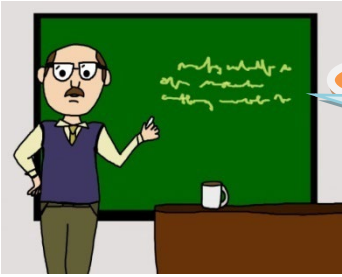





Sequence One :
 Me, my abilities ,my
 interests and my
 personality

Teacher : ABOUBAKER CHOUIT



Level: 3MS		S/Dridi Saadi Middle School		T: A-Chouit				
Sequence : 01		Lesson: 01(PDP)		I Listen and I do				
Learning Objective(s): by the end of this lesson ,my learner will be able to act out dialogues to talk about themselves ,their own interests .								
Targeted Competences: Interact .Interpret .Produce		Domain (s): Oral-Written (Both)		Materials: W .B-audio scripts –Pictures-				
Target Structures : WH-questions .Frequency adverbs.								
Cross Curricular Competencies				Core values				
* Intel: He can understand, interpret verbal and non verbal messages. * Meth: He can work in pairs or in groups. * Com: He can talk about his and other interests. * Per and soc: He socializes through oral and written messages.				*Valuing reading and learning I general. *Respecting the others 'choices and interests. *Being positive.				
Time	Framework	Procedure	Focus	Objectives	Aids	VA KT		
05'	Warm Up:	-T-Greets and welcomes his PPs -T-Introduces talks about the project <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">In seq one, we're going to talk about our world s teens. We'll describe ourselves from the inside and outside, we'll talk about our interests, abilities and inabilities.</div>	T/PPs	Introduce the topic	WB	V A K		
15'	Pre listening	-T-Introduces the new sequence -T-Sticks on the board pictures of (games-sport-cinema...etc..) 	PPs/ PPs				WB/ Picture	V A T
20'	During listening	-T-lets the PPs discuss together then ask them what do they like or prefer. -T- Asks PPs to open their books on P 11 -T- Gives the instructions You're going to listen to some four definitions. Then, you're going to choose the corresponding word from the list (Task 01 p 11). -T-Asks the PPs to match each picture with appropriate definition. (Task 02 p 11). - PPs compare their answers and correct one another (Task 03 p 11). -T-Asks the PPs to listen to Japanese students introducing himself than	T/PPs PPs/ PPs				To brainstorm ideas about several hobbies and interests -Audio scripts PPs? Copybook	

15'	Post Listening	<p>complete his profile (Task 04 p 11).</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Profile</p> <p>First name :.....</p> <p>Sure name:.....</p> <p>Age:.....</p> <p>Nationality:.....</p> <p>Country:</p> <p>Interests :.....</p> </div> <p>-T-Asks the PPs compare their answers with their partners. (Task 05p 11). -T-Invites the PPs to listen to the interview than do (Task 06and 07 p 12). -T-Invites the PPs to work in pair on(Task 08 p 12) and use their interest and hobbies.</p> <p>-T-Asks the PPs to use their partners answers and write her/him E.g:My friend (name) is keen of,he/she likes.....,(name) (always).....(everyday</p>	<p>PPs/PPs</p> <p>T/PPs</p> <p>PPs/T</p>	<p>To interpret aural messages</p> <p>To reinforce peer correction and cooperative learning</p> <p>Transform pieces of information into a short text</p>	<p>WB-PPs' Copybook</p>	
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The Teacher's comments

What Worked	What hindered	Action Points
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Level: 3MS	S/Dridi Saadi Middle School	T: A-Chouit
Sequence : 01	Lesson: 02(PDP)	I Listen and I do

Learning Objective(s): by the end of this lesson ,my learner will be able to fill in his and others' profiles.

Targeted Competences: Interact .Interpret .Produce	Domain (s): Oral-Written (Both)	Materials: W .B-audio scripts –Pictures-Copybooks
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Target Structures:.Frequency adverbs (always .never) .Adjectives describing personality features.

Cross Curricular Competencies	Core values
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*** Intel Comp :**He can understand, interpret verbal and non verbal messages
He can pick up data from an interview to fill in a profile.

