

## WORKSHEET B

<b>Title</b>	<b>Lexical and semantic competence</b>	
<b>Objective(s)</b>	To put into practice in a creative way the learners' own competences about the relation among words	
<b>Keywords</b>	interlexical relations – creative approach	
<b>Ref to the Guide</b>	<b>Ref to the CEFR</b>	
III.2	5.2.1.1, 5.2.1.3	
<b>Task A</b>		
<b>Step 1 ( † † )</b>		
<p>Within the linguistic competence, the semantic competence “<i>deals with the learner’s awareness and control of the organisation of meaning</i>”, which is entailed in the relation of word to generic context and interlexical relations.</p> <p>Consider the elements that contribute to interlexical relations, such as synonyms/antonyms, hyponyms/hyperonyms, homonyms, onomatopoeia, etc. in a particular domain of interest for a given target group of learners. If possible, refer to a well-defined group of learners. Indicate the activities through which these elements can be learned.</p>		
<b>Step 2 ( † † )</b>		
<p>Elaborate one task for vocabulary learning that takes into account creativity, the ludic dimension and/or the use of rhetorical procedures (acrostic, onomatopoeia, anagram, etc.)</p>		
<b>Step 3 ( † † )</b>		
<p>Compare your ideas and your tasks with the group. What are the most interesting aspects brought about by a creative/ludic approach?</p>		
<b>Task B ( † † † )</b>		
<p>If you mime the words you represent their meaning in a visual and physical way. Prepare a list of words and organize the learners in groups. Ask each group to guess the words the other learners are miming. Then, think about the benefits and the constraints of such activities in language learning.</p>		