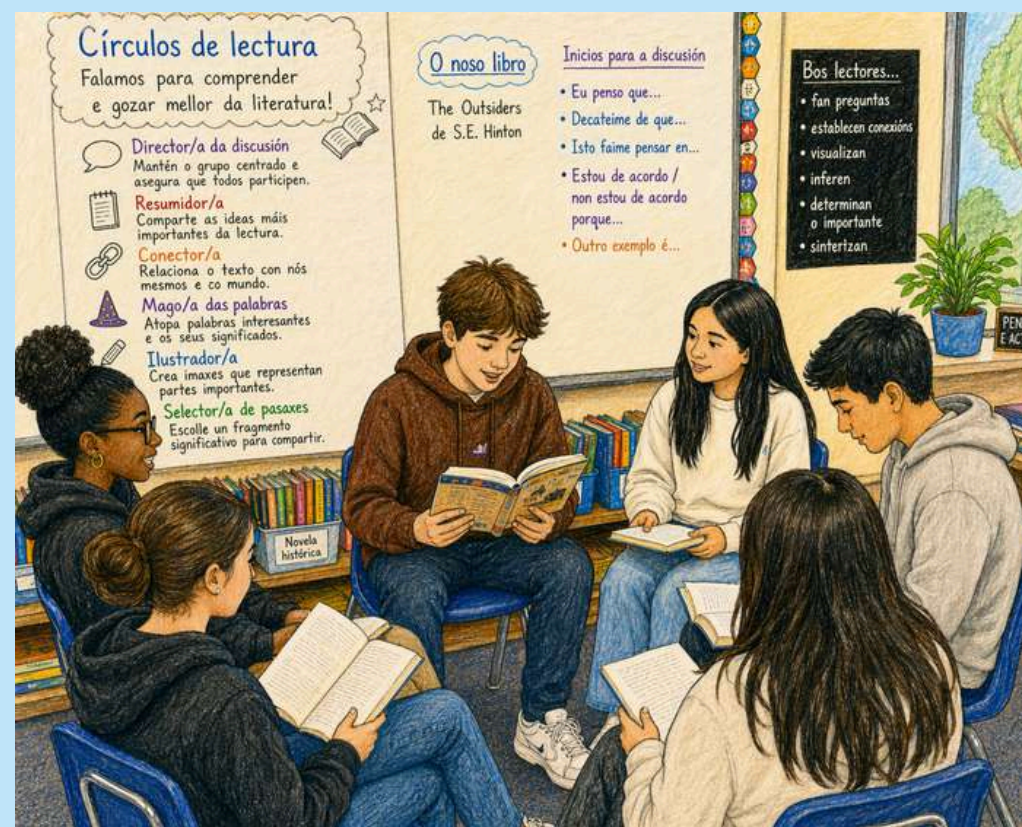


# Ler para compartir

## Estratexias de dinamización

### de clubs de lectura

# Os círculos de lectura

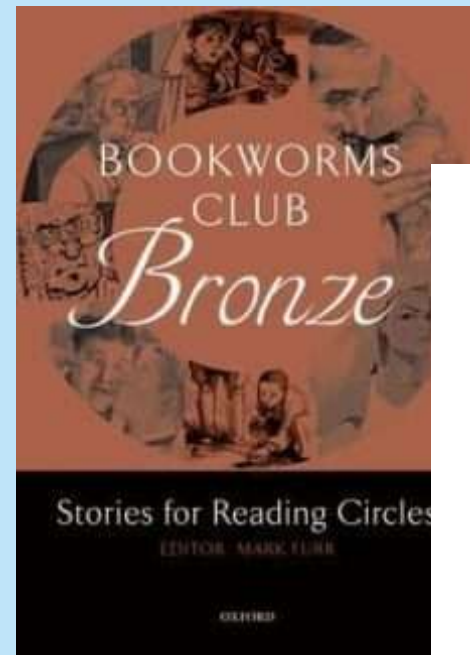


**Ana Belén López Pérez**  
**EOI de Lugo**

# Os círculos de lectura

## Antecedentes

[English Book Clubs-EDUGA-90 / xullo-decembro 2021](#)



### Why use Reading Circles?

In all cultures, over thousands of years, people have been fascinated by a good story – and language students are no exception. And a good story is at the heart of every Reading Circle. Reading Circles combine, in a natural way, the skills of reading, writing, speaking, and listening. They help motivate students to acquire both the habits of reading extensively and of working autonomously. They accomplish this by providing two things that are often lacking in many oral communication courses: material that is both comprehensible and interesting to talk about, and a framework which makes having a real discussion in English an achievable goal for students. Once students are engaged by a story, they are willing to write carefully in order to be prepared for their group discussions; to speak in English almost all of the time while in their groups; to eagerly point to passages within a text in order to support their arguments; and to question each other in order to establish what the text really means. There are many reasons to use Reading Circles in the classroom, but the best way to discover them is to try Reading Circles for yourself.