*** Meth Comp :** He can work in pairs or in groups.
- He can mobilize his resources to fill in a profile

*** Com Comp :** He can gather data from an interview.
-He can communicate his profile to others.

*** Per and soc Comp :** He socializes through oral and messages.

*** Being interested in people.**
*** Being in describing others' personality features.**

Time	Framework	Procedure	Focus	Objectives	Aids	VAK T
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05'	Warm Up	-T- greets and welcomes his PPs -T- introduces the lesson's subject	T/PPs	Introduce the new topic	WB	A V T												
<p style="text-align: center;">Today we'll talk about personality features, we'll learn to use adjectives describing people's personalities, fill in profiles with meaningful data.</p>																		
10'	Pre listening	Task 01: -T- brings cards representing, adjectives, nationality, age, sex, country. -T- Draws the chart below on the board and asks PPs to complete it with the cards.	T/PPs	Review needed voca	Pictures + WB	A V T												
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Natio nality</td> <td>Age</td> <td>Country</td> <td>Sex</td> </tr> <tr> <td>-.....</td> <td>-.....</td> <td>-.....</td> <td>-.....</td> </tr> <tr> <td>-.....</td> <td>-.....</td> <td>-.....</td> <td>-.....</td> </tr> </table>							Natio nality	Age	Country	Sex	-.....	-.....	-.....	-.....	-.....	-.....	-.....	-.....
Natio nality	Age	Country	Sex															
-.....	-.....	-.....	-.....															
-.....	-.....	-.....	-.....															
<p style="text-align: center;"> 13 Female 14 </p>																		
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>USA</td> <td>Piruvian</td> <td>Algerian</td> <td>Nigerian</td> <td>Peru</td> </tr> </table>							USA	Piruvian	Algerian	Nigerian	Peru							
USA	Piruvian	Algerian	Nigerian	Peru														
10'		Task 02: (Task 10 P 13) -T-Sets up the situation. You're going to listen to a BBC radio interview(part 01) and you're going to complete in two profile (a girl's and a boy's profiles) -T-Asks the PPs to check their answers in pairs before share it with whole class(Task 12 P 13).	PPs/T	Listen and answer	Audio Scripts + WB + book + PPs' Copy books	A V T												
05'	During listening	describing character to provide PPs with some new vocabulary	T/PPs	To reinforce peer correction and cooperative learning		VAT K												



Provide PPs with some adjectives

picture + WB



10'

Post Listening

Task 02: (Task 15 P 15)
 -T-Sets up the situation. You're going to listen to a **BBC** radio interview(**part 03**) and you're going to tick the word that best describe each winner personality .
 -T-Asks the **PPs** to check their answers in pairs before share it with whole class(**Task 16-17 P 15**).

PPs/T

Listen and answer

Audio Scripts +

To reinforce peer correction and cooperative learning

WB + book + PPs' Copy books

20'

Task 05:: I complete my own profile:

First name :

Last name :

Nationality :

Country :

Age :

Sex:

Personality features:

I am:

.....

T/PPs

PPs/T

Consolidate the new items to talk about themselves

WB + PPs' Copy books

VAT K

Learning Objective(s): by the end of this lesson,my learner will be able to ask and give information about their and others’ abilities and inabilities.

Targeted Competences:
Interact .Interpret .Produce

Domain (s): Oral-Written
(Both)

Materials: WB-audio scripts.PPs book.

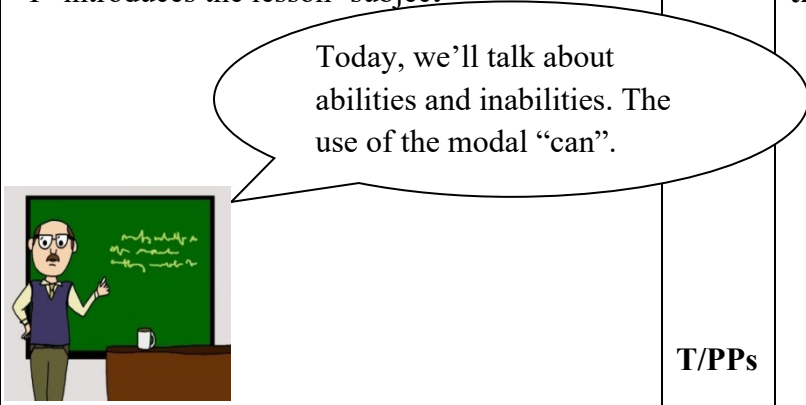



Target Structures : Can in its three forms.

