

# ESSARP Centre programme

## Courses



**ESSARP**  
English Speaking Scholastic  
Association of the River Plate

Please note:

Enrolment will be made through ESSARP's web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

### D1144 - Webinar – Songs of Ourselves – Volume I (IGCSE 0475-2026)

<b>Dates:</b>	23, 30 of June, 07 & 14 July from 17:30 hs. to 19:30 hs. - 2025		
<b>Venue:</b>	Distance		
<b>Sessions:</b>	4	<b>Minimum attendance for certificates:</b> 3	<b>Vacancies per school:</b> 5
<b>For:</b>	IGCSE literature teachers and poetry lovers		

Please enrol before: **2025, Jun 18th**

**Facilitator(s):** *Ms. Beatriz Koessler MA*

Beatriz holds an MA in Literary Linguistics from the University of Nottingham, UK. She was a lecturer in British Literature and Literature in the Language Class at both I.S.P. "J. V. González" and I.E.S. en Lenguas Vivas "J. R. Fernández" for more than thirty years. She has worked as a materials designer for the British Council and for Pearson Education. She's co-author of the Storyline series.

- Objectives:** The aim of this course will be to help teachers gain confidence and insight into the richness of poetry in the belief that:
- as the themes of poetry are universal their students will be able to draw parallels between the emotions, situations and ideas in the poems and their own world by using current events or relatable experiences, fostering deeper engagement.
  - poetry is the genre which offers the greatest interpretive freedom. Teachers can encourage students to embrace various perspectives, focusing on how different readers might find different meanings in the same lines.
  - the conciseness of the poems will allow teachers to delve into their syntactic and lexical components in a short teaching period by breaking down dense passages into manageable chunks.
  - the section provides students with a wide range of styles and themes, roughly covering poems written over four centuries.

**Contents:** Set texts for examination in 2026 – From Songs of Ourselves Volume 1, the following 15 poems:

Aphra Behn, "Song: Love Armed"  
Sujata Bhatt, "A Different History"  
William Blake, "The Chimney-Sweeper"  
Elizabeth Brewster, "Where I Come From"  
Boey Kim Cheng, "Report to Wordsworth"  
Gillian Clarke, "Lament"  
Kevin Halligan, "The Cockroach"  
Seamus Heaney, "Follower"  
Liz Lochhead, "Storyteller"  
Charles Mungoshi, "Before the Sun"  
Katherine Philips, "A Married State"  
Alexander Pope, From "An Essay on Man"  
Carol Rumens, "Carpet-weavers, Morocco"  
William Shakespeare, "Sonnet 18"  
Judith Wright, "Hunting Snake"

These may be found in Songs of Ourselves Volume 1: The University of Cambridge International Examinations Anthology of Poetry in English (Cambridge University Press). Poems printed in the paper will be as printed in this text.

**Bibliography:** Essays on the poems will be provided along the course.

**Methodology:** A blend of text-oriented and reader-oriented approaches can create a dynamic and open-ended way for participants and their students to engage with poetry. This approach allows for both a deep analysis of the poem itself and the freedom to connect personally with the text.