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8

QUARTER 2



DEPED - ANGELES CITY
CURRICULUM IMPLEMENTATION DIVISION

CABLE

CONTEXTUALIZED ACTIVITY-BASED LEARNING EXERCISES

(ACTIVITY BASED LEARNING MATERIALS ON CRITICAL CONTENTS FOR FACE TO FACE CLASSES)



DEPARTMENT OF EDUCATION - SCHOOLS DIVISION OF ANGELES CITY
Jesus St. Pulungbulo, Angeles City

CABLE – Grade 8
Quarter 3 – All Subjects
First Edition, 2022

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INTRODUCTION

This Project CABLE (Contextualized Activity-Based Learning Exercises) is a collaborative project of all the Education Program Supervisors of SDO Angeles City, in coordination with Public Schools District Supervisors.

This has been conceptualized in order to help address the present gaps on learning materials especially on critical contents. The situations, examples (food, places, etc.) and the activities are based on the context of the learners in Angeles City and highlight Kapampangan ingenuity.

This contextualized activity-based learning exercises will help learners to enhance their content knowledge and to make the concepts more relatable. With this, learners are assured of learning materials that they can use during the face to face classes addressing their learning needs specifically on the critical contents.

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Grade 8 Lesson 5	ENGLISH Using Cohesive Devices in Various Types of Speech
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Name: _____

Quarter 3: Week 5

Learning Competency:

Use cohesive devices in various types of speech



ACTIVITY 1

Write a short persuasive speech following the **GRASPS** model.

- Goal** Your objective is to persuade tourists to visit Angeles City.
- Role** You are the Tourism Officer of Angeles City Tourism Office (ACTO).
- Audience** Your target clients are local and foreign tourists.
- Situation** You need to convince the foreign and local tourists to visit Angeles to boost its tourism industry.
- Product** Deliver a persuasive speech using appropriate cohesive devices.
- Standard** You will be graded based on the rubric.

Rubric for Scoring

Criteria	4	3	2	1
Introduction	The speaker captures the audience's attention and clearly states the thesis statement. Speaker includes a preview that is clear and follows it throughout the speech.	The speaker captures the audience's attention and the thesis statement is stated. Preview is given, but is not necessarily followed throughout the speech.	The speaker only slightly catches the audience's attention. Thesis statement is not clearly stated with no discernible preview included.	The speaker has no attention catching device, no understandable thesis, and no preview is included.
Organization	The speech follows all the 5 steps of Monroe's Motivated Sequence.	The speech follows only 3- 4 steps of Monroe's Motivated Sequence.	The speech follows only 2 steps of Monroe's Motivated Sequence.	Only 1 of Monroe's Motivated Sequence is followed in the speech.
Vocal Delivery	Speech is delivered in conversational manner with appropriate volume, vocal variety, rate and enunciation. Speech is free of mispronunciation s and verbal pauses are not noticeable.	Speech is delivered in conversational manner with appropriate volume, vocal variety, rate and enunciation. Only isolated examples of vocal pauses or mispronunciations are observed.	Speech is understandable, but speaker uses too many vocal pauses (uhs or ums); words are used repeatedly (like, you know) Few words are mispronounced.	Speaker uses no vocal variety; speaks in a monotone. It lacks enunciation. Many words are mispronounced.
Eye Contact	Speaker maintains consistent eye contact throughout the speech and does not glance at notes.	Speaker maintains eye contact throughout speech and occasionally reads from notes.	Speaker keeps limited eye contact and mostly reads from notes.	The speaker lacks eye contact and reads speech directly from notes.
Cohesive devices	All the cohesive devices are used appropriately and correctly.	Most of the cohesive devices are used appropriately and correctly.	Some of the cohesive devices are used appropriately and correctly.	Only few cohesive devices are used appropriately and correctly.

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<https://www.rcampus.com/rubricshowc.cfm?code=F75442&sp=yes&>

Grade 8 Aralin 1	FILIPINO Paghahambing ng Tekstong Binasa
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Pangalan _____

Ikatlong Markahan: Unang Linggo
Kasanayang Pampagkatuto at Koda:

Naihahambing ang tekstong binasa sa iba pang teksto batay sa:

- paksa
- layon
- tono
- pananaw
- paraan ng pagkakasulat
- pagbuo ng salita
- pagbuo ng talata
- pagbuo ng Pangungusap