Cross Curricular Competencies

Core values :

- * **Intel:**He can understand, interpret verbal and non verbal messages.
He can deduce meaning from context.
- * **Meth:** He can work in pairs or in groups.
He can evaluate himself and his peers.
- * **Com:** He can interview his pattern.
- * **Per and soc:** He socializes through oral and written messages.

*Identifying other person’s personality features

Time	Framework	Procedure	Focus	Objectives	Aids	VAK T	
05'	Warm Up	-T- greets and welcomes his PPs -T- introduces the lesson’ subject	T/PPs	Introduce the subject	WB	AV	
							
10'	Presentai on	-T- Pins pictures on the board representing plants, birds and animals. Then lets PPs discuss about them -T- guides and helps -T- explains the words:(birdwatcher, Botany, Biology)	T/PPs		Pictures	VAT	
							
							
							
05'		-T-Names some items and asks PPs to repeat after her					
15'		Task 01: (Task 13 P 14) -T-Sets up the situation. You’re going to listen to a BBC radio interview(part 02) and you’re going to cross out the wrong information .		Get used to the pronunciation of the new words	WB+PPS Book+C opybook	VA KT	

15'	Practice	<p>-T-Asks the PPs to check their answers in pairs before share it with whole class(Task 14 P 14) Task 02: (pair work)(oral practice) -T- writes the dialogue below on the board or distributes handouts</p> <div style="border: 1px solid black; border-radius: 25px; padding: 10px; background-color: #e0f2f7; margin: 10px auto; width: 80%;"> <p>A : Tell me, what can you do ?</p> <p>B: I can sing.</p> <p>A: can you play the piano?</p> <p>B: No, I cannot play the piano but I can whistle.</p> <p>A: Can you jump?</p> <p>B: yes, I can.</p> <p>A: can you fly?</p> <p>B: No, I can't. I am not a bird.</p> </div>		Practice the new item	WB	VA K						
10''	Use	<p>-T-Reads the dialogue and pays attention to the pronunciation of “can” -T-Asks PPs to read in pairs and he checks the PPs pronunciation Task 02: I identify the right pronunciation of can and complete the table below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">WF /kən/</td> <td style="width: 50%; padding: 5px;">SF /kæn/ /kɑ:nt/</td> </tr> <tr> <td style="padding: 5px;">1-.....</td> <td style="padding: 5px;">1.....</td> </tr> <tr> <td style="padding: 5px;">2-.....</td> <td style="padding: 5px;">2- can't.</td> </tr> </table> <p>Task 04: (task 1 p19) Homework : Read pronunciation tool P17</p>	WF /kən/	SF /kæn/ /kɑ:nt/	1-.....	1.....	2-.....	2- can't.		Checking pronunciation Check PPs assimilation	WB + Handouts+PPs Book+C opybook	VA KT
WF /kən/	SF /kæn/ /kɑ:nt/											
1-.....	1.....											
2-.....	2- can't.											

The Teacher's comments

What Worked	What hindered	Action Points
- -..... -..... -..... -..... -..... -.....

Sequence:01	Lesson:03	PPU
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Learning Objective(s): by the end of this lesson,my learner will be able to ask and give information about their and others’ abilities and inabilities.


Targeted Competences: Interact .Interpret .Produce	Domain (s): Oral-Written (Both)	Materials: WB-audio scripts.PPs book.
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Target Structures : Can in its three forms.

Cross Curricular Competencies	Core values :
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* **Intel:**He can understand, interpret verbal and non verbal messages.
He can deduce meaning from context.
* **Meth:** He can work in pairs or in groups.
He can evaluate himself and his peers.
* **Com:** He can interview his pattern.
* **Per and soc:** He socializes through oral and written messages.

