ABSTRACT: This article presents the findings of the semantic operation description analysis of the verb “quebrar” in Portuguese from Brazil, which stemmed from classroom activities with graduate students majoring in Languages. Based on the observations of the empirical material which shows the circumstances and restrictions to the use of the verb in articulation with its contexts of insertion, our work intends to set forth a pedagogical application of the lexical identity developed by the Theory of the Enunciative Operations, theoretical reference in which the study is inserted, as well as to show the possibility of carrying out lexical teaching/learning reflexive activities which will provide a different look over the process of semantic construction in the texts and a change of attitude towards linguistic practice.