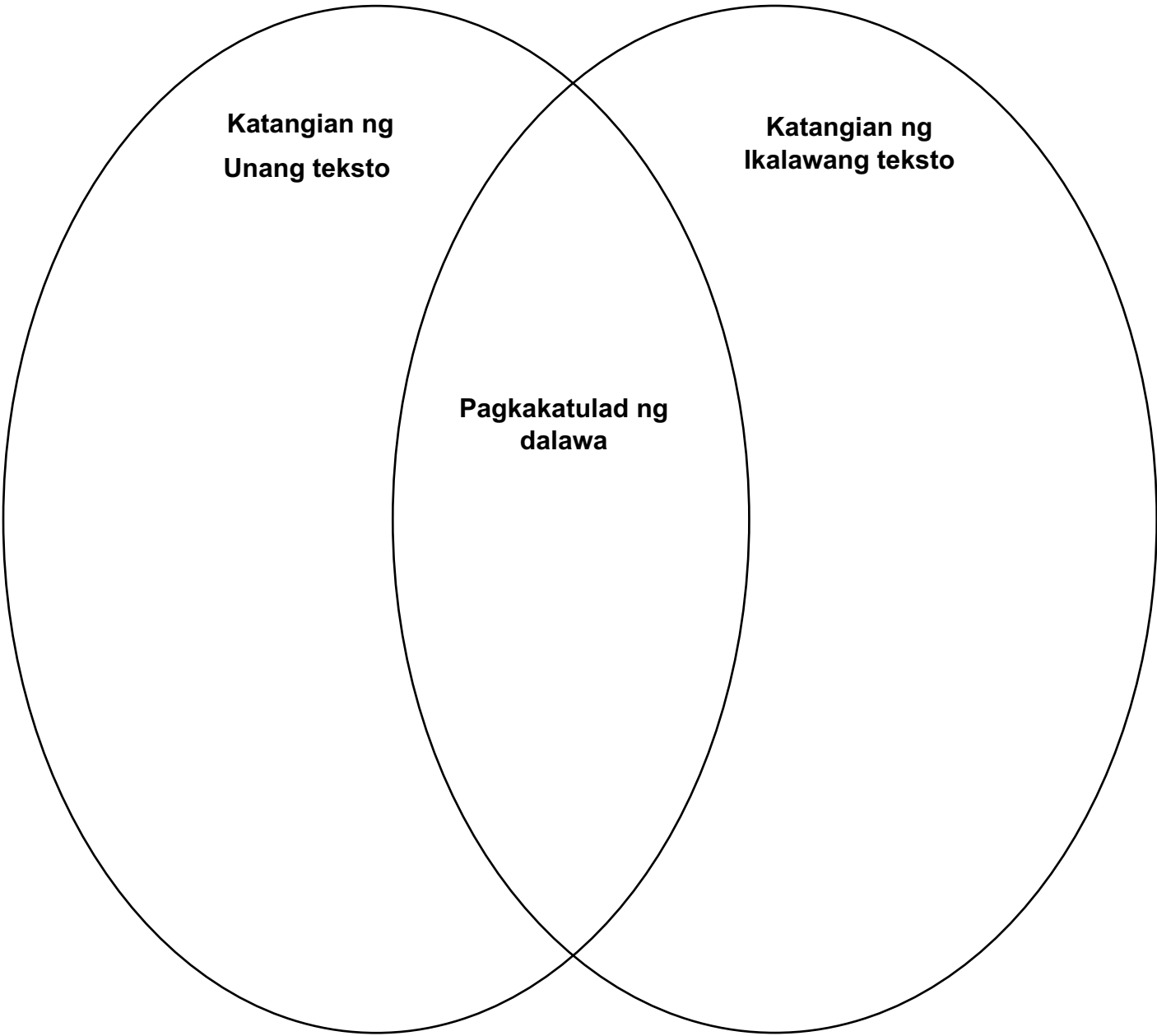
(F8PB-IIIa-c-29)

Gawain 1

1. Hatiin ang klase sa maliliit na pangkat na binubuo ng__ na miyembro.
2. Papiliin ang bawat pangkat ng dalawang teksto na nabasa na.
3. Paghambingin ang dalawang tekstong binasa batay sa:
 - paksa
 - layon
 - tono
 - paraan ng pagkakasulat
 - pagbuo ng salita
 - pagbuo ng talata
 - pagbuo ng pangungusap
4. Isulat ang ginawang paghahambing gamit ang Venn Diagram

PAMAGAT: _____

PAMAGAT: _____



Grade 8
Lesson
9

SCIENCE

Predicting Chemical Behavior of an Element

Name: _____

Quarter 3: Week 9

Learning Competency with Code:

Use the periodic table to predict the chemical behavior of an element (S8MT-IIIi-j12)



ACTIVITY 1

I. Objective:

Create a graph of the atomic radius and ionization energy as a function of atomic number

II. Materials:

Periodic table of elements
Graphing paper

III. Procedure

In the Periodic Table, the elements are arranged according to the Periodic Law: when elements are arranged in order of increasing atomic number, their physical and chemical properties show a periodic pattern.