*Identifying others other person’s personality features

Time	Framework	Procedure	Focus	Objectives	Aids	VAK T
05'	Warm Up	-T- greets and welcomes his PPs -T- Reviews the previous lesson.	T/PPs		WB	AV
						
05'	Presenton	-T- Distributes the handouts with the dialogue and asks the PPs to pick out from the sentences with “can”. Positive, negative and interrogative.	T/PPs		WB	
05'	Isolation	1- I can sing. S + Can + verb (stem ,base)		To express abilities and inabilities using the model verb with three form	WB	V A T
		2- I can not fly. S +Can+ Not + verb (stem ,base)				
10'	Analysis	3- can you do jump? Can + subject + verb (stem ,base)+..?				
10'	Stating the rule:	Grammar tool p21		To elicit the rule about the use of can	WB+PPs book	V A K T
25'	Practice	Task 14, 15, 16 p 29. -T-Asks the PPs to work alone . -T-Asks the PPs to check their answers in pairs before share it with whole class			WB+PPs book+ PPs copybook	

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Level: 3MS	S/Dridi Saadi Middle School	T: A-Chouit
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Sequence : 01	Lesson: 04(PUP)	I Listen and I do
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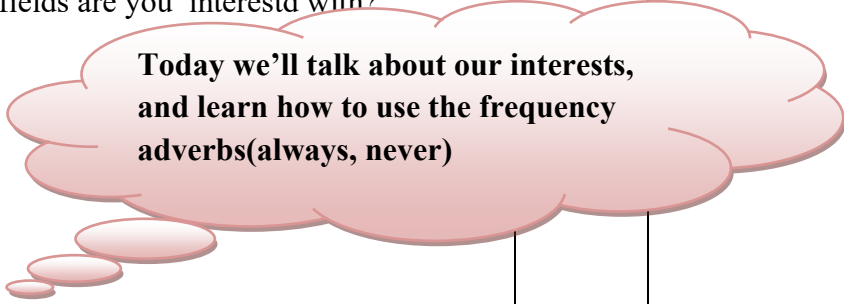

Learning Objective(s): by the end of this lesson ,my learner will be able to ask and give information using (always& never)


Targeted Competences: Interact .Interpret .Produce	Domain (s): Oral-Written (Both)	Materials: W .B-audio scripts –Pictures-
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Target Structures: Frequency adverbs(always, never) + present simple.

Cross Curricular Competencies	Core values
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<p>* Intel:He can understand, interpret verbal and non verbal messages.</p> <p>* Meth: He can work in pairs or in groups.</p> <p>* Com: He can use role play to communicate appropriately.</p> <p>* Per and Soc: He socializes through oral and written messages.</p>	<p>*Valuing group work.</p> <p>* Respect and turn taking when asking and answering.</p> <p>*Being helpful.</p>
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Time	Framework	Procedure	Focus	Objectives	Aids	VA KT V
05'	Warm Up:	<p>-T-Greets and welcomes his PPs</p> <p>-T-asks L some questions:</p> <p>-what do you like doing during your free time ?</p> <p>-Do you have any interests?</p> <p>-What fields are you interestd with?</p> <div style="text-align:center; margin-top:20px;">  <p>Today we'll talk about our interests, and learn how to use the frequency adverbs(always, never)</p> </div>	T/PPs	Introduce the topic	WB	V A T
15'	Presentati on	<p>-T- splits the class into small groups of 4 or 6 providing them with strips of paper containing scrambled sentences and asks them to order them to get a coherent dialogue. PPs are asked to act out the dialogue in pairs after giving the correct order.</p> <div style="border: 2px solid orange; border-radius: 20px; padding: 10px; margin-top: 20px;"> <p>Amal : Hi Karim, do you like computer games ?</p> <p>Karim: yes, I am keen on them.</p> <p>Amal : Which one do you prefer?</p> <p>Karim: “Game of thrones”, it’s amazing.</p> <p>Amal : How often do you play it ?</p> <p>Karim: I always play it but I never win. What about you?</p> <p>Amal : I don’t like computer games, I am fond of reading.</p> </div> <div style="text-align:right; margin-top: 20px;">  </div>	T/PPs	PPs' Copyb ook	V A T	