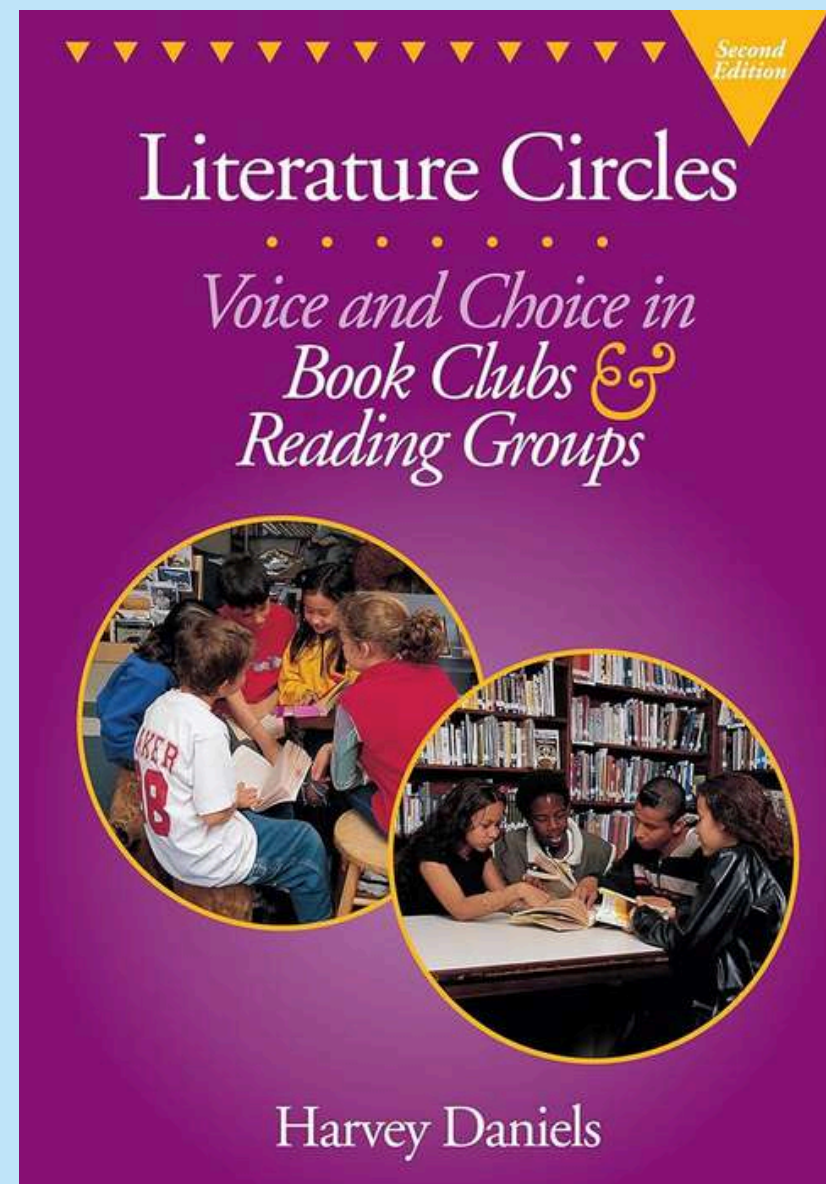
### What are Reading Circles?

Reading Circles are small groups of students who meet in the classroom to talk about stories. These groups allow language learners to have enjoyable, interesting discussions in English. In a Reading Circle, each student plays a different role in the discussion. The six main roles are:

- Discussion Leader**
- Summarizer**
- Connector**
- Word Master**
- Passage Person**
- Culture Collector**

To prepare for their roles, each student completes a Role Sheet. The Role Sheets break reading down into smaller sub-skills with each student focusing closely on one way of encountering the text. The students read the story from their given perspective (role) outside the class. Then they are brought together in the Reading Circle, where they use their Role Sheets as prompts for discussion, and during this process of discussion the parts become whole.

### Key Features of Reading Circles



Número: 90 / xullo-decembro 2021 A Revista | Colabora | Editorial | Hemeroteca | Mapa do portal | Acesoibilidade

revista galega do ensino

Investigación
Experiencias
Entrevista
Foro
Innovación
A nosa escola
Bibliotecas
Formación

EXPERIENCIAS

### English Book Clubs

Expandindo as linguas alén das aulas

Organizar clubs de lectura en inglés nos centros de ensino nos que se lean obras completas e non adaptadas resulta unha experiencia produtiva, motivadora e integradora que pode abranguer a comunidade educativa á vez que achega outras culturas desde a lingua inglesa.

Ana Belén López Pérez  
Profesora de inglés no IES San Rosendo (Mondoñedo - Lugo)  
anabelen@edu.xunta.gal

#### 1. A experiencia

Hai xa uns cantos anos que organizei o primeiro club de lectura en inglés no IES San Rosendo (Mondoñedo). A idea levaba anos ruindo na miña cabeza, sobre todo por unha necesidade de achegarlle ao alumnado lecturas non adaptadas (as adaptadas perdén normalmente a esencia da literatura) e tratar de fomentar o gusto por ler nunha lingua que non é a propia.

Así foi como botou a andar o IES San Rosendo Book Club, dentro do marco da biblioteca escolar e sempre da man dos clubs de lectura de galego e castelán. Naquela ocasión tratábase dun grupo de alumnos de primeiro de bacharelato motivados a participar en calquera actividade non estritamente académica aínda que iso supuxese pasar os períodos de lecer na biblioteca ou comer só un bocata para ter a reunión ao mediodía do luns. A lectura escollida para a estrea foi *The Twits*, de Roald Dahl, un libro infantil pouco extenso que pensei que sería axeitado pola linguaxe deste xénero, normalmente non tan complicada como a dos libros para adultos. Logo decatáime do feito de que isto non é así en todos os casos, sobre todo no de Roald Dahl, cuxa capacidade para xogar coas palabras non sempre fai das súas obras lecturas fáciles. En todo caso, foi un punto de partida sen retorno. Desde ese momento, o Book Club (ás veces con varios grupos simultáneos) existiu cada trimestre de cada curso, sen interrupción, nin sequera durante o encerro pola covid-19 ou no resto da pandemia.



# Clubs de lectura da EOI de Lugo

## Círculos de lectura con roles de lectura

Do you want to read stories in English in a different way?

