

Perfect  I'll now prepare Teacher's Diary (all units 1–9) in the **exact tabular format** given in your THB, with **brief teacher notes** at the end of each unit. This way you'll have a **complete diary ready for the year**.



Teacher's Diary – Class IX English (Complete)

Unit 1 – The Fun They Had / The Road Not Taken / The Lost Child

Period No.	Name of the Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
1	Pre-Reading & Reading Seg-1 (<i>The Fun They Had</i>)		Picture reading, discussion, mind map	Textbook, IFP	Students curious
2	Reading Seg-2		Model & student reading, vocab	Textbook, glossary	Pronunciation issues
3	Reading Seg-3		Scaffolded reading, Q–A	Textbook, WB	Students linked to online classes
4	Thinking about the Text		Oral Qs, diary writing	Textbook	Active participation
5	Thinking about Language		Adverbs, adjectives, WB activity	Textbook, WB	Needed more practice
6	Grammar – conditionals		Exercises on <i>if/unless</i>	Textbook, WB	Some confusion
7	Writing Activity		Formal letter, editing	Textbook, WB	Format mistakes
8	Speaking Activity		Debate on schools	Vocabulary box	Students enjoyed

Period No.	Name of the Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
9	Poem Intro & Recitation		Teacher recitation, chorus reading	Textbook, audio	Good involvement
10	Poem – Comprehension		Stanza paraphrasing, mind map	Blackboard	Related to real life
11	Poetic Devices		Identify metaphor, rhyme, alliteration	Chart	Confused assonance/alliteration
12	SR – Reading Seg-1 (<i>The Lost Child</i>)		Brainstorming, model reading	Textbook	Students connected
13	SR – Reading Seg-2		Silent reading, comprehension	Textbook, WB	Students empathetic
14	SR – Thinking & Writing		Q–A, para writing “Lost in a fair”	Textbook, notebook	Students creative

- 1. Strategies: Debate, diary writing, picture discussion → Effective, boosted curiosity.**
Next time: more pair-work.
- 2. Difficulties: Grammar (conditionals), vocabulary. → More scaffolding & worksheets.**
- 3. Resources: Short videos on schools (past/future).**
- 4. Adjustment: Slowed reading pace when students struggled with vocabulary.**

Teacher Notes (Unit 1): Students enthusiastic; vocabulary & grammar were challenging; speaking tasks boosted confidence.

Unit 2 – The Sound of Music / Wind / The Adventures of Toto

Period No.	Concept	Date	Activities Conducted	TLM	Remarks
1	Pre-reading & Seg-1 (Evelyn)		Pictures, model reading, vocab	Textbook, IFP	Students inspired
2	Reading Seg-2		Collaborative reading, Q–A	Textbook, WB	Motivated but text lengthy
3	Thinking about Text (Evelyn)		Oral/written Qs, WB poem	Textbook, WB	Good participation
4	Reading Seg-3 (Bismillah Khan)		Group reading, glossary, Q–A	Textbook	Students interested
5	Thinking about Text (Bismillah Khan)		Oral Qs, WB activities	Textbook, WB	Students enjoyed
6	Grammar – to+verb		Textual & WB exercises	Textbook, WB	Confusion noted
7	Speaking		Role play – introducing guest	Blackboard	Some hesitation
8	Writing		Paragraph on music	Notebook	Grammar errors
9	Poem Intro & Recitation (<i>Wind</i>)		Teacher recitation, chorus	Textbook	Students liked rhythm
10	Poem – Comprehension		Paraphrasing stanzas	Blackboard	Theme understood
11	Poetic Devices		Identify alliteration, personification	Chart	Confusion with metaphor
12	SR Reading Seg-1 (<i>Toto</i>)		Model reading, vocab	Textbook	Students amused
13	SR Reading Seg-2		Silent/group reading	Textbook, WB	Students engaged

Period No.	Concept	Date	Activities Conducted	TLM	Remarks
14	SR Thinking & Writing		Q-A, diary on pets	Notebook	Students enjoyed

1. **Strategies:** Role play (guest intro), group reading, debate → Effective, but shy students hesitant. Next time: assign peer mentors.
2. **Difficulties:** Grammar (to + verb), poetic devices. → Use flashcards & practice drills.
3. **Resources:** Audio clips (shehnai, Evelyn's music), animated poem recitation.
4. **Adjustment:** Gave extra explanation when grammar confused students.

Teacher Notes (Unit 2): Very engaging; grammar & poetic devices difficult; humour & music themes kept students active.