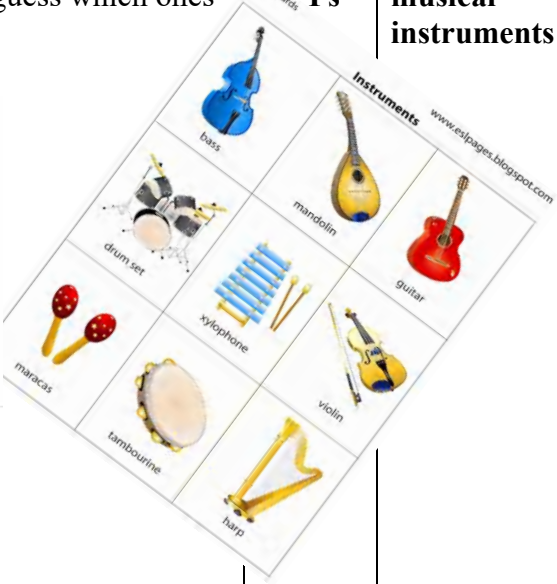


20'	Practice	<p>-T-reads the dialogue and asks PPs to play in pairs.</p> <p>-T-asks some questions:</p> <p>-What's Karim interested in?</p> <p>-What game does he prefer?</p> <p>-How often does he play it?</p> <p>-what's Amal interest?</p> <p>-What's she keen on?</p> <p>-How often does she read?</p> <p>Task 02 : 07/09 page 20 I pronounce</p> <p>-T-Helps PPs to select words related to abilities, inabilities, intrests and personalities Then use them in meaningful statements.</p> <p>-T-asks PPs to work in pairs on their own sentences to form a previous dialogue then they act it out.</p> <p>-T- corrects the dialogue with the whole class</p>	PPs/ PPs	Check PPs understanding	WB-PPs' Copybook	V A K T
20'	Use		T/PPs	To listen and match words with its corresponding sounds		V A K T

The Teacher's comments

What Worked	What hindered	Action Points
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-.....	-.....	-.....
-.....	-.....	-.....

Level: 3MS	S/Dridi Saadi Middle School	T: A-Chouit
Sequence : 01	Lesson: 05 I Read and Do. (PPU)	I Listen and I do
Learning Objective(s): by the end of this lesson, my PPs will be able to act out dialogues to talk about interests in Algerian music.		
Targeted Competences: Interact .Interpret .Produce	Domain (s): Oral-Written (Both)	Materials: WB- map Recorded musical sounds–Pictures-
Target Structures: Consolidation of frequency adverbs (always /never)W.H. Qs -Yes/No Qs.		
Cross Curricular Competencies		Core values
<ul style="list-style-type: none"> * Intel:He can understand, interpret verbal and non verbal messages. * Meth: He can work in pairs or in groups. * Com: He can use role play to communicate appropriately. * Per and Soc: He socializes through oral and written messages. 		<ul style="list-style-type: none"> * Valuing the intangible cultural heritage. * Being proud of belonging to Algeria with it's varied culture

Time	Framework	Procedure	Focus	Objectives	Aids	VA KT
10'	Warm Up:	<p>-T-Greets and welcomes his PPs</p> <p>-T-Invites the PPs to listen to some musical instruments and they try to guess which ones they are.</p> 	<p>Flashcards PPs</p> 	To identify different musical instruments	Recorded sounds of musical instruments	A
10'	Presentati on	<p>-T-Pins on the board pictures representing musical instruments from one side and their names in the other side of the board and asks them match.</p> <p>-T-Asks PPs to name some music genres and classify them into modern and old ones.</p>	/PPs/T	To name different musical instruments and classify music in its types	Picture s musical instru ments + WB	V A K T
20'	Practice	<p>-T-Invites his PPs to do Task 01 P24</p> <p>-T-Invites his PPs to do Tasks 3-4 P 25</p> <p>-T-Reminds his PPs with frequency verbs and he asks them to do task Tasks 9-10 P 27</p>	PPs/ PPs T/PPs	To reinforce the use of frequency verbs	WB	V A K T

20'	Use	<p>-T-Asks his PPs to do task 7 P 26 using the example given and to try to act out the dialogue with his partner and they are free to extra questions How often? Why do you like such kind of music?</p> <p>-T-checks their works guide them and offer some help later he corrects with the whole class.</p>		To act out the dialogue	WB-PPs' Copybook +book	A V T
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The Teacher's comments

What Worked	What hindered	Action Points
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-	-.....	-.....
-	-.....	-.....