A. Atomic Radius as a function of Atomic Number

1. Using a graphing paper, create a graph of the atomic radius as a function of atomic number. Plot atomic number on the X axis and atomic radius on the Y axis. Remember to label the axes.
2. Use a colored pen, pencil or highlighter to trace the element's period (horizontal row on the periodic table). Use YELLOW to trace all the elements in row 1; ORANGE to trace all the elements in row 2; BLUE to trace all the elements in row 3; and GREEN to trace all the elements in row 4.

Symbol	Atomic No.	Atomic Radius (pm)	Symbol	Atomic No.	Atomic Radius (pm)
H	1	37	O	8	66
He	2	56	F	9	64
Li	3	123	Ne	10	67
Be	4	89	Na	11	157
B	5	80	Mg	12	136
C	6	77	Al	13	125
N	7	80	Si	14	117

- Describe the trend in atomic radius as the atomic number increases across a period.

- Describe the trend in atomic radius as the atomic number decreases down a group

B. First Ionization Energy as a function of Atomic Number

- Create a graph of the ionization energy as a function of atomic number.
Plot atomic number on the X axis and ionization energy on the Y axis. Remember to label the axes.
- Use a colored pen, pencil or highlighter to trace the element's period (horizontal row on the periodic table). Use GREEN to trace all the elements in row 1; YELLOW to trace all of the elements in row 2; ORANGE to trace all the elements in row 3; and BLUE to trace all the elements in row 4.

Symbol	Atomic No.	First Ionization Energy (kJ/mol)	Symbol	Atomic No.	First Ionization Energy (kJ/mol)
H	1	314	O	8	314
He	2	688	F	9	402
Li	3	124	Ne	10	497
Be	4	215	Na	11	119
B	5	191	Mg	12	176
C	6	260	Al	13	138
N	7	335	Si	14	188

- Describe the trend in ionization energy as the atomic number increases across a period.

- Describe the trend in ionization energy as the atomic number decreases down a group.

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Grade 8 Lesson 8-9	MATHEMATICS Triangle Congruence
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Name _____

Quarter 3: Week 8 to 9

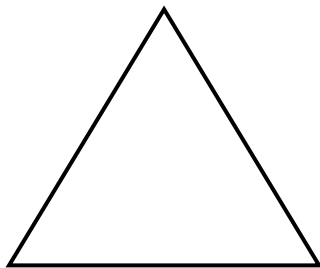
Learning Competency with Code:

Apply triangle congruence to construct perpendicular lines and angle bisectors (M8 GE-IIIi-j-1)

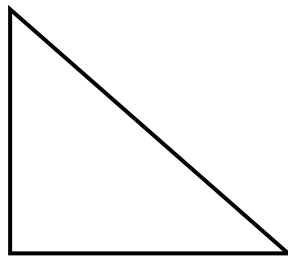


Activity 1

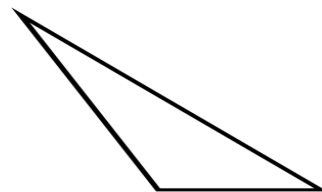
- A. Draw the perpendicular bisectors of each side of the Triangle ($\triangle ABC$) below. Be sure that each bisector intersects one of the other sides of the triangle.



Acute $\triangle$



Right $\triangle$



Obtuse $\triangle$

- B. If the circumcenter of each of the triangles is point J, measure each segment from J to the vertices. Use centimeter in measuring. Record the data.

	AJ	BJ	CJ
Acute Triangle			
Right Triangle			
Obtuse Triangle			

Critical Thinking

1. Make a conjecture about the three perpendicular bisectors of the sides of a triangle
2. Make a specific conjecture about the perpendicular bisector of
 1. Acute triangle
 2. Right triangle
 3. Obtuse triangle
3. Make a conjecture about the distance from the circumference to each to each vertex of a triangle

C. By the definition of congruent triangles, we can prove triangles congruent by proving their three pairs of corresponding angles and their three pairs of corresponding sides congruent. Can we make them congruent with fewer than six equalities? Before answering this, perform first the following experiments:

Experiment 1

Using a ruler and a protractor, draw two triangles with sides 1" and 1.5 " and with a 60° angle (the included angle) between them. Cut one triangle and see if it fits with the other. Repeat the experiment using sides of 1" and 1.5 " with an included angle of 45° . What seems to be true about the triangles?

