

WORKSHEET A

Title Pragmatic competence	
Objective(s) To understand better how to be successful in interaction	
Keywords Discourse competence - functional competence – interaction - general competences	
Ref to the Guide III.2	Ref to the CEFR 5.2.3
Task A	
Pragmatic competence comprises discourse competence, functional competence and design competence.	
Step 1 († †)	
<i>Discourse competence</i>	
a) How are the following elements enclosed in this competence? Classify them in the grid below. Justify your choice.	
style - argumentation - information - coherence – layout of written texts - theme -narration	
Knowledge of sentence organisation	
Ability to control phrases	
Ability to manage and structure the discourse	
Ability to organise, to plan the text	
b) Give concrete examples in relation to: register, coherence, style, cohesion.	
Step 2 († †) then († † †)	
<i>Functional competence</i>	
a) In your opinion, what is the difference between microfunctions and macrofunctions? Give one definition and examples. Then read paragraph 5.2.3.2 of the CEFR and compare your ideas with the definitions and categories given.	
b) Analyse the microfunction <i>Socialising</i> (5.2.3.2). In your opinion, what categories are necessary for the successful development of interaction between two or more speakers?	
c) Compare your ideas with the group and with the CEFR.	
Step 3 († † †)	
<i>Design competence</i>	
According to the CEFR (p.128), " two generic qualitative factors which determine the functional	

success of the learner/user are:

a) fluency or the ability to articulate, to keep going, and to cope when one lands in a dead end

b) propositional precision or the ability to formulate thoughts and propositions so as to make one's meaning clear."

Analyse the quotation and the scale of descriptors concerning propositional precision in the light of the questions below:

B2	Can pass on detailed information reliably.
B1	Can explain the main points in an idea or problem with reasonable precision.
	Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. Can express the main point he/she wants to make comprehensibly.
A2	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.

- What might the connection be between *fluency* and *propositional precision* as qualitative factors?
- What characteristics turn propositional precision into a qualitative factor that determines successful interaction?
- What are the most important elements that mark the boundary between the different levels in the scale of descriptors?

Task B (♪ ♪)

Revise one of the levels from your curriculum (A1, A2, B1, B2, C1 or C2) and observe the importance given to discourse competence, to functional competence and to design competence.