Level: 3MS	S/Dridi Saadi Middle School	T: A-Chouit
Sequence : 01	Lesson: 06 I Read and Do. (PPU)	I Listen and I do
Learning Objective(s): by the end of this lesson, my PPs will be able to read texts and gather information about famous characters. -Write speeches about their hobbies and interests		
Targeted Competences: Interact .Interpret .Produce	Domain (s): Oral-Written (Both)	Materials: Mohammed’s video WB- PPs’ Copybook +book
Target Structures: lexis and expressions related to interests and hobbies.		
Cross Curricular Competencies		Core values
<p>* Intel:He can understand, interpret verbal and non verbal texts.</p> <p>* Meth: He can work in pairs or in groups. He can develop effective study methods, mobilise his resources efficiently and manage his time rationally.</p> <p>*Com: He can use information and communication technology, to interact with learners of other cultures. - He can face an audience.</p> <p>* Per and Soc: He can be inspired from outstanding people as role model.</p>		<p>* Valuing hard work and great achievements.</p> <p>* Valuing reading and thinking .</p> <p>*Supporting successful people</p> <p>*Sharing an outstanding person’s dream.</p>

Time	Framework	Procedure	Focus	Objectives	Aids	VA KT
05'	Warm Up	-T-Greets and welcomes his PPs			A video of Moha med Farah Djaloul	A
10'	Pre reading:	-T-Invites the PPs to see Mohammed’s video then he asks these questions: Did you know the boy? How did you hear about ? What is he talking about?	T/PPs	To introduce the topic		
30'	While Reading:	-T- asks PPs to open their books on P 30 . -T- divides the class into two groups G1 , reads the text on P30 and deals with its tasks (Tasks 1,2, 3 and 4page 30) G2 , reads the text on P31 and deals with its tasks (Tasks 5,6 and 7 page 31)	/PPs/T	Interpret dif texts in terms of lexis and comprehension	WB- PPs’ Copyb ook +book	V A K T
15'	Post reading:	-T -Asks each group to do his specific task and to report its work orally to the class. -T-Asks PPs to reads the text on P32 and deals with its tasks (Task 8 page 32 tasks 9, 10 and 11 page 33) -T-Invites the PPs to answer theses questions what is your hobby? Why? How can this interest or hobby help you? Who is your hero? What did he / she do? Do you have a dream? What do you do to make it become true? -T- Asks PPs to use their answers and write a meaningful speech about their interests	PPs/PPs	Produce a piece of writing out of questions	WB- PPs’ Copyb ook +book	V K T

