explain in your own words what she means.

1. Consider *the child's age*

2. Consider *the child's personality*

3. Enlist *older kids to help keep the magic*

4. Teach *your child how the internet works*

Explanation:

1. Different cognitive skills at different ages; younger kids don't want to differentiate between fantasy and reality.

2. Children want to be similar to other children in their group, they want to believe what other children believe. Rich imaginary life is important until the age of 7; later on scientific thinking comes into play (so you ask: “What’s your hypothesis? What do you think about it?”)
3. Santa is more than the man from the pictures, it’s an idea, a part of culture. Give the older child a privilege of guarding the secret for his/her younger siblings.
4. Do a google search on Santa together, show him that there’s a lot of contradicting views. Discuss the difference between a fact and an opinion, help him understand how to decide on the credibility of the source.