Unit 3 – The Little Girl / Rain on the Roof / Iswaran the Storyteller

Teacher's Diary – Unit 3

(*The Little Girl – Prose, Rain on the Roof – Poem, Iswaran the Storyteller – SR*)

Period No.	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
1	Pre-Reading & Reading Segment-1 (<i>The Little Girl</i>)	—	Picture discussion about families, teacher model reading	Textbook, IFP, chart	Students related to family experiences
2	Reading Segment-2	—	Silent reading, group discussion, vocabulary	Textbook, glossary	Students struggled with “wretched,” “horror-stricken”

Period No.	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
3	Reading Segment-3	___	Scaffolded reading, Q-A, workbook exercises	Textbook, workbook	Students engaged; some difficulty with inferential Qs
4	Thinking about the Text	___	Oral comprehension, diary entry writing “My Father”	Textbook, notebook	Students expressed mixed feelings, enjoyed diary
5	Thinking about Language	___	Exercises on phrasal verbs & grammar (pg. in TB/WB)	Textbook, workbook	Students confused with phrasal verbs; needs practice
6	Writing Activity	___	Paragraph writing on “My Family Experience”	Notebook, worksheet	Students wrote freely but grammar errors noted
7	Poem <i>Rain on the Roof</i> – Introduction & Recitation	___	Teacher recitation, chorus reading, personal recall of rainy day	Textbook, audio	Students liked rhythm; enjoyed personal sharing
8	Poem – Comprehension	___	Paraphrasing stanzas, Q-A discussion	Blackboard, worksheet	Students understood theme of memory & nostalgia
9	Poetic Devices	___	Identification of alliteration, personification, rhyme	Chart, notebook	Students mixed up alliteration & consonance

Period No.	Name of the Concept to be taught	Date	Activities Conducted during the teaching	TLM Used	Remarks
10	SR <i>Iswaran the Storyteller</i> – Reading Seg-1	—	Pre-reading, teacher model reading, vocab	Textbook, IFP	Students amused by humour & exaggeration
11	SR – Reading Seg-2	—	Silent/group reading, comprehension Qs	Textbook, WB exercises	Students engaged, enjoyed ghost-story element
12	SR – Thinking & Writing	—	Q–A, creative writing: “A funny story I heard”	Textbook, notebook	Students enjoyed sharing stories, some shy

1. **Strategies:** Diary writing, personal sharing, story-telling → Very effective. Next time: encourage shy students with small groups.
2. **Difficulties:** Vocabulary (wretched, horror-stricken), phrasal verbs, poetic devices. → More examples & peer discussion.
3. **Resources:** Videos/visuals on rainy days; flashcards for phrasal verbs.
4. **Adjustment:** Allowed extra time for poem discussion when students struggled.

Teacher Notes (Unit 3): Emotional connection strong; vocabulary tough; phrasal verbs & poetic devices need reinforcement.

Unit 4 – A Truly Beautiful Mind / The Lake Isle of Innisfree / In the Kingdom of Fools

Period	Concept	Date	Activities	TLM	Remarks
1–3	Reading Segments (<i>Einstein's life</i>)		Teacher & student reading, glossary	Textbook	Students inspired

Period	Concept	Date	Activities	TLM	Remarks
4	Thinking about Text		Oral Q–A, group work	Textbook	Good comprehension
5	Grammar		Clauses & WB activities	Textbook, WB	Some confusion
6	Writing		Paragraph on “A great scientist”	Notebook	Creative writing done
7–8	Poem Intro & Recitation (<i>Innisfree</i>)		Teacher recitation, personal recall	Textbook, audio	Students liked imagery
9	Poem – Poetic Devices		Identify metaphor, imagery	Chart	Students engaged
10–12	SR Reading & Activities (<i>Kingdom of Fools</i>)		Reading, Q–A, role play	Textbook, WB	Students enjoyed humour

1. **Strategies:** Map reading, imagination exercises for poem, role play → Effective.
Next time: more visuals for abstract poem.
2. **Difficulties:** Grammar (clauses), poem symbolism. → Break down examples.
3. **Resources:** Short film on Einstein; audio recording of Yeats.
4. **Adjustment:** Shifted focus to group interpretation when poem seemed abstract.

Teacher Notes (Unit 4): Einstein’s life inspired; poem created imagination; SR story entertaining; grammar moderate difficulty.

Alright  I’ll now give you the **full expanded Teacher’s Diary tables for Units 5–9**, in the same **columns format** as in your THB, with **brief Teacher Notes** at the end of each unit.