### Short Story Club

**KICK-OFF MEETING IN THE LIBRARY 3RD NOVEMBER**

**B2 LEVEL**  
Meeting Time 18.00

Bibliotecas escolares de Galicia

Dinamización da Biblioteca EOI Lugo

### Short Story Club

Reading Stories for

**ENGLISH • Levels B2, C1 and C2**

**Thursday, Oct 26th**  
**At 5pm in the library**  
**Matilda (an excerpt), by Roald Dahl, to celebrate Library Day**

**REGISTRATION UNTIL OCT 20th**  
[eoi.lugo.biblioteca@edu.xunta.gal](mailto:eoi.lugo.biblioteca@edu.xunta.gal)

*We will send you the excerpt to read by email before Oct 21st*

**26th October**  
**Library Day**

Presentation Chapter one of Matilda by Roald Dahl

**23rd November**  
**Day for the Elimination of Violence Against Women**

"How Did I Get Away Killing..." by Alice Walker

"Daughter Number Eight" by Freshta Ghani (New Fiction by Afghan Women)

**14th December**  
**Christmas**

"A Letter from Santa Claus" by Mark Twain



### Book Club

Boundless bookworms

**READING**

English (B2, C1 and C2)  
EOI de Lugo's Library  
Thursdays, 19.00-20.00

### Fahrenheit 451

by Ray Bradbury

Books available for loan at the library

**Scheduled sessions**

- March 27th (Part I)
- April 3rd (Part II)
- April 10th (Part III)
- April 24th (Conclusion)

More information by contacting [eoi.lugo.biblioteca@edu.xunta.gal](mailto:eoi.lugo.biblioteca@edu.xunta.gal)

### Book Club

Boundless bookworms

**FIRST SEMESTER**

**Epistolary Club** From 6:00 PM to 7:00 PM

- Presentation of the activity October 14
- Discussion about the book October 28
- Bookreading of the radio version November 4
- Audio recording of the radio version November 18

Film adaptation: available for borrowing and viewing at the library

**Celebrating Jane Austen** From 7:00 PM to 8:00 PM

- Presentation of the activity October 16
- Discussion about the book November 6
- December 4

Jane Austen Silent: Book Club and other charming activities

**Irish Vibes** Presentation of the activity November 20 At 7:00 PM

From 7:30 PM to 8:30 PM

- Discussion about the book December 11
- January 15

Film adaptation: available for borrowing and viewing at the library

### Club de lectura de profesorado e persoal non docente

about the book

January 22 February 12 March 12

Na primeira sesión deste curso completamos a lectura da obra "A vexetariana", da escritora surcoreana Han Kang (flamante premio Nobel de Literatura de 2024) comentando o terceiro dos relatos que a compoñen, "As lapas das árbores". Non deixa indiferente.

★★★★★

### Leseclub

Mit Büchern durch Deutschland

**ERSTES SEMESTER** Dienstag um 18:00 Uhr

**JULI ZEH UNTER LEUTEN**

- Gespräch über das Buch
- 14. Oktober
- 18. November
- 16. Dezember
- 13. Januar

Filmadaption: verfügbar zum Ausleihen und Anschauen in der Bibliothek

**ZWEITES SEMESTER** Dienstag um 18:00 Uhr

**JULI ZEH UNTER LEUTEN**

- Gespräch über das Buch
- 17. Februar
- 17. März
- 21. April

Filmadaption: verfügbar zum Ausleihen und Anschauen in der Bibliothek

Gespräch über das Buch

Termine noch festzulegen

Mobilitätsprojekt für Studierende Erasmus+ Erziehung, lives, opening minds

XUNTA DE GALICIA ESCOLA OFICIAL DE ENOMAS DE LUGO CLUBS DE LECTURA BIBLIOTECAS ESCOLARES DE GALICIA Cofinanciado por la Unión Europea



# A técnica dos círculos de lectura

1. Presentación da lectura
2. Explicación dos roles



# A técnica dos círculos de leitura

## 1. Presentación da lectura

### **The idea of the short story club**

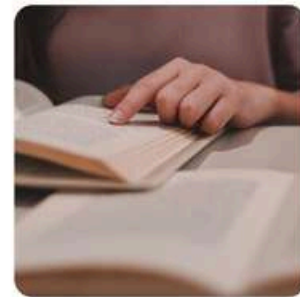
- In the short story club we will read short stories, excerpts or book chapters related to celebrations or special dates.
- The club is addressed to B2, C1 and C2 levels
- Meetings will be held once a month
- They will be on Thursdays from 17.00 to 18.00



# A técnica dos círculos de leitura

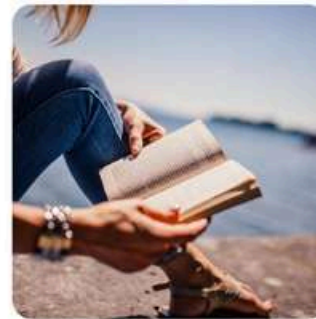
## 1. Apresentação da leitura

### Meetings



**26th October**  
**Library Day**

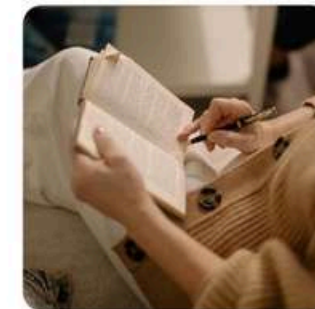
Presentation  
Chapter one of Matilda by  
Roald Dahl



**23rd November**  
**Day for the Elimination of  
Violence Against Women**

"How Did I Get Away Killing..."  
by Alice Walker

"Daughter Number Eight" by  
Freshta Ghani (New Fiction  
by Afghan Women)



**14th December**  
**Christmas**

"A Letter from Santa Claus"  
by Mark Twain

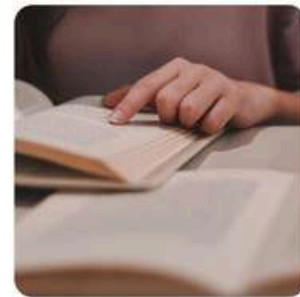
...