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The Teacher's comments

What Worked	What hindered	Action Points
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Level: 3MS		S/Dridi Saadi Middle School			T: A-Chouit	
Sequence :01		Lesson:08			I learn to integrate.((PDP)	
Learning Objective(s): by the end of this lesson, my PPs will be able to work in small groups and write Mohamed's Profile.						
Targeted Competences: Interact .Interpret .Produce			Domain (s): Oral-Written (Both)		Materials: WB- PPs' Copybook +book	
Target Structures: lexis and expressions related to profile and reading						
Cross Curricular Competencies					Core values	
<p>* Intel:He can understand, interpret verbal and non verbal texts. The learner can use his critical thinking skills when gathering information for learning and research. He can solve problem situations using a variety of communication means. He can show some degree of autonomy in all areas of learning.</p> <p>* Meth: He can work in pairs or in groups. He can develop effective study methods, mobilize his resources efficiently and manage his time rationally - He can share information with the whole class..</p> <p>*Com: He can use information and communication technology, to interact with learners of other cultures.</p> <p>* Per and Soc: He can show responsibility towards team work.</p>					<p>* Being proud of belonging to Algeria .</p> <p>* Valuing the intangible cultural heritage.</p>	
Time	Framework	Procedure	Focus	Objectives	Aids	VAK T
05'	Warm Up	-T-Greets and welcomes his PPs				A
10'	Pre Writing	-T- Asks some comprehension questions: Do you know the Arab reading challenge competition ? Where do you watch it? What is the winner's reward?	T/PPs	To review prior knowledge.	WB-	A V
30'	While Writing	-T- Splits the class into small groups and asks the PPs to gather information as much as possible about Mohammed Farah Djaloud. -T- Asks PPs to open the books on P37 -T- Asks PPs to read the situation -T- Asks PPs to read the lay-out of the profile on P38 The information on P 38 The texts P(30, 31,32) if necessary.	PPs/ PPs	To collect information	WB- PPs' Copybook +book	V A K T
15'	Post Writing	Drafting: -T- invites PPs to start their work -T- helps, guides.... Redrafting: -T- asks PPs to check their works in peers Editing: -T- asks PPs to write their final work -T- invites PPs to present their posters to the class.	PPs/ PPs	To produce a profile	WB- PPs' Copybook +book	V K T
			PPs/T	To involve the PPs in peer and group correction.	Poster	

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The Teacher's comments

What Worked	What hindered	Action Points
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Level: 3MS		S/Dridi Saadi Middle School			T: A-Chouit	
Sequence :01		Lesson:09 I think and write.			Framework :PDP)	
Learning Objective(s): by the end of this lesson, my PPs will be able to prepare a poster about The Arab Reading Challenge.						
Targeted Competences: Interact .Interpret .Produce			Domain (s): Oral-Written (Both)		Materials: WB- PPs' Copybook +book	
Target Structures: lexis and expressions related to reading and the competition						
Cross Curricular Competencies					Core values	
<p>* Intel:He can understand, interpret verbal and non verbal texts. The learner can use his critical thinking skills when gathering information for learning and research. He can solve problem situations using a variety of communication means. He can show some degree of autonomy in all areas of learning.</p> <p>* Meth: He can work in pairs or in groups. He can develop effective study methods, mobilize his resources efficiently and manage his time rationally - He can use reading strategies to collect data.</p> <p>*Com: He can use English to write a poster. He can process digital data.</p> <p>* Per and Soc: He can show some degree of autonomy in learning.</p>					<p>* Being proud of belonging to Algeria . * Valuing the intangible cultural heritage.</p>	
Time	Framework	Procedure	Focus	Objectives	Aids	VAK T
05'	Warm Up	-T-Greets and welcomes his PPs				A
10'	Pre Writing	-T- Asks some comprehension questions: Do you know the Arab reading challenge competition ? Where do you watch it? What is the winner's reward?	T/PPs	To review prior knowledge.	WB-	A V
30'	While Writing	-T- Splits the class into small groups and asks the PPs to gather information as much as possible about Mohammed Farah Djaloud. -T- Asks PPs to open the books on P39 -T- Asks PPs to read the situation -T- Asks PPs to read the lay-out of the poster on P39 The information on P 39 The texts P(1, 2,3) if necessary.	PPs/ PPs	To collect information To familiarize PPs with the layout of a poster	WB- PPs' Copybook +book	V A K T
15'	Post Writing	Drafting: -T- invites PPs to start their work individually. -T- guides, motivates controls and offers help if needed. Redrafting: -T- asks PPs to check their works in peers Editing: -T- invites PPs to present their posters to the class and try to correct together.	PPs/ PPs PPs/T	To produce a poster To present the poster and share information with the whole class	WB- PPs' Copybook +book Poster	V K T

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The Teacher's comments

What Worked	What hindered	Action Points
-		
.....
.....
-	-	-
.....
-	-	-
.....





Jigsaw

9	3			5	6
5			1		9
	9	2	4		1
2	6	7	9		
	6	9	5	3	
		4	6	8	7
6	5	3	9		
2		1			8
3	1			2	5

Sudoku

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