Unit 5 – The Snake and the Mirror / A Legend of the Northland / The Happy Prince

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
1	Pre-Reading & Reading Seg-1 (<i>The Snake and the Mirror</i>)		Teacher intro with snake pictures, model reading	Textbook, IFP	Students excited
2	Reading Seg-2		Silent reading, Q-A	Textbook	Students enjoyed humour
3	Reading Seg-3		Collaborative reading, comprehension	Textbook, WB	Students laughed at humour
4	Thinking about Text		Oral & written Qs	Textbook	Students participated well
5	Grammar/Language		Adjective–Adverb exercises	WB	Needed practice
6	Writing		Short narrative writing “A scary incident”	Notebook	Students wrote interesting stories
7	Poem Intro & Recitation (<i>A Legend of the Northland</i>)		Teacher recitation, chorus reading	Textbook	Students liked rhythm
8	Poem Comprehension		Paraphrasing, Q-A	Blackboard	Understood moral well
9	Poetic Devices		Identified rhyme, ballad style	Chart	Students active

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
10	SR Reading Seg-1 (<i>The Happy Prince</i>)		Model reading, glossary	Textbook	Students touched
11	SR Reading Seg-2		Silent reading, Q-A	Textbook	Emotional connection
12	SR Thinking & Writing		Para writing “Helping the Poor”	Notebook	Students wrote sincerely

- Strategies:** Humour in narration, chorus reading, story retelling → Students enjoyed. Next time: more guided Qs.
- Difficulties:** Grammar (adverbs), poem vocabulary. → Give glossary beforehand.
- Resources:** Pictures/short video of Northland; audio of “The Happy Prince.”
- Adjustment:** Added extra oral discussion when some looked confused in poem.

Teacher Notes (Unit 5): Prose humorous and engaging; poem moral simple; SR deeply emotional; grammar moderate difficulty.

Unit 6 – My Childhood / No Men Are Foreign / Weathering the Storm in Ersama

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
1	Pre-Reading & Reading Seg-1 (<i>My Childhood</i>)		Teacher intro on Dr. A.P.J. Abdul Kalam, model reading	Textbook, picture	Students inspired
2	Reading Seg-2		Silent reading, Q-A	Textbook	Students discussed values
3	Reading Seg-3		Collaborative reading, vocab	Textbook	Students active

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
4	Thinking about Text		Oral Qs, value-based discussion	Textbook	Students motivated
5	Grammar/Language		Exercises on articles & WB tasks	WB	Needed support
6	Writing		Essay "My Role Model"	Notebook	Students wrote well
7	Poem Intro & Recitation <i>(No Men Are Foreign)</i>		Teacher recitation, chorus reading	Textbook	Students connected with message
8	Poem Comprehension		Stanza paraphrasing, Q-A	Blackboard	Understood universal brotherhood
9	Poetic Devices		Identify metaphor, repetition	Chart	Students active
10	SR Reading Seg-1 <i>(Weathering the Storm)</i>		Teacher reading, glossary	Textbook	Students engaged
11	SR Reading Seg-2		Silent reading, Q-A	Textbook	Students empathetic
12	SR Thinking & Writing		Para writing "Courage in Hardship"	Notebook	Students emotional

- Strategies:** Value-based discussion, essay writing on role models, personal sharing
→ Very effective.
- Difficulties:** Grammar (articles), abstract poem comprehension. → Use worksheets & simpler paraphrase.
- Resources:** Video clips of Abdul Kalam, visuals of disasters.
- Adjustment:** Slowed down during poem; gave real-life examples of unity.

Teacher Notes (Unit 6): Kalam's lesson inspiring; poem promoted unity; SR moving and emotional; grammar weakest area.

Unit 7 – Reach for the Top / On Killing a Tree / The Last Leaf

Period No.	Concept to be taught	Date Activities Conducted	TLM Used	Remarks
1	Pre-Reading & Seg-1 (<i>Santosh Yadav</i>)	Intro with mountaineering pics, model reading	Textbook, IFP	Students inspired
2	Reading Seg-2	Silent reading, Q-A	Textbook	Students motivated
3	Thinking about Text	Oral discussion	Textbook	Good responses
4	Pre-Reading & Seg-1 (<i>Maria Sharapova</i>)	Teacher intro, reading	Textbook	Students interested
5	Reading Seg-2	Silent reading, Q-A	Textbook	Students active
6	Thinking about Text	Oral/written Qs	Textbook	Students engaged
7	Grammar/Language	Degrees of comparison, WB exercises	WB	Needed clarity
8	Poem Recitation (<i>On Killing a Tree</i>)	Teacher recitation, explanation	Textbook	Students serious
9	Poem Comprehension	Stanza analysis, Q-A	Blackboard	Understood symbolism
10	Poetic Devices	Identified metaphor, irony	Chart	Students active