# A técnica dos círculos de leitura

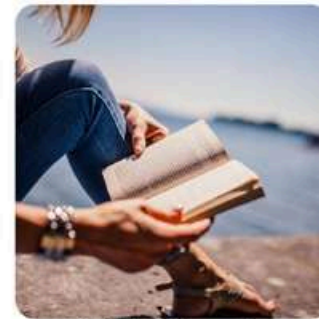
## 1. Apresentação da leitura

### Meetings



**15th February**  
**St Valentine's Day**

Modern Love Stories



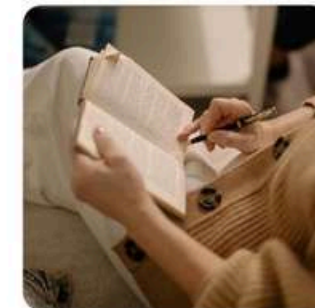
**14th March**  
**International Women's Day**

+

**Music Day**

“Edith Van Twist, Failed  
Soprano” by Alexander McCall  
Smith

...



**4th April**  
**(Children's) Book Day**

“The Dolls' House” by  
Katherine Mansfield

+

The Book of Hopes



# A técnica dos círculos de leitura

## 1. Apresentação da leitura

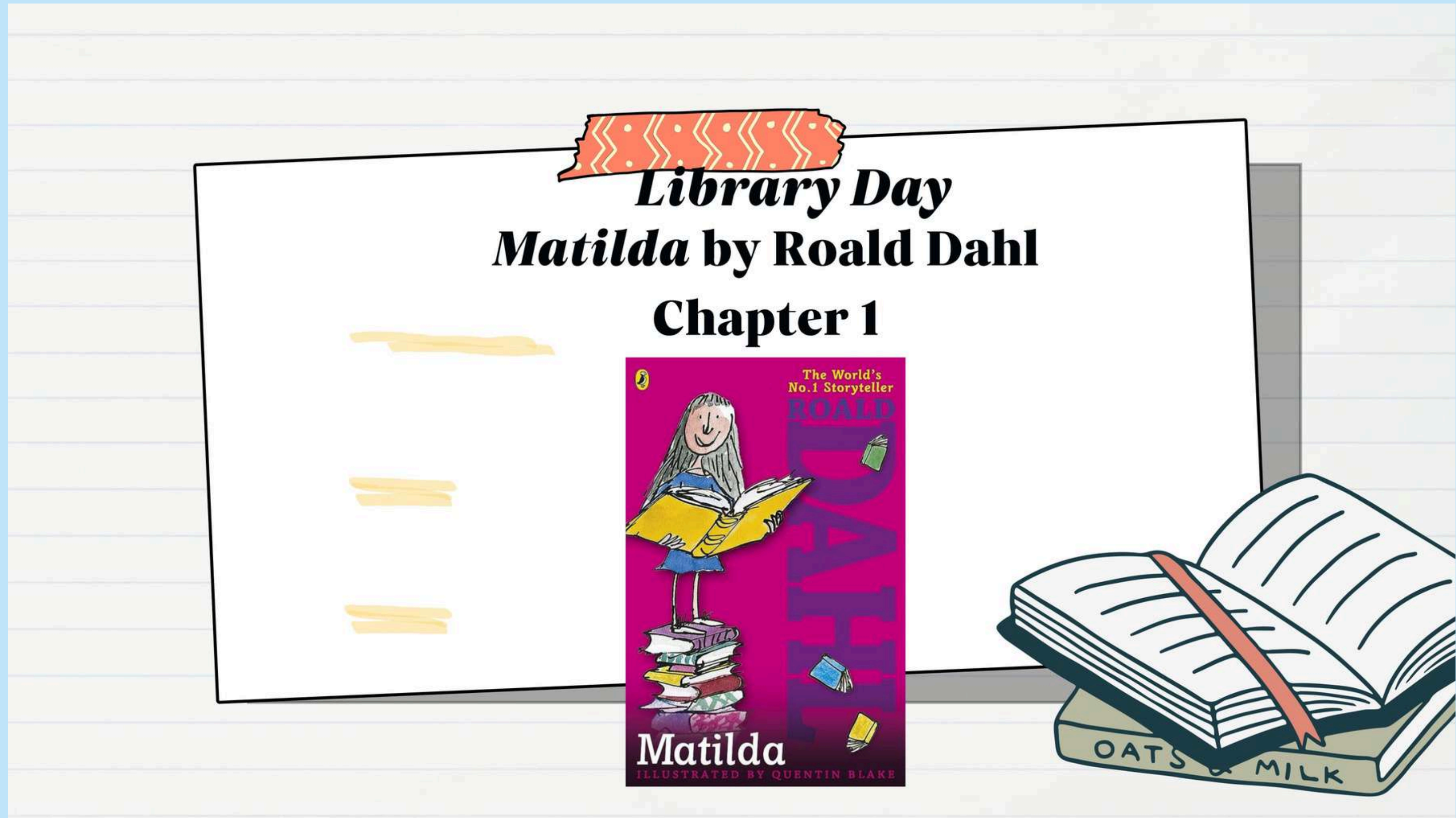
**I hope you enjoy the stories and the  
short story club!!**

*'And don't worry about the bits you  
can't understand. Sit back and allow  
the words to wash around you, like  
music.'* (Matilda)



# A técnica dos círculos de leitura

## 1. Apresentação da leitura



# A técnica dos círculos de leitura

## 1. Apresentação da leitura

### Some issues to comment...

- Why **Matilda** to celebrate Library Day?
- Books vs Telly
- The Characters
- Parents & Children
- Other issues...