Experiment 2

Using a ruler and a protractor, draw triangles $\triangle GEM$ and $\triangle DOL$ with $\overline{GE} \cong \overline{DO} = 2"$, $m\angle G = m\angle D = 60^\circ$, $m\angle E = m\angle O = 50^\circ$. ($\overline{GE}$ and $\overline{DO}$ are called included sides). Cut out the first triangle and see if it fits with the other. What probably is true about the triangles?

Experiment 3

Using a ruler and a compass, draw the triangles with sides 1", 1.5", and 2 ". Cut out the first triangle, and see whether it can coincide with the second. What conclusion have you reached about the triangles?



Activity 2

- A. In a Mathematics Fair, one of the activities is a symposium in which the delegates will report on an inquiry about an important concept in Mathematics.

Suppose you are one of the delegates and you are asked to make a report on: How the concept of triangle congruence is applied in real-life. In making your report be guided by these tasks.

1. Design at most 5 different paper planes using congruent triangles.
2. Fly the paper planes one at a time. Record the flying time of each plane. Then, choose the most stable one.
3. Point out the factors that affect the stability of the plane.
4. Write your explanation of why such a principle works.
5. Draw out a conclusion and make a recommendation.

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Grade 8
Aralin
8

ARALING PANLIPUNAN

Pag-usbong ng Nasyonalismo sa Pilipinas: Ang Matapang na Batang Bayani ng Macabebe

Pangalan _____

Ikatlong Markahan: Linggo 8

Kasanayang Pampagkatuto at Koda:

Naipapahayag ang pagpapahalaga sa pag-usbong ng Nasyonalismo sa Europa at iba't ibang bahagi ng daigdig. (AP8PMD-IIIi-10)

Bambalito, ang Batang Bayani ng Macabebe



Bambalito, kilala bilang Tarik Soliman o ang “matapang na batang mandirigma mula sa Macabebe, ayon sa paglalarawan ng isang lokal na pintor at historyador na si Joel Mallari.

Tuwing Hunyo 3, ipinagdiriwang sa Macabebe, Pampanga ang pagkamartir ng kanilang unang bayani, ang matapang na batang bayani ng Macabebe na tumangging makipagkaibigan at napiling makipaglaban hanggang kamatayan sa mga Kastilang mananakop.

Nang dumating ang mga Kastilang manlalayag na si Miguel Lopez de Legazpi sa Maynila noong 1571, alam niya na kailangan niyang sakupin ang lungsod sa lalong madaling panahon.

Bago nito, habang siya ay nasa Panay, inutusan niya si Martin de Goiti kasama ang mga sundalong Kastila at mga katutubong Bisaya na mandirigma na galugarin ang hilagang lupain. Ang ekspedisyong ito ay naging matagumpay. Bumalik si de Goiti na may magandang balita ng tagumpay laban sa mga Tagalog sa pamumuno ni Rajah Soliman (Rajah Sulayman).

Nakakita si Legazpi ng pagkakataon. Nakita niya na ang sinaunang kaharian ng Maynila ay isang mayamang sentro ng kalakalan. Naglayag siya pahilaga. Dala niya ang 27 mga barko, 280 na mga sundalong Kastila at 600 na mga mandirigmang Bisaya.

Makikini-kinita na habang unti-unting natatanaw sa karagatan ang pagdating ng mga barko ay nagkukumahog ang mga pinuno ng mga Tagalog na sina Lakan Dula ng Tondo at ang kaniyang mga pamangkin na sina Rajah Matanda at Rajah Soliman. Dahil sa lakas ng puwersa ng mga dayuhan, walang nagawa ang mga Tagalog kundi ang sumuko. Malaya nilang tinanggap ang mga Europeo. Bilang ganti sa maalab na pagtaggap ng mga katutubo, nangako si Legazpi na ang kanilang pagdating ay “upang turuan sila ng totoong batas ng nag-iisa at makapangyarihang Diyos, ang manlilikha ng langit at lupa.”

Matapos maitatag ang alyansa, pinamunuan ni Legazpi ang sinaunang kaharian ng Maynila sa pangalan ni Haring Philip II ng Espanya. Ipinag-utos niya sa mga katutubo na magtayo ng isang malaking tirahan para sa kanya, isang kapilya para sa mga paring kasama niya at maging para sa kanyang mga tauhan.

Subalit ang labanan ay hindi pa natatapos sa kaniyang pananakop ng Maynila.

Sa hindi kalayuan sa Maynila ay may isang sinaunang panahanan ng mga Kapampangan na pinamumunuan ng isang batang pinuno o datu na nakilala sa kasaysayan bilang si **Tarik Soliman** (Sulaiman). Ang sinaunang lugar na ito na naitayo sa Macabebe, na maaaring nasa **Sagrada, Masantol** ay nasa bukana ng Ilog ng Pampanga.

