



## SELF-ASSESSMENT GRID\*

	B1	B2	C1
<b>Reading</b>	I can recognise and extract information necessary for my work from familiar sources (advertisements, business letters, reports, etc).	I can identify and extract information from various sources in order to do market research, compile business letters, reports and presentations.	I can extract information from various sources quickly and <u>use it effectively</u> in my work.
<b>Reading</b>	I can read personal and simple business letters and distinguish between facts and opinions in order to write an appropriate reply in collaboration with my group.	I can recognise basic stylistic features (formal/informal; business/personal; technical/general) in correspondence and distinguish between facts and opinions in order to write an appropriate reply.	I can identify the writer's intentions and recognise commonly used styles and registers (formal, colloquial, business slang, etc) in a wide variety of correspondence. I can spot some culturally conditioned patterns in the way people express themselves in writing (length, directness, degree of formality, etc).
<b>Writing notes and messages</b>	With the help of a dictionary and my group mates I can write a short description of myself, my school and the company we have invented.	I can write a clear and detailed description of myself, my school and the company we have invented. With the help of the teacher I can choose the appropriate writing style.	I can write personal and institutional profiles. I can select a style appropriate to the reader in mind. I can make effective use of word processing tools.
<b>Writing notes and messages</b>	I can write short e-mail messages to my group mates and my teacher. I can take notes from WEB pages to present data to my group mates.	I can write fairly accurate and clear e-mail messages to my group mates and my teacher. I can write a summary of information from the WEB to present to my group mates.	I can communicate via e-mail with ease. I can write a concise and coherent summary of longer texts for a management briefing or to present at a company meeting.
<b>Writing notes and messages</b>	Based on a model, with my group mates and teacher's help, I can write a general business plan for the company we have invented.	Based on a model and information from the WEB as well as other sources, I can write a business plan for the company we have invented.	Based on the information from the WEB, interviews and other sources, I can write a detailed business plan for a company producing goods or <u>offering services</u> .
<b>Writing notes and messages</b>	Based on a model and with my group mates' and teacher's help, I can produce a leaflet describing the company's services or goods and an advertisement for the company.	In cooperation with my group mates, following a given pattern, I can produce a leaflet describing the company's services or goods and an advertisement for the company.	I can produce a leaflet detailing the company's services or goods and an advertisement for the company in an appropriate structure and style, bearing in mind some cultural specificities of potential customers.
<b>Writing notes and messages</b>	With the help of my group mates and teacher I can produce short notes and basic visual aids for presenting my company.	In cooperation with my group mates I can produce notes and visual aids for presenting my company.	I can produce clear and accurate notes and visual aids for presenting my company.
<b>Business correspondence</b>	Based on a model and with the help of my group mates and teacher I can write a short and simple memo based on received and interpreted information.	In cooperation with my group mates, following a given pattern, I can write a factually accurate memo based on received information.	I can record key information from a work phone call and write a factually accurate and stylistically appropriate memo to my 'colleagues'.
<b>Business correspondence</b>	Based on a model and with the help of my group mates and teacher I can write a letter giving or asking for information about a company's products or services and about prices.	In cooperation with my group mates, following a given pattern, I can write a letter giving or asking for information about a company's products or services and about prices.	I can write a clear and effective letter giving or asking for information about a company's products or services and about prices.
<b>Business Correspondence</b>	Based on a model and with my group mates' and teacher's help, I can compile price lists, catalogues and quotations, fill in order forms and write cover letters.	In cooperation with my group mates, following a given pattern, I can compile price lists, catalogues and quotations, fill in order forms and write cover letters.	I can compile price lists, catalogues and quotations, fill in order forms and write cover letters in an appropriate style and format.
<b>Business Correspondence</b>	Based on a model and with my group mates' and teacher's help, I can recognise the different elements of transport documents and fill out required forms.	In cooperation with my group mates, following a given pattern, I can recognise the different elements of transport documents and fill out required forms. I also recognise the main Incoterms.	I can compile transport documents and fill out required forms. I understand the importance of Incoterms and can use them appropriately.
<b>Business Correspondence</b>	Based on a model and with my group mates' and teacher's help, I can write a complaint or reply to one.	In cooperation with my group mates, following a given pattern, I can identify the need for a complaint, write it or reply to one in a formal style.	I can identify the need for a complaint and compile one using suitable strategies and vocabulary. I can identify the problem area in a complaint received and reply to it tactfully using suitable strategies and vocabulary.
<b>Writing Reports</b>	Based on a model and with my group mates' and teacher's help, I can write a short report, giving the most important information and stating reasons for actions.	In cooperation with my group mates, following a given pattern, I can write a report summarising the work of our group, analyse information from a number of sources and give reasons and recommendations for further action.	I can write a report, using appropriate vocabulary and format, to summarise the work of our group, to analyse information from a number of sources and to give reasons and recommendations for further action.
<b>Interacting in meetings or in groups</b>	In informal group discussions I can use English most of the time with only occasional slips into the mother tongue, when I cannot find a suitable word or need clarification of what has been said.	In informal group discussions I can use English effectively most of the time and try to find alternative ways to express myself in difficult situations. I can translate new words and expressions to my group mates, if necessary.	In informal group discussions I can express myself fluently and spontaneously. I can explain difficult words and expressions to my group mates by using synonyms and paraphrasing.