# A técnica dos círculos de leitura

## 1. Apresentação da leitura

### Next Meeting

23rd November

Day for the Elimination of Violence Against Women



“How Did I Get Away Killing...” by Alice Walker

“Daughter Number Eight” by Freshta Ghani (New Fiction by Afghan Women)



# A técnica dos círculos de leitura

## 1. Apresentação da leitura

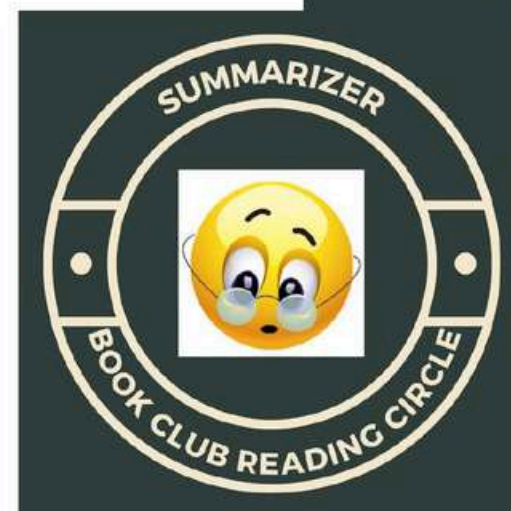
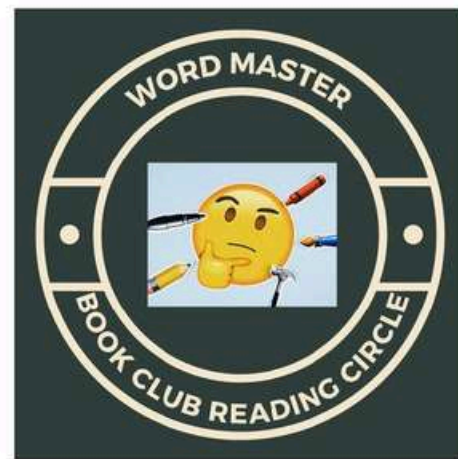
Share your ideas on the importance of  
libraries here. Use this password:  
*EOI Short Story Club*



# A técnica dos círculos de leitura

## 2. Explicación dos roles

### Reading Circles





# A técnica dos círculos de leitura com roles de leitura

**CLUB DE LECTURA 2021-22**

“Club de lectura de profes.  
Conectando linguas”

# A técnica dos roles de lectura

## OS ROLES DE LECTURA



### O traballo do líder é...

- Ler a historia e preparar cinco preguntas xerais sobre ela.
- Facer un par de preguntas para empezar a discusión.
- Asegurarse de que todo o mundo participa.
- Facer que cada participante presente a súa tarefa.
- Facer que a discusión discorra.

# A técnica dos roles de lectura

## OS ROLES DE LECTURA



### O traballo do resumidor é...

- Ler a historia e tomar notas sobre os personaxes, acontecementos, ideas...
- Atopar as cuestións máis importantes que todos os lectores deben comprender.
- Contar a historia de xeito resumido usando as propias palabras.

# A técnica dos roles de lectura

## OS ROLES DE LECTURA



### O traballo do argalleiro das palabras é...

- Ler a historia e buscar palabras ou expresións que son difíciles de entender ou son fundamentais na historia.
- Escolle cinco palabras importantes (e só cinco).
- Explica o seu significado e a súa importancia na historia.

# A técnica dos roles de lectura

## OS ROLES DE LECTURA



### • O traballo do buscador de pasaxes é...

- Ler a historia e buscar pasaxes difíciles, interesantes ou importantes.
- Tomar nota de tres pasaxes que son importantes para o argumento, que axudan a entender as personaxes ou que son interesantes ou difíciles.
- Ler a pasaxe para o resto do grupo.
- Facerlle algunha pregunta ao resto do grupo sobre as pasaxes.

# A técnica dos roles de lectura

## OS ROLES DE LECTURA



- **O traballo do conector é...**
  - Ler a historia e atopar conexións co mundo.
  - Tomar notas sobre dos posibles conexións coas propias experiencias ou coas de coñecidos.
  - Contarlle as conexións ao grupo e que fagan preguntas ou comentarios.
  - Preguntarlle ao grupo por as súas propias conexións.

# A técnica dos roles de lectura

## OS ROLES DE LECTURA



- **O traballo do investigador é...**
- Ler a historia.
- Atopar información sobre o relato/libro e o/a autor/a e compartila co grupo.

# A técnica dos roles de lectura

## OS ROLES DE LECTURA



- **O traballo do achegador cultural é...**
  - Ler a historia e atopar similitudes e diferencias entre a cultura desta e a propia.
  - Tomar notas sobre algunhas pasaxes que amosen esas conexións.
  - Facerlle preguntas ao grupo sobre estas conexións ou outras.

# A técnica dos roles de lectura

## OS ROLES DE LECTURA. OUTRO EXEMPLO



**LEITER\*IN**

- Lesen Sie die Geschichte und bereiten Sie fünf allgemeine Fragen dazu vor.
- Stellen Sie ein paar Fragen, um die Diskussion zu beginnen.
- Versuchen Sie, dass alle teilnehmen.
- Lassen Sie jeden Teilnehmer seine Aufgabe vorstellen.
- Führen Sie die Diskussion durch.

# A técnica dos roles de lectura

## OS ROLES DE LECTURA. OUTRO EXEMPLO



**ZUSAMMENFASSER\*IN**

- Lesen Sie die Geschichte und machen Sie sich Notizen zu den Charakteren, Ereignissen, Ideen ...
- Finden Sie die wichtigsten Fragen, die alle Leser verstehen sollten.
- Erzählen Sie die Geschichte zusammenfassend mit eigenen Worten.