Ayon sa historyador na si **William Henry Scott**, ang mga maharlikang pamilya ng Pampanga ay may malapit na ugnayan. Ayon sa kanya, kahit ang isang nagngangalang **Dionisio Kapolong**, ay anak ni Lakan Dula. Kaya ang mga nangyayari sa Maynila ay agad nalalaman ng mga Kapampangan.

Sa ganitong paraan nalaman ni Tarik Soliman ang pakipagsanduguan at pagyuko ni Rajah Soliman sa mga mananakop. Hindi siya makapaniwala na agad na silang sumuko kaya nagsagawa siya ng isang aksiyon na tulad sa isang tunay na mandirigma, ang lumaban.

Lulan ng 40 mga barko na tinatawag na **Karakoa** at mahigit 2,000 na mga magigiting na mandirigma mula sa **Macabebe, Hagonoy** at mga katabing mga lugar, naglayag si Tarik Soliman papunta ng Maynila upang isagawa ang kaniyang misyon.

Si **Padre Gaspar de San Agustin**, isang bihasang tagatala ng mga pangyayari sa kasaysayan na may-akda ng **Conquistas de las Islas Filipinas 1565-1615** ang nagtala ng impormasyon tungkol sa magiting na batang bayaning Kapampangan.

Tinutukoy niya si Tarik Soliman bilang “matapang na batang pinuno mula sa Macabebe” na nanguna kasama ang mga tauhan niya na pumasok sa “bayan ng Tondo” sa bungad ng Bancusay nang hindi nalaman ng mga Kastila. Nanatili sila ng ilang araw at nakiusap kay Lakan Dula na pagplanuhan ang sisimulang digmaan.”

Ang **Bancusay** na tinutukoy ni Padre Gaspar ay tumutukoy sa isang maliit na ilog sa bukana ng *Manila Bay*. Sa lugar na ito naganap ang madugong digmaan ng Bangkusay na naganap noong 1571. Sa labanang ito matatanyag ang kabayanihan ng isang kahanga-hanga at matapang na batang mandirigma.

Nang malaman ni Legazpi ang pagdating ng mga Kapampangan, nagpadala siya ng dalawang kinatawan kay Lakan Dula. Ang misyon ng dalawa ay mahikayat si Tarik Soliman sa kanilang intensiyon at kausapin siya tungkol sa kanyang plano na magsimula ng isang digmaan laban sa mga Kastila. Subalit hindi nangyari ang kanyang pakiusap. Ayon sa tala, eto ang naging tugon ni Tarik Soliman:

“matapang na sinabi ng binata na wala silang interes na makipagkaibigan sa mga dayuhan, bagkus hinugot ang kanyang espada at sinabi na kahit tamaan pa siya ng kidlat at mahati siya sa dalawa at kasuklaman man siya ng mga kadalagahan ay hindi mangyayari ang hinihiling ng mga Kastila. Sinabi niya na hihintayin niya ang mga dayuhan sa bukana ng Manila Bay. Napatalon pa siya sa bintana sa halip na gamitin ang hagdan pabalik sa kanyang barko.”

Napagtanto ni Legazpi na nais ng matapang na batang lider na makipagdigma. Ipinag-utos niya kay Martin de Goiti na magsama ng 80 mga sundalong Kastila upang harapin ang naghahamong mabangis at matapang na mandirigmang Kapampangan sa Bangkusay.

Noong Hunyo 3, 1571, naglaban ang dalawang panig at nagbunga ito ng pagkabuwis ng maraming buhay. Natalo ang mga Kapampangan dahil sa lakas ng puwersa ng mga Kastila dahil sa mga makabagong sandata.

Ayon kay William Henry Scott, “ang mga sandata ng mga taga-Timog Silangang Asya ay pinapaputok lamang nang hindi itinutuon sa *target*.”

