

Comparing Partners in Learning

Comparatives, Superlatives and Expressions of Equality · School, Students and Families

Name: _____

Date: _____

Score: _____ / 34

Learning objectives

By the end of this worksheet you will be able to: (1) understand a short text about the school–student–family partnership; (2) form and use comparatives and superlatives; (3) express equality and inequality with *as ... as*, *not as ... as* and *the same as*.

PART A · Reading

Read the text. Pay attention to the words in **bold**: they are examples of the grammar in this worksheet.

Three Partners, One Learner

Northfield Learning Network is a group of five schools. Two years ago, its leadership team decided to investigate one important question: *what helps students learn best*? The answer was clear. Students make **the most** progress when the school, the student and the family work together as partners.

The network compared two groups of students. In the first group, families received information about learning only twice a year, at the end of each term. In the second group, teachers, students and families met more often and agreed on shared goals. The results were impressive. Students in the second group attended school **more regularly** and completed their homework **more consistently than** students in the first group. Their reading scores were also **higher**.

The most surprising finding was about homework. Many parents believed that helping with every task was **the best** way to support their children. However, the research showed that talking about the value of education was **just as important as** helping with homework, and sometimes **more effective**. When parents controlled homework too much, students became **less independent**.

Teachers noticed changes too. In student-led conferences, students explained their own progress to their families. According to one teacher, these meetings were **far more useful than** traditional parent meetings, because students were **more involved** and reflected **more carefully** on their learning. Parents said the conferences were **not as formal as** the old meetings, so they felt **more comfortable** asking questions.

Not everything was easy. For some families, attending meetings was **harder than** expected because of their work schedules. The network solved this problem by offering online meetings, which quickly became **the most popular** option among working parents.

The headmaster of **the largest** campus summarized the experience in two sentences: "**The earlier** we communicate, **the better** the results. A school is only **as strong as** the partnership between its teachers, students and families."

PART B · Reading Comprehension

Choose the correct answer (a, b, c or d) according to the text.

1. **What was the main purpose of the research?**
a) To compare the five campuses of the network b) To find out what helps students learn best
c) To reduce the amount of homework d) To train new teachers
2. **How often did families in the first group receive information about learning?**
a) Twice a year b) Every week
c) Every month d) Only at the start of the year
3. **Compared with the first group, students in the second group...**
a) had lower reading scores b) needed more help from their parents
c) completed less homework d) attended school more regularly
4. **According to the research, talking about the value of education was...**
a) less important than homework help b) only useful for younger students
c) at least as important as helping with homework d) the only thing that mattered
5. **Why did parents feel more comfortable in student-led conferences?**
a) The meetings were less formal b) The meetings were shorter
c) Teachers did all the talking d) The meetings took place online
6. **What problem did some families have?**
a) They did not understand the curriculum b) They could not use the online platform
c) They did not agree with the shared goals d) Their work schedules made attending meetings difficult
7. **What is the headmaster's main message?**
a) The largest campus has the best teachers b) A school's strength depends on the partnership
c) Meetings should happen less often d) Families are more important than teachers

PART C · Grammar Focus

1. Comparatives: comparing two things

We use comparatives to compare **two** people, things or groups. We normally use **than** after the comparative.

Adjective type	Rule	Examples
One syllable	add -er (double the final consonant after one short vowel)	high → higher · large → larger · big → bigger
Two syllables ending in -y	change -y to -ier	easy → easier · busy → busier
Two or more syllables	more / less + adjective	more effective · less formal
Irregular	learn by heart	good → better · bad → worse · far → further

- Students in the second group attended school **more regularly than** students in the first group.
- Make the difference stronger with **much, far, a lot**, or smaller with **a little, slightly**: These meetings were **far more useful**.
- The **+ comparative, the + comparative** shows that two things change together: **The earlier** we communicate, **the better** the results.

2. Superlatives: one thing in a group of three or more

We use superlatives to show that one thing is at the top (or bottom) of a group. We normally use **the** before the superlative.