# A técnica dos roles de lectura

## OS ROLES DE LECTURA. OUTRO EXEMPLO



**WORTSCHATZMANAGER\*IN**

- Lesen Sie die Geschichte und suchen Sie nach Wörtern oder Ausdrücken, die schwer zu verstehen sind oder in der Geschichte von grundlegender Bedeutung sind.
- Wählen Sie fünf wichtige Wörter (und nur fünf).
- Erklären Sie ihre Bedeutung und die Bedeutung in der Geschichte.

# A técnica dos roles de lectura

## OS ROLES DE LECTURA. OUTRO EXEMPLO



**TEXTSTELLENFINDER\*IN**

- Lesen Sie die Geschichte und suchen Sie nach schwierigen, interessanten oder wichtigen Textstellen.
- Notieren Sie sich drei Textstellen, die für die Handlung wichtig sind, die zum Verständnis der Charaktere beitragen oder die interessant oder schwierig sind
- Lesen Sie die Textstelle für den Rest der Gruppe.
- Stellen Sie dem Rest der Gruppe eine Frage zu den Textstellen.

# A técnica dos roles de lectura

## OS ROLES DE LECTURA. OUTRO EXEMPLO



**ZUSAMMENHANG  
HERSTELLER\*IN**

- Lesen Sie die Geschichte und finden Sie Verbindungen zur Welt.
- Machen Sie sich Notizen über mögliche Zusammenhänge mit eigenen Erfahrungen oder denen von Ihren Bekannten.
- Erklären Sie die Verbindungen zur Gruppe und stellen Sie Fragen oder Kommentare.
- Fragen Sie die Gruppe nach ihren eigenen Verbindungen.

# A técnica dos roles de lectura

## OS ROLES DE LECTURA. OUTRO EXEMPLO



FORSCHER\*IN

- Lesen Sie die Geschichte.
- Finden Sie Infos zur Geschichte, Buch, Autor\*in und teilen Sie sie mit der Gruppe.

# A técnica dos roles de lectura

## OS ROLES DE LECTURA. OUTRO EXEMPLO



**KULTURANALYTIKER\*IN**

- Lesen Sie die Geschichte und finden Sie Gemeinsamkeiten und Unterschiede zwischen der in der Geschichte beschriebenen Kultur und der eigenen.
- Machen Sie sich Notizen zu einigen Textstellen, die diese Zusammenhänge zeigen.
- Stellen Sie der Gruppe Fragen zu diesen oder anderen Verbindungen.

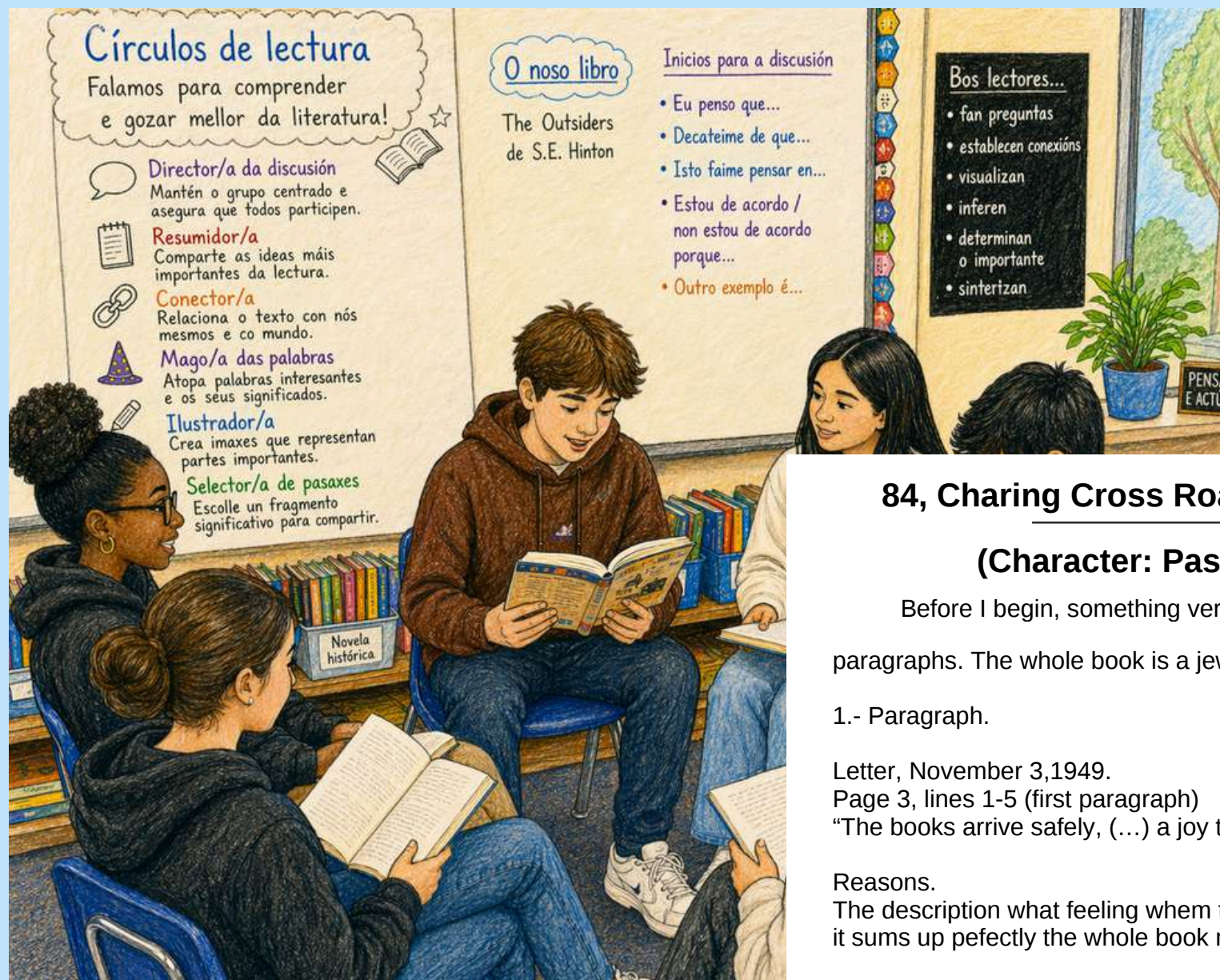
# As sesións dos clubs de lectura con roles de lectura