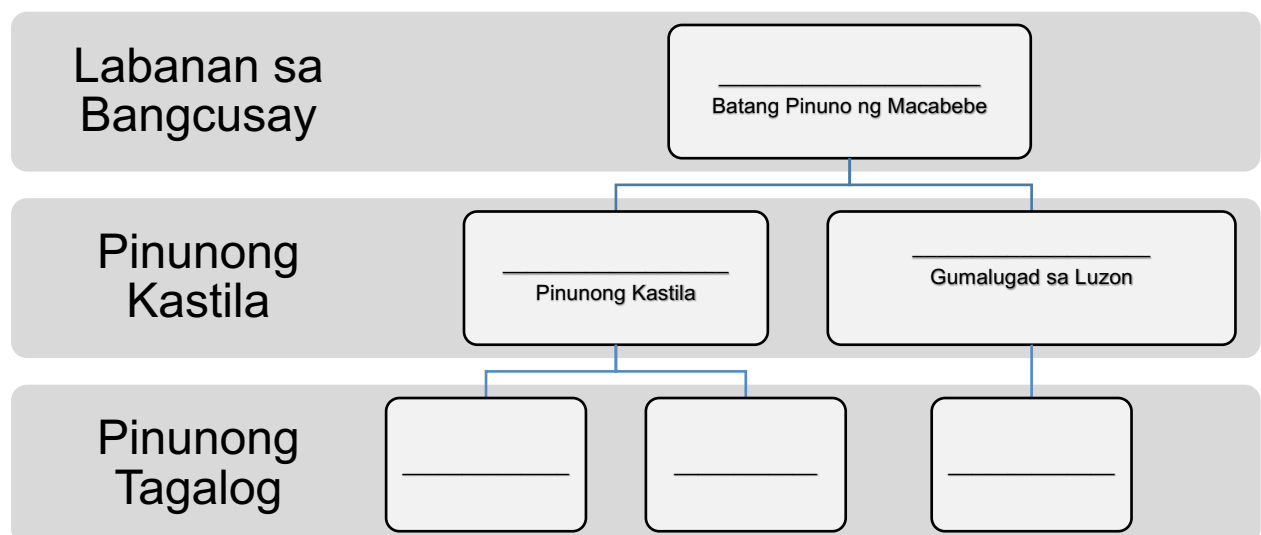
Kabilang sa mga nasawi sa nasabing labanan ay si Tarik Soliman, na tinawag na “**Bambalito**” ng mga Kastila. Ayon sa liham na ipinadala ni Legazi noong 1572 sa kinatawan ng Hari sa New Spain, binanggit niya na ang napatay na mandirigma ay ang “katangi-tanging pinuno na tumanggi sa alok na kapayapaan at pakikipagkaibigan”.

Matapos ang pagkatalo ng mga Kapampangan sa Bangkusay, unti-unti silang nagpasakop sa mga dayuhan. Dito ipinahayag ng mga Kastila noong Disyembre 1571 na ang La Pampanga ang unang probinsya sa Luzon na sakop ng mga Kastila.



GAWAIN 1: Sino, Ano at Iba Pa!

Panuto: Bilang pagpapahalaga sa isang bayaning Kapampangan na si Bambalito, punan ng mga impormasyon ang pigura sa ibaba. Hanguin ang mga sagot sa babasahin sa itaas.



Buod sa Pagiging Batang Bayani ng Macabebe ni Bambalito:

Aral Pangkasaysayan:

SANGGUNIAN

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Grade 7/8
Lesson
10

TECHNOLOGY AND LIVELIHOOD EDUCATION
Interpret Design and Layout

Pangalan _____

Quarter 0: Week 10

Learning Competency with Code:

LO 1. Read and interpret Front-Office Reception Area

(TLE_HEFS7/8ID-0j-12)

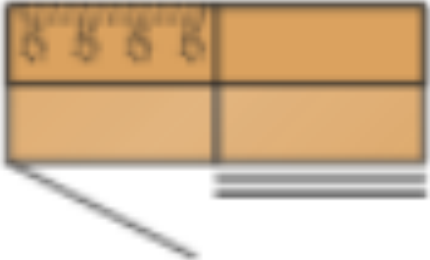
- 1.1 Read and interpret symbols and layout in a given sample and layout in a given sample plan for a front-office reception area
- 1.2 Describe parts and functions of a front-office reception layout.
- 1.3 Evaluate a sample front office reception layout.



ACTIVITY 1

Directions: Read and interpret each symbols. Select the right response from the box and write it in the space after the object.

Bench with closes rack	Corner Wardrobe	Shoe Rack	Bench with shoe storage
Mirror	Recycle bin with lid	Chest	Tong
Dresser	Food Gloves	Storage Unit	Wall upright/shelves
	Hat and coat rack	Clothes rack	