Adjective type	Rule	Examples
One syllable	the + adjective + -est	the highest · the largest · the biggest
Two syllables ending in -y	the + -iest	the easiest · the busiest
Two or more syllables	the most / the least + adjective	the most popular · the least expensive
Irregular	learn by heart	good → the best · bad → the worst · far → the furthest

- Common patterns: **in** + place/group (*the largest campus **in** the network*), **of** + group (*the best **of** all the strategies*), **one of the** + superlative + plural noun (*one of the most effective **strategies***), and the present perfect with **ever** (*the best initiative we have **ever** introduced*).

3. Equality and inequality

We use **as ... as** to say two things are **equal**, and **not as ... as** to say they are **not equal**.

Structure	Meaning	Example
as + adjective/adverb + as	equal	Talking about education is as important as homework help.
not as / not so + adjective + as	less than	The conferences were not as formal as the old meetings.
as much + uncountable noun + as	equal quantity	She does as much homework as her brother.
as many + plural noun + as	equal number	We held as many meetings as last year.
the same (+ noun) as	identical	Our policy is the same as theirs.
just / nearly / twice as ... as	degree	Peer feedback is just as useful as teacher feedback.

Common mistakes

✗ more better → ✓ better | ✗ bigger that → ✓ bigger **than** | ✗ as important than → ✓ as important **as**
 ✗ It is most popular option → ✓ It is **the** most popular option | ✗ the same than → ✓ the same **as**

PART D · Practice

Exercise 1 · Comparatives

Complete the sentences with the comparative form of the word in brackets.

- Formative assessment is _____ (useful) than a single final exam for guiding teaching.
- Students who set their own goals usually work _____ (hard) than students who do not.
- This year's attendance results are _____ (good) than last year's.
- Two-way communication is _____ (easy) to maintain with an online platform than with paper letters.

Exercise 2 • Superlatives

Complete the sentences with the superlative form of the word in brackets. Remember to use *the*.

1. Academic socialization is one of _____ (effective) forms of family engagement.
2. Our central campus has _____ (large) number of students in the network.
3. For many working parents, finding time for school meetings is _____ (big) challenge.
4. Student-led conferences are _____ (successful) initiative we have ever introduced.
5. Poor communication was _____ (bad) problem in the first group of families.
6. Reading together is one of _____ (simple) ways to build a positive home learning environment.

Exercise 3 • Comparatives and superlatives (mixed)

Complete the sentences with the comparative or superlative form of the word in brackets. Look for clues such as *than, in, of all and the*.

1. A growth mindset makes students _____ (resilient) when they face difficult tasks.
2. Of all the strategies we tried, shared goals were _____ (practical).
3. Teachers found the new data dashboard _____ (clear) than the old paper reports.
4. Grade 9 had _____ (high) reading scores in the whole network this year.
5. Feedback is _____ (valuable) when it is specific than when it is general.
6. The end of the term is _____ (busy) time of the year for our teaching staff.
7. After the workshops, families felt _____ (confident) about supporting learning at home than before.
8. Early intervention is _____ (cheap) and more effective than late remediation.
9. Ms. Rivera is _____ (experienced) teacher in our professional learning community.
10. The needs of students in Tier 3 are _____ (serious) than those of students in Tier 2.

Exercise 4 · Equality and inequality

Complete the sentences using *as ... as*, *not as ... as*, *as much / as many ... as* or *the same as* and the word in brackets. = = equal ≠ = not equal (less)

1. Our small campus is _____ the large campus in family engagement. (successful =)
2. Written reports are _____ face-to-face conversations with teachers. (informative ≠)
3. In the pilot group, girls completed _____ boys. (homework =)
4. Controlling homework help is _____ many parents believe. (important ≠)
5. This year we held _____ last year, but attendance was much higher. (meetings =)
6. The assessment policy at the north campus is _____ the policy at the south campus. (same =)
7. For many students, feedback from classmates is _____ feedback from teachers. (just / useful =)

Reflection: Which of the three partners (school, student, family) do you think has **the biggest** influence on learning in your school? Write two sentences using a comparative and an expression of equality.