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
11	SR Reading Seg-1 (<i>The Last Leaf</i>)		Teacher model reading	Textbook	Students emotional
12	SR Reading Seg-2		Silent/group reading, Q-A	Textbook	Students touched
13	SR Thinking & Writing		Para writing “Hope and Sacrifice”	Notebook	Students inspired

1. **Strategies:** Inspiring pictures, group Q-A, para writing on “Hope” → Motivating.
2. **Difficulties:** Grammar (degrees of comparison), poem’s extended metaphor. → More scaffolded practice.
3. **Resources:** Short clips on mountaineering, deforestation, painting.
4. **Adjustment:** Simplified metaphors when students looked confused.

Teacher Notes (Unit 7): Biographies motivated; poem thought-provoking; SR highly emotional; grammar needed scaffolding.

Unit 8 – Kathmandu / A Slumber Did My Spirit Seal / A House Is Not a Home

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
1	Pre-Reading & Reading Seg-1 (<i>Kathmandu</i>)		Teacher intro with map/pictures, model reading	Textbook, atlas	Students curious
2	Reading Seg-2		Silent/group reading, vocab	Textbook	Students engaged

Period No.	Concept to be taught	Date	Activities Conducted	TLM Used	Remarks
3	Reading Seg-3		Collaborative reading, Q-A	Textbook	Students enjoyed travel theme
4	Thinking about Text		Oral/written Qs	Textbook	Students motivated
5	Grammar/Language		Exercises on non-finite verbs	WB	Confused learners
6	Writing		Travelogue writing	Notebook	Students creative
7	Poem Recitation (A <i>Slumber Did My Spirit Seal</i>)		Teacher recitation, chorus	Textbook	Students quiet but attentive
8	Poem Comprehension		Stanza analysis, Q-A	Blackboard	Understood grief theme
9	Poetic Devices		Identify metaphor, imagery	Chart	Students less confident
10	SR Reading Seg-1 (A <i>House is Not a Home</i>)		Teacher model reading	Textbook	Students engaged
11	SR Reading Seg-2		Silent/group reading	Textbook	Students emotional
12	SR Thinking & Writing		Para writing “Losing and Regaining”	Notebook	Students expressive

- Strategies:** Map work, travelogue writing, personal experiences → Engaging.
- Difficulties:** Grammar (non-finites), abstract poem. → Give step-by-step rules and annotated text.
- Resources:** Travel videos of Kathmandu, animation for poem.
- Adjustment:** Gave extra oral explanation when students struggled with poem's abstract meaning.

Teacher Notes (Unit 8): Travel story engaging; poem abstract and harder; SR emotional; grammar area weak.

Unit 9 – If I Were You / The Beggar

Period No.	Concept to be taught	Date Activities Conducted	TLM Used	Remarks
1	Pre-Reading & Seg-1 (<i>If I Were You</i>)	Teacher intro about drama, role play	Textbook, IFP	Students curious
2	Reading Seg-2	Teacher & student reading, Q-A	Textbook	Students engaged
3	Reading Seg-3	Group reading, role play	Textbook	Students enjoyed
4	Thinking about Text	Oral/written Qs, discussion	Textbook	Students participated
5	Grammar/Language	Exercises on reported speech	WB	Needed practice
6	Speaking/Role Play	Students act as Gerrard/Intruder	Blackboard	Students enthusiastic
7	SR Reading Seg-1 (<i>The Beggar</i>)	Teacher model reading, glossary	Textbook	Students attentive
8	SR Reading Seg-2	Silent/group reading, Q-A	Textbook	Students understood moral
9	SR Thinking & Writing	Para writing “Importance of Honest Work”	Notebook	Students wrote sincerely

1. Strategies: Role play, dramatization, peer acting → Very effective; high energy. Next time: assign roles earlier.
2. Difficulties: Grammar (reported speech). → More practice with dialogues.
3. Resources: Audio/visual staging of play; short moral stories.

4. Adjustment: Extended speaking activity when students showed enthusiasm.

Teacher Notes (Unit 9): Drama form enjoyable; SR moral clear; role plays boosted confidence; grammar weak but improving.