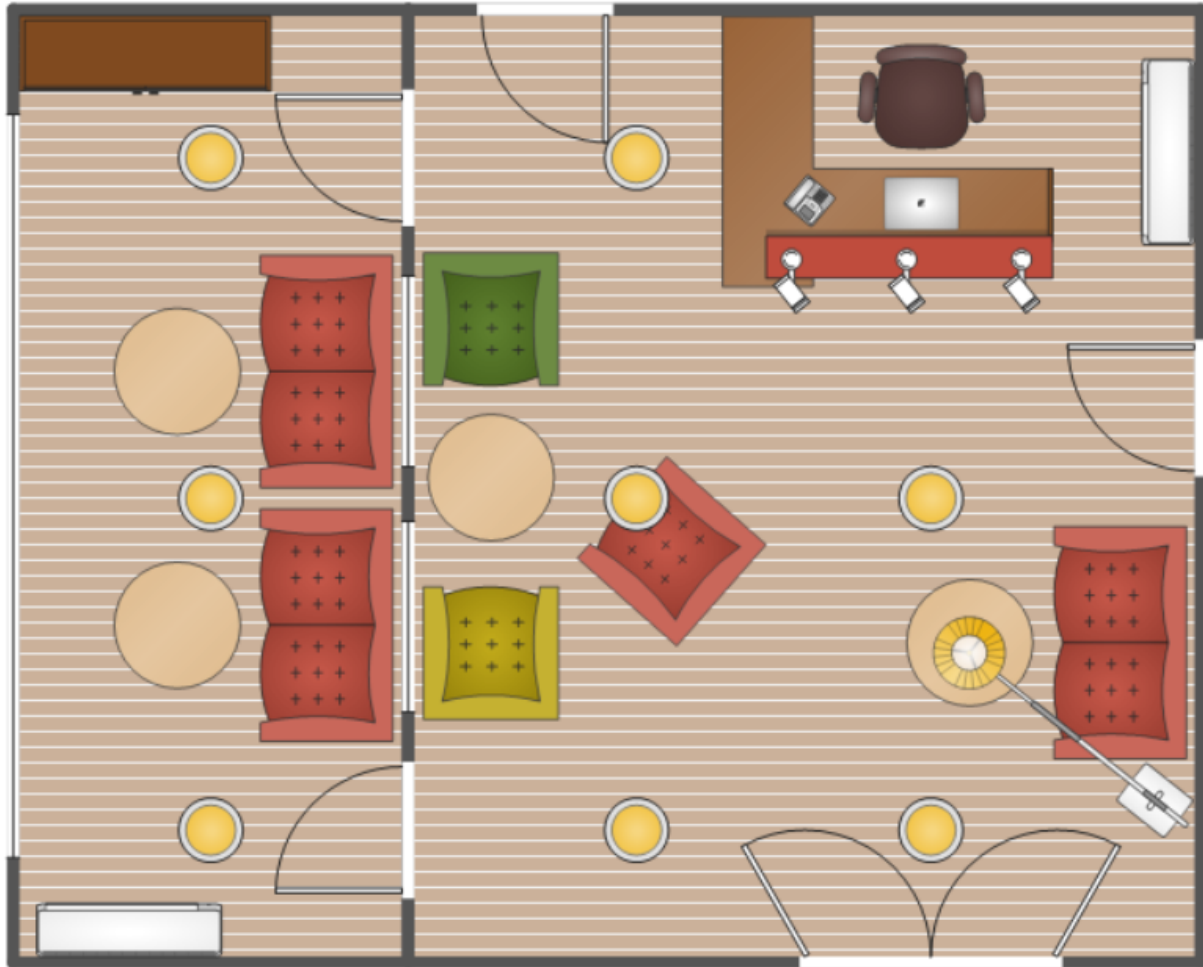
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

9.		
10.		
11.		
12.		



ACTIVITY 2

Directions: Draw the front office reception and label each part. Below is an example of front office reception.



<https://www.conceptdraw.com/examples/front-office-reception-layouts>

REFERENCES

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Grade 8
Aralin
2

EDUKASYON SA PAGPAPAKATAO
Pasasalamat Bilang Birtud

Pangalan _____

Ikatlong Markahan: Ikalawang Linggo

Kasanayang Pampagkatuto at Koda:

1. Napatutunayan na ang pagiging mapagpasalamat ay ang pagkilala na ang maraming bagay na napapasaiyo at malaking bahagi ng iyong pagkatao ay nagmula sa kapuwa, nasa kahuli-hulihan ay biyaya ng Diyos. (EsP8PBIIIb-9.3)
2. Naisasagawa ang mga angkop na kilos ng pasasalamat. (EsP8PBIIIb-9.4)



GAWAIN 1:

Panuto: Gumawa ka ng listahan ng mga itinuturing mong personal na karanasan na kung saan ikaw ay nagpasalamat sa mga biyayang natanggap. Sundan mo ang sumusunod na hakbang. Pagkatapos ay sagutin ang tanong. Gawin ito sa iyong sagutang papel.

