



Reading Comprehension

Conceptual Relationships

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Conceptual Relationships

This two-page worksheet helps middle school and high school students understand conceptual relationships between words and between sentences, including causality, contradiction, elaboration, and specificity. Students are first presented with examples of pairs of words and the conceptual relationship between each pair, and then must determine the conceptual relationship between more pairs of words. Finally, students engage in different fill-in-the-blank exercises to determine relationships and to demonstrate relationships. Understanding conceptual relationships is so important to students' overall comprehension of both written and verbally presented content. Includes an answer key.

Name _____

Date _____

Conceptual Relationships

Words have meanings.

Two words have two meanings.

There is a relationship between those meanings.

Examples: hot...cold, up...down, fast...slow (opposites)
teacher...school, cop...precinct (worker and place of work)
fire...hot, cheetah...fast (noun and adjective describing that noun)

What is the relationship between the following sets of pairs?

1) bird...nest, bat...cave, bee...hive

2) doctor...stethoscope, conductor...baton, mechanic...wrench

3) window...square, earth...round, movie poster...rectangular

4) fruit...apple, vehicle...helicopter, animal...leopard

Sentences have meanings; they state ideas or concepts.

Two sentences in a row have a relationship between their ideas/concepts.

The second sentence's concept relates to the first sentence's concept in some way.

For example, the second sentence's concept may contradict, state an effect, state a cause, or give an example of the first sentence's concept.

First sentence: **My cat is getting really fat.**

Second sentence:	He is really losing weight.	(contradicts)
	He can barely get up the stairs.	(states an effect)
	He is eating too much food.	(states a cause)
	He weighs nineteen pounds!	(gives an example)

Directions: Write four sentences that have the following relationships to the first.

First sentence: **I am scared of flying.**

Second sentence: _____ (contradicts)

_____ (states an effect)

_____ (states a cause)

_____ (gives an example)

Conceptual Relationships—Answer Key

Words have meanings.

Two words have two meanings.

There is a relationship between those meanings.

Examples: hot...cold, up...down, fast...slow (opposites)
 teacher...school, cop...precinct (worker and place of work)
 fire...hot, cheetah...fast (noun and adjective describing that noun)

What is the relationship between the following sets of pairs?

- 1) bird...nest, bat...cave, bee...hive
 an animal and where it lives
- 2) doctor...stethoscope, conductor...baton, mechanic...wrench
 a worker and an object he or she uses for work
- 3) window...square, earth...round, movie poster...rectangular
 an object and its shape
- 4) fruit...apple, vehicle...helicopter, animal...leopard
 a category and an item within that category

Sentences have meanings; they state ideas or concepts.

Two sentences in a row have a **relationship** between their ideas/concepts.

The second sentence's concept **relates** to the first sentence's concept in some way.

For example, the second sentence's concept may contradict, state an effect, state a cause, or give an example of the first sentence's concept.

First sentence: **My cat is getting really fat.**

Second sentence: He is really losing weight.	(contradicts)
He can barely get up the stairs.	(states an effect)
He is eating too much food.	(states a cause)
He weighs nineteen pounds!	(gives an example)

First sentence: **I am scared of flying.**

(Note: The following answers are examples; many sentences would work.)

Second sentence: <u>I love to fly.</u>	(contradicts)
<u>I have to drive to visit my grandma in Ohio.</u>	(states an effect)
<u>When I was little, my uncle died in a plane crash.</u>	(states a cause)
<u>The last time I flew my hands shook from fear.</u>	(gives an example)

Name _____

Date _____

Conceptual Relationships between Sentences

What does each second sentence do in relation to the first sentence?

Choose from:	contradicts	(says the opposite)
	states an effect	(states a result)
	states a cause	(gives the reason)
	gives an example	(gives more specific info)

First sentence: **My grandma is really sweet.**

Second sentence: I love going to visit her. _____
She always bakes me cookies. _____
She is super mean. _____
Her parents were very loving. _____

First sentence: **I am doing well in algebra.**

Second sentence: I am struggling in algebra. _____
I study an hour every night. _____
I aced the last three tests. _____
My parents are proud of me. _____

First sentence: **I love to eat fruit.**

Second sentence: I love sweet, fresh foods. _____
Yuck—I hate all fruit! _____
Nectarines are my favorite. _____
I eat fruit salad every day. _____

First sentence: The Summit School is a great place to learn.

Second sentence: The teachers are very helpful and the students are always accepting of each other. _____

First sentence: Anthony and his sister never got along.

Second sentence: One time they actually got into a fistfight! _____

First sentence: Fall is my favorite season.

Second sentence: I'm always sad to see the leaves falling off the trees and I miss going to the beach. _____

First sentence: I am scared of flying.

Second sentence: I had to drive across the country for my new job. _____

Third sentence (in relation to second): It took me six days. _____

Conceptual Relationships between Sentences

Answer Key

What does each second sentence do in relation to the first sentence?

Choose from: contradicts	(says the opposite)
states an effect	(states a result)
states a cause	(gives the reason)
gives an example	(gives more specific info)

(Note: Some second sentences could fit more than one choice)

First sentence: **My grandma is really sweet.**

Second sentence: I love going to visit her	<u>states an effect</u>
She always bakes me cookies.	<u>gives an example</u>
She is super mean.	<u>contradicts</u>
Her parents were very loving.	<u>states a cause</u>

First sentence: **I am doing well in algebra.**

Second sentence: I am struggling in algebra.	<u>contradicts</u>
I study an hour every night.	<u>states a cause</u>
I aced the last three tests.	<u>gives an example</u>
My parents are proud of me.	<u>states an effect</u>

First sentence: **I love to eat fruit.**

Second sentence: I love sweet, fresh foods.	<u>states a cause</u>
Yuck—I hate all fruit!	<u>contradicts</u>
Nectarines are my favorite.	<u>gives an example</u>
I eat fruit salad every day.	<u>states an effect</u>

First sentence: The Summit School is a great place to learn.

Second sentence: The teachers are very helpful and the students are very kind.
gives an example/states a cause

First sentence: Anthony and his sister never got along.

Second sentence: One time they actually got into a fistfight! gives an example

First sentence: Fall is my favorite season.

Second sentence: I'm sad to see the leaves falling off the trees and I miss the beach.
contradicts

First sentence: I am scared of flying.

Second sentence: I had to drive across the country for my new job. states an effect

Third sentence (in relation to second): It took me six days. gives an example