

WORKSHEET A

Title	Lexical and semantic competence	
Objective(s)	To enlarge on the concept of relation between words	
Keywords	collocation – pragmatic competence– sociolinguistic competence – polysemy	
Ref to the guide	Ref to the CEFR	
III.2	5.2.1.1, 5.2.1.3	

Task A

Step 1 († †)

The lexical competence plays a central role in language teaching/learning. Read Chapter 5.2.1.1 in the CEFR. Then, based on the examples given, find the lexical items related to fixed expressions (sentential formulae, phrasal idioms, fixed frames, phrasal verbs and compound prepositions, fixed collocations).

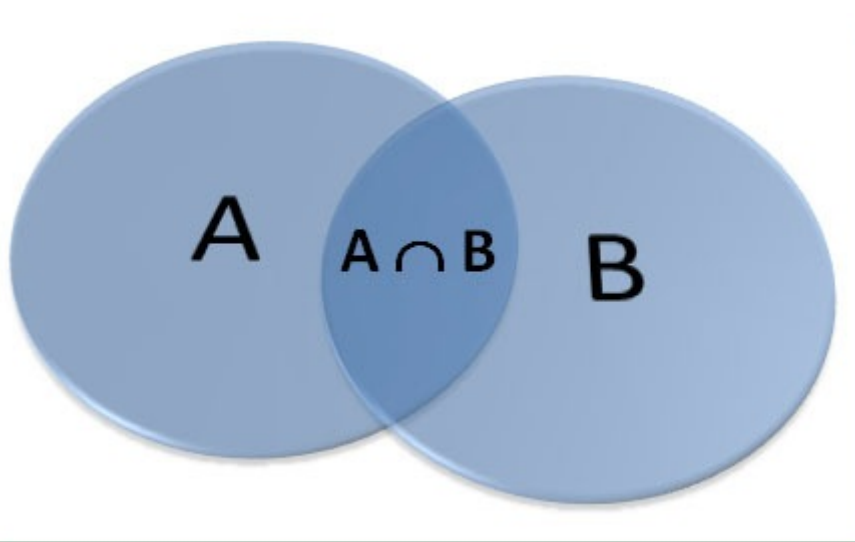
Step 2 († † †)

Think about how the notion of collocation links lexical competence to other competences, notably to pragmatic competence (ability to create and to structure the discourse), for example considering the collocation “Once upon a time”. Also, how lexical competence is linked to sociolinguistic competence, for example, by the use of familiar register in greetings. Present examples and justify your answers.

Step 3 († † †)

Think about the notion of *isolated words* (5.2.1.1.b in the CEFR) and about the importance of *polysemy*. Why can closed lexical elements be considered isolated words? What might be the importance of closed lexical sets “established for grammatical and semantic purposes” in language learning/teaching? Can you foresee the contact points between these sets?

Provide examples using the figure below:



Task B († † †)

Starting with a noun, an adjective or a verb, indicate the collocations that you can think of. If possible, make a visual representation.