1. Itala ang lahat ng kaya mong isulat na sitwasyon.
2. Mula sa mga naitala bigyan ng maikling kwento.
3. Mula sa maikling kwento, saan mo ginamit ang salitang pasasalamat at bakit?
4. Tukuyin mo kung ano ang iyong natuklasan sa pangyayaring/ kuwentong ito.

SITWASYON	KWENTO	SAAN O PAANO MO GINAMIT ANG SALITANG PASASALAMAT?	NATUKLASAN



GAWAIN 2:

Panuto: Sa isang malinis na papel, bumuo ng isang talumpati na naglalaman ng mga taong gusto mong pasalamatan. Isulat din kung paano sila naging parte ng iyong buhay at nakatulong upang ikaw ay mabuhay nang maayos at maganda. Itanghal ito sa harapan ng mga kasamahan sa bahay. Maari mong i-*video* o i-*record* ang iyong *performance* at ipasa sa iyong guro. Gawing gabay ang rubrik sa ibaba.

Rubrik sa Pagpupuntos

Kraytirya	5	4	3	2
Paglalahad	Napakaayos at napakalinaw ang pagkakalahad	Maayos at malinaw ang pagkakalahad	Hindi gaanong maayos at malinaw ang pagkakalahad	Mahina at hindi maayos ang pagkakalahad
Nilalaman	Napakamalaman at makabuluhan ang pinapaksa	Malaman at makabuluhan ang pinapaksa	Hindi gaanong malaman at makabuluhan ang pinapaksa	Kulang sa nilalaman at hindi ganap ang kabuluhan ng pinapaksa
Kabuuang Puntos				

SANGGUNIAN

Edukasyon sa Pagpapakatao 8 Modyul para sa Mag-aaral, Department of Education

Edukasyon sa Pagpapahalaga, Alternative Delivery Mode, 2020

EsP MELCs

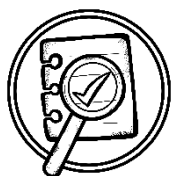
Grade 8 Lesson 6	MUSIC Music of South, Central and West Asian Music
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Name: _____

Quarter 3: Week 6-7

Learning Competency with Code:

1. Improvises simple accompaniment to selected South Asia and the Middle East music MU8WS-IIIb-h-6
2. Performs music from South Asia and Middle East with own accompaniment. MU8WS-IIIb-h-7



LET US APPRECIATE IT!

MUSIC: Zum Gali Gali

Activity No. 1

Directions: Sing the Hebrew traditional song titled “Zum Gali Gali” accompanied by the improvised musical instrument that you created.. You can use recycled materials. Be guided by the rubrics below.

Guide/Procedure:

1. Each group will sing the song Zum Gali Gali through the use of improvise musical instrument.
2. Perform it in a unique way by adapting a certain melody from other compositions that you like.
3. Performance may exceed to 3 to 5 minutes.

For sample video please click the link below:

: <https://www.youtube.com/watch?v=HEG7jjlXHyY>
<https://www.youtube.com/watch?v=abSwwwhfVas>

Rubrics for the musical instruments.

Criteria	10 points	7 points	5 points
Creativeness	The student shows maximum creativity in doing the improvised instrument	The student shows minimum creativity in doing the improvised instrument	The student shows a small amount of creativity in doing the improvised instrument
Originality	The student has a very unique taste of design	The student's work has similarities to projects that can be seen on the internet	The student's work is a replica of other people's work
Neatness	Project is neat and colorful.	Project is not so neat and colorful.	Project is messy and sloppy.
Following instruction	The student followed all the instructions correctly	The student followed some of the instructions correctly	The student did not follow instructions.

Rubrics for the song Zum Gali Gali.

Criteria	10 points	7 points	5 points
Instrument Technique	Demonstrate proper technique all the time	Demonstrate proper technique most of the time	Technique is improper
Singing Technique	Student performs the song with little or no error pertaining to the rhythm, dynamics, melody, pitch, intonation, and diction	Student performs the song with some error pertaining to the rhythm, dynamics, melody, pitch, intonation, and diction	Student performs the song with little skills. The performance has little or no application of the different musical elements and style.
Following instruction	The student followed all the instructions correctly	The student followed some of the instructions correctly	The student did not follow instructions.

References:

Learner's Material

Music and Arts of Asia Learner's Module pages 104 – 142

Music and Arts Learner's Module
pages 111-141

Youtube

– [youtube.com/watch?v=0NIWbMOnX-U](https://www.youtube.com/watch?v=0NIWbMOnX-U)

> Vocal Music of Israel – Zum Gali Gali/ Israel Folk Song –
<https://youtu.be/3nqq6c3Ch2Q>

For inquiries or feedback, please write or call:

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