# As sesións dos clubs de lectura con roles de lectura

## Cando non podo asistir á sesión

Audio 1



### 84, Charing Cross Road, by Helene Hanff.

#### (Character: Passage Person)

Before I begin, something very obvious. I've found it extremely difficult to choose just three paragraphs. The whole book is a jewel, full of little gems. But here my three paragraphs are.

1.- Paragraph.

Letter, November 3, 1949.  
Page 3, lines 1-5 (first paragraph)  
"The books arrive safely, (...) a joy to the touch"

Reasons.  
The description what feeling when touching a beautiful book is absolutely delightful and, moreover, it sums up perfectly the whole book meaning: a love song to book as beautiful objects.

Questions:  
1.- Does the book – as an object – still make sense now that e-books even mobile phones are used for reading?

2.- A book is a utilitarian object – it serves a purpose -, so, should its beauty or its content be more important? Or maybe both?

"Hermie"

Leader's questions:

Would the protagonist's reaction be the same if he were a child?

Do you think humans can avoid climate change and the effects of our interventions on nature?

Do you notice any contradiction between the talk he is going to give and his reaction to Hermie?

What other alternative endings might exist?

# E despois das reunións?

## Escribe unha carta á protagonista

28TH OCTOBER, 2025

MARKS & CO., Booksellers  
84, Charing Cross Road  
London, W.C. 2

Miss Helene Hanff  
14 East 95th Street  
New York 28, New York  
U.S.A.

Dear Madam,  
In Spanish as well as in American English, 'madam' may have an inappropriate meaning, however there's not problem, because we both speak British English.

Thank you for your work. It is a beautiful song of love to all books, to the classics, and to literature.

I bought your book, but I feel that I have not truly paid for your work, because it is worth much more than the simple price written on the cover. By the way, I would like to tell you that the cover of the Spanish edition is beautiful and suggestive. It is entirely covered with stamps showing the face of Queen Victoria as a child.

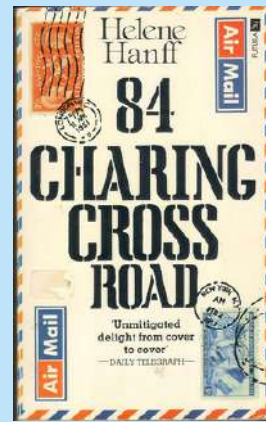
I love books. I like looking for them and letting them find me. The smell of paper; the sound of the pages, like dried autumn leaves; the covers that say so much about the person who read it and the one who is reading it...

I take refuge in them. Literature is not a useless hobby for dilettantes. Literature goes much deeper. Literature is an act of knowledge—knowledge of ourselves and knowledge of others. Both literature and science seek to understand, but while science has to prove and convince, literature only needs to seduce.

How can we explore the darkest depths of the human soul without having read Poe? How can we talk about love and passion—which are not the same—without reading the poets? Books let us travel without leaving our room, discover how Troy fell, or see how people dreamed in Rome without leaving home; they let us move from London to New York through letters that we never wrote ourselves.

Christmas is approaching, and what better way to celebrate—and to thank you for your gift—than by sending you another one? Just yesterday, an Iberian ham was sent to your current address. It is not prosciutto, nor wine ham. To be honest, those two supposed foods do not deserve to be called ham. You will receive a genuine Iberian ham, with customs taxes already paid, and I hope it is not taken away by police agents and it ends up on the table of your current president.

Please remember, place it in the kitchen so it can be seen and easily accessed. It will also give your home a little bit Spanish atmosphere. However, if Jewish or Muslim friends visit your house, please cover it: it's still just a cured pig leg, after all.



## Grava a carta

Audio 2



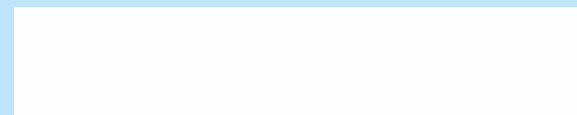
## Grava as túas impresións do libro e o club

Audio 3



## Grava a versión teatral

Audio 4



English Book Clubs-EDUGA-90 / xullo-  
decembro 2021

## Mobilidades Erasmus para alumnado dos clubs de lectura

### Irlanda

### Alemaña

# E se quero avaliar a participación do alumnado nas sesións?

## RÚBRICA DE PARTICIPACIÓN



### CLUB DE LECTURA con roles de lectura

Nome do/a alumno/a: \_\_\_\_\_

Data: \_\_\_\_\_

Libro / sesión: \_\_\_\_\_

### AVALIACIÓN DO PROFESORADO

Criterio	4 – Excelente	3 – Bo	2 – Mellorable	1 – Insuficiente
Preparación para a discusión	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participación activa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traballo colaborativo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escoita activa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mantén o foco na discusión	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprensión do texto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calidade das intervencións	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desempeño do rol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resumo posterior á sesión	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Observacións do profesorado:

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### AUTOAVALIACIÓN DO ALUMNADO

Ítem	4	3	2	1
Prepareime para a sesión	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participei activamente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escoitei aos demais	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colaborei co grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mantiven o foco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprendín o texto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expreseí ideas con claridade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cumprín o meu rol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fixen un bo resumo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### REFLEXIÓN PERSOAL

1. Que fixen ben nesta sesión?

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2. Que podo mellorar?

