

# English Ladder

## Teaching Guide

### Concept #23: All | Each | Every | None

A concise classroom guide with lesson flow, teaching cues, and a ready-to-use answer key built around the same English Ladder concept sheet.



Grammar Concepts #2	Key Points	Additional Notes	Summary	Additional Examples with Commentary
---------------------	------------	------------------	---------	-------------------------------------

#### Visual anchor

Use the concept poster to spotlight the main language pattern in **Concept #23: All | Each | Every | None** and keep the explanation visible during practice and discussion.

**ENGLISH LADDER**

Concept #23 ► All | Each | Every | None

Sentences in **blue** refer to all the books in the world. Underlined words reflect irregular styles.

**"Each"** emphasizes the uniqueness of each book. → Each of the books is interesting in its own way. Each book is interesting in its own way.

**"Every"** or **"every one of"** emphasizes the fact that the entire group of books is interesting. → Every one of the books is interesting. Every book is interesting.

Note that we use either 2 words (*all books*) or 4 words (*all of the books*). We never use 3 words as in *"all of books"*.

**"Either"** suggests there is a future choice or action. → Either (one) of the books will be interesting. Either book will be interesting.

None of the books are interesting. No books are interesting.

englishladder.com



## At a Glance

<p><b>Lesson focus</b> Concept #23: All   Each   Every   None</p>	<p><b>Suggested timing</b> 45-60 minutes</p>
<p><b>Core objective</b> Students explain the target pattern clearly and apply it accurately in controlled practice and discussion.</p>	<p><b>Materials</b> Student PDF, the concept image, board space, and time for partner checking.</p>

## Suggested Lesson Flow

<b>Warm-up</b>	Display the concept image and ask learners to predict the rule behind <b>Concept #23: All   Each   Every   None</b> before reading the explanation.
<b>Model</b>	Walk through the Core Idea and the sections on Key Points, Additional Notes, Summary. Pause after each part so students can restate the pattern in plain English.
<b>Guided practice</b>	Project two or three examples from the concept sheet and ask pairs to explain why each choice works, not just what the answer is.
<b>Independent work</b>	Assign the 24 practice items for quiet work, partner checking, and final feedback.
<b>Closure</b>	Ask students to create one new sentence or mini-example of their own that follows the same pattern.



## Likely Learner Errors

- Learners may overgeneralize the first pattern they notice. Keep returning to **Key Points, Additional Notes, Summary** and ask students to explain what changes from one example to the next.
- Long explanations can hide the signal word or structure. Have students underline the exact phrase that tells them which form, pattern, or response is needed.
- If students can choose an answer but cannot explain it, ask them to justify their choice using words taken directly from the concept sheet.

## Differentiation and Delivery Notes

- Support: teach one section at a time, then send students back to **the examples** or the practice set so they can apply the same rule immediately.
- Pair work: let students compare answers aloud before you reveal the key. The explanation step is as important as the final answer.
- Extension: ask stronger students to write two fresh examples or a short dialogue that uses the same target language accurately.

## Model Language from the Concept Sheet

- All of the books are interesting. This means every single book in the group is interesting.
- All books are interesting. This is a more general statement, indicating that books, in general, are interesting.
- All of the students passed the exam.
- All movies directed by him are fantastic.
- She read all the articles on the website.
- Each of the books is interesting in its own way. This means every book, individually, is interesting and has its unique qualities.



## Answer Key

Use this key for whole-class feedback or fast marking.

**ITEM 01**

A) All of the students submitted their assignments on time.

**ITEM 02**

A) Each of the team members has a unique role.

**ITEM 03**

A) Every student must wear a uniform.

**ITEM 04**

A) Both of the twins are excellent athletes.

**ITEM 05**

A) Neither of the options is acceptable.

**ITEM 06**

A) You can choose either the blue shirt or the red shirt.

**ITEM 07**

B) None of the proposals was approved.

**ITEM 08**

A) Each employee was given a bonus.

**ITEM 09**

A) Every house on the street was decorated for the festival.

**ITEM 10**

B) Both solutions was implemented successfully.

**ITEM 11**

A) Neither of the solutions solved the problem.

**ITEM 12**

A) Either route will get you to the destination.

**ITEM 13**

A) None of the employees knew about the meeting.

**ITEM 14**

A) All the flowers in the garden are blooming.

**ITEM 15**

A) Each day brings new opportunities.

**ITEM 16**

A) Every car on the street was stopped.

**ITEM 17**

A) Both friends decided to travel together.

**ITEM 18**

A) Either method is acceptable.

**ITEM 19**

B) Neither of the answers were correct.

**ITEM 20**

A) Each car is parked correctly.

**ITEM 21**

A) All participants were present.

**ITEM 22**

A) Every book on the shelf is new.

**ITEM 23**

B) Neither of the students were late.

**ITEM 24**

B) Each of the options have advantages.



## Feedback Cues

- Item 01: Explanation: This sentence correctly uses "all of" to refer to the entire group of students. The other option uses incorrect grammar.
- Item 02: Explanation: "Each" emphasizes the individuality of team members, correctly followed by a singular verb "has". The other option uses an incorrect verb form.
- Item 03: Explanation: "Every" is used to refer to all students collectively, with a singular verb "must wear". The other option uses an incorrect plural form.
- Item 04: Explanation: "Both" correctly refers to the two twins together, followed by a plural verb "are". The other option uses an incorrect verb form.
- Item 05: Explanation: "Neither" correctly indicates that not one of the two options is acceptable, followed by a singular verb "is". The other option uses an incorrect verb form.
- Item 06: Explanation: "Either" indicates a choice between two options. The other option uses an incorrect conjunction "nor".