<b>Telephoning</b>	Under the guidance of my teacher I can handle making and receiving a phone call on a familiar subject. In a familiar situation I can recognise and extract the relevant information from an incoming phone call, when delivered slowly and clearly.	In cooperation with my group mates I can prepare and carry out a phone call on a given subject. I can understand and summarise the main points of the incoming call, if the message is delivered in a standard dialect and at normal speed. I can identify the speaker's mood and react to it.	I can handle making and receiving a phone call in all predictable and some unpredictable situations. I can recognise and extract detailed or specific information from a telephone message, even when non-standard language is used or speech is distorted. I can identify the speaker's mood and react to it appropriately.
<b>Business etiquette, conventions, vocabulary and phraseology</b>	I can use the basic business vocabulary I have learnt during the course in familiar situations both in writing and speaking. I can translate the terminology into my mother tongue. I am aware of the different styles and registers.	I can use the business vocabulary I have learnt in both writing and speaking. I can paraphrase and explain terminology in English. With the help of the teacher I can choose the appropriate style and register for expressing myself in different situations. I can use some cohesive markers to structure my speech and writing.	I can use business vocabulary effectively both in writing and speaking. I can recognise business idioms and to some extent use them in familiar situations. With some help from my teacher I can express myself in a variety of styles and registers. I can use cohesive markers to make myself understood more easily.
<b>Mediating/interpreting/translating into the first language and vice versa</b>	I can carry out an interview in my own language having translated it from English with the help of my teacher and group mates. I can translate the results of such an interview back into English for an international audience, with the help of the teacher and group mates.	I can carry out an interview in my own language based on a questionnaire in English. With the help of a dictionary and in cooperation with my group mates, I can translate the results of such an interview back into English for an international audience.	I can carry out an interview based on a questionnaire in English, interpret it into my first language if necessary, and present the results to an international group in English.
<b>Intercultural Issues</b>	I am aware of some culturally bound behaviour patterns in my environment and in my own reactions.	I can explain some reactions and emotional responses that are a result of cultural conditioning in my own environment.	I can alter my behaviour slightly when dealing with persons that have a different mental programming from my own, since I understand that even within my environment many reactions and emotional responses are a result of differences in upbringing.
<b>Intercultural Issues</b>	I am aware of the existence of cultural stereotypes defining behaviour of people from different countries.	I can recognise the influence of pre-conceived cultural stereotypes in other people's attitudes and can explain the origin of their misconceptions. I can spot racial and cultural prejudices and avoid reasoning under the influence of these.	I can identify and use a variety of strategies for contact with people from other countries. I am aware of cultural conditioning and pre-conceived stereotypes in people's behaviour, but always try to establish a genuine contact with people and empathize with them.
<b>Intercultural Issues</b>	I am aware of differences originating from cultural conditioning in different environments.	I can pinpoint a number of differences in reactions of persons from different cultural backgrounds and trace the main factors influencing behaviour.	Using empathy and cross-cultural referencing I can predict areas of possible intercultural conflict and avoid it. I can be tolerant to expressions of different cultures.
<b>Intercultural Issues</b>	I can list five facts related to the geo-political situation of my partners' country.	I can list many major geo-political factors influencing life in my partners' country.	Based on insights gathered from various sources and contacts with my partners abroad, I can discuss and assess several important aspects of the geo-political situation in my partners' country.
<b>Intercultural Issues</b>	I am aware that within the business world communication and behaviour is culturally conditioned.	I can recognise some differences in attitudes, behaviour and communication within businesses rooted in different cultural settings.	I can adapt to the basic requirements of intercultural business communication and keep in mind areas of possible misunderstanding.
<b>Intercultural Issues</b>	I am aware of the different linguistic patterning imposed by different languages and cultures.	I can pinpoint a few areas where the structure of my mother tongue and the style used in written business communication could prevent me from communicating effectively with business partners abroad.	I can adapt my wording in business English so as to enhance the meaning I want to convey and avoid misunderstandings and conflict due to cultural and linguistic mental programming.
<b>ICT Skills</b>	I can use a computer to write simple documents if the instructions are given in my mother tongue or with the help of my group mates.	I can use the computer to write simple documents, format the document and exploit the possibilities offered in the main menu (editing, spell-check, etc.) whether the instructions are given in my mother tongue or in English.	In producing documents I can use a variety of the computer tools and applications with ease, even if the programme is in English only.
<b>ICT Skills</b>	I can use a computer to write and send documents if the instructions are given in my mother or with the help of my group mates.	I can use the computer to write and send documents, use lists of receivers and add attachments, whether the instructions are given in my mother tongue or in English.	I can produce a variety of documents on the computer and forward them to different receivers in different programmes, store, sort and retrieve files, even if the programme is in English only.
<b>ICT Skills</b>	I can use electronic dictionaries, some HTML applications and basic search engines for surfing the WEB if the instructions are given in my mother tongue or with the help of my group mates.	I can use electronic dictionaries and search engines for surfing the WEB, whether the instructions are explained in my mother tongue or in English. I am familiar with drawing, HTML and EBLW applications.	I can use electronic dictionaries, different search engines, HTML and EBWL applications, drawing tools with ease, even if the programme is in English only.
<b>ICT Skills</b>	I can produce simple Power Point slides if the instructions are given in my mother tongue or with the help of my group mates.	I can produce Power Point slides using different templates, animation and pictures, whether the instructions are explained in my mother tongue or in English.	I can produce sophisticated slides for a presentation in different programmes, even if the programme is in English only.

\*The self-assessment grid is based on and follows the principles of:

1. The Common European Framework of Reference for Languages: learning, teaching, assessment. Council of Europe. Modern Languages Division. CUP 2001.
2. OPEN SESAME- Observing Performance in Enterprises. Single European System for Auditing, Measuring and Evaluating language skills. ....