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3. Unha idea interesante doutro/a compañeiro/a:

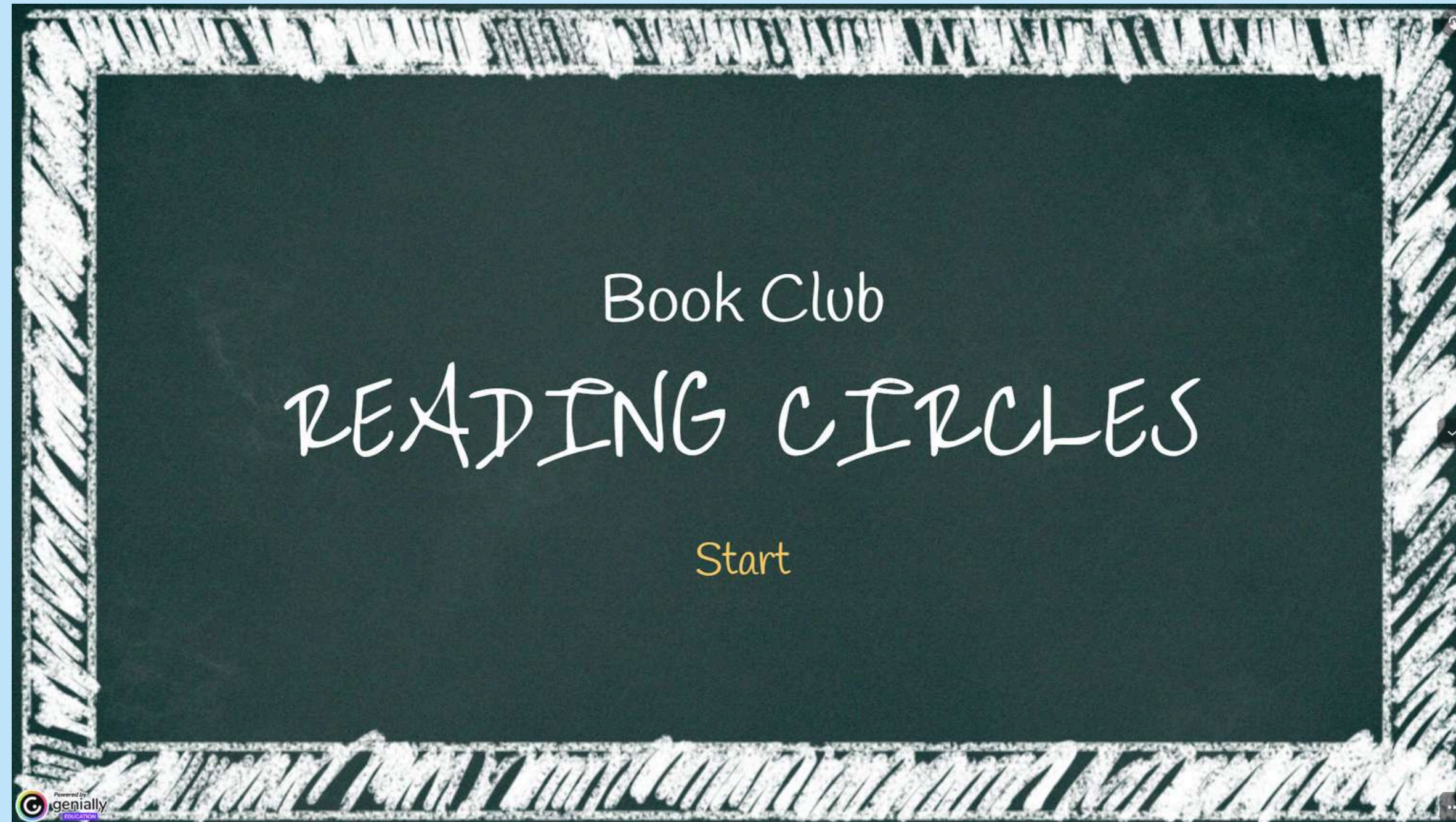
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4. Algo que me resultou difícil:

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# Os círculos e roles de lectura

## Unha explicación detallada noutros niveis



[Experiencias de clubs de lectura en secundaria](#)

# Un exemplo práctico

## A chave

Mencía Rodríguez Lorenzo (2009) Segundo premio da categoría xuvenil

**V**irou a chave e reinou o silencio, mais parecíalle escoitar algo ao lonxe. Xirouse amodiño e viu como viñan polos camiños carreiros de xente. Vía carros cargados, mulleres lavar aló na beira do río, nenas peiteando espigas, nenos xogando con pedras... Nun deses nenos recoñeceu o seu avó. Comezou a correr o tempo e viu como ía á escola, como empezaba a traballar, como casou e como súa nai ía medrando. Mesmo se viu de pequeno no colo da avoa. Atreveuse entón a erguer a vista cara á pequena capela, e por un momento escoitou o repicar da súa campá.

De súpeto, o ruído de fondo calou, xa non se escoitaban voces nin pasos nin nenos xogando. Volveu mirar a ambos os lados, mirou o prado, os camiños, e levou a vista ata a beira do río. Naquel desolador silencio volveu xirarse e, coa cara cuberta de bágoas, quitou a chave da porta e botouse a andar cara ao coche. Fitou unha última vez a casa dos seus avós, e lanzándolle un bico decatouse de que, ao pechar aquela casa, xa non quedaba ninguén na aldea. E unha aldea sen xente non é unha aldea, é unha derrota.



Son Mencía e son de Guitiriz. Leo e escribo porque un día de nena á miña avoa ocorréuselle regalarme un poemario. Nacín e morrerei escribindo en galego.







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