





MAGICC scenarios		1-Post-catastrophe building project in a multicultural context (UNIL)	2-Presenting a proposal in a business context (OU)	3-Reporting in an international project meeting¹ (Jyv)	4-Hosting a multilingual group of business partners (UALg)	5-Study abroad – Communicating locally (unifr)	6-Improving listening – Academic lectures (uni-bremen)	7-Adapting Selling and Buying Habits in Intercultural Contexts (uni-bremen)	8-Sprachlern-erfahrungen reflektieren (unifr)	9-Discussing worlds beyond words² (FUB)	10-Bridging the gap - L'adaptation publicitaire (FUB)
1 Can access, evaluate and manage multilingual and multicultural information and knowledge sources											
	1.1 Academic and professional reading competences, skills and strategies to build new knowledge										
	1.1.1 Academic and professional reading skills in at least three languages (including L1)	FR ≥ B2	FR, DE, ES, EN ≥ B2	L1=FI EN ≥ C1 SV ≥ B2 NO / DA / ET ≥ A2	PT ≥ B1 DE ≥ A1/A2 EN ≥ B1	L1 ≥ TBD EN / TBD ≥ C1 LL ≥ A2/B1	DE / EN / TR ≥ B2 CN / TBD ≥ B2		DE / EN ≥ C1 FR=C2	DE / FR ≥ B2	DE=C2 FR ≥ C1 EN ≥ B2
	1.1.2 Intercultural skills and competences for academic and professional reading	✓		✓		✓	✓			✓	✓
	1.1.3 Academic and professional reading strategies and information management	✓	✓	✓		✓			✓	✓	✓
	1.2 Academic and professional listening competences, skills and strategies to build new knowledge										
	1.2.1 Academic and professional listening skills in at least three languages (including L1)	L2 ≥ B2	FR, DE, ES, EN ≥ B2		PT ≥ B1 DE ≥ A1/A2 EN ≥ B1 ES ≥ B1		DE / EN / TR ≥ B2 CN / TBD ≥ B1	TR ≥ B2 EN ≥ B2 DE ≥ B1	DE ≥ B2		DE=C2 FR ≥ C1 EN ≥ B2
	1.2.2 Intercultural skills and competences for academic and professional listening						✓				
	1.2.3 Strategies for academic and professional listening				✓		✓	✓			
2 Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context											
	2.1 Academic and professional spoken interaction competences, skills and strategies										
	2.1.1 Academic and professional spoken interaction skills in at least three languages (including L1)	L2 ≥ B2	FR, DE, ES, EN ≥ B1		PT ≥ B1 DE ≥ A2 EN ≥ B1	EN / TBD ≥ C1	DE / EN / TR ≥ B2-C1 CN / TBD ≥ B1	TR ≥ B2 EN ≥ B2 DE ≥ B2		DE / FR / EN ≥ B2	DE ≥ C1 FR ≥ C1 EN ≥ B2
	2.1.2 Intercultural skills and competences for academic and professional spoken interaction	✓			✓	✓	✓				✓

	Scenario 1	Scenario 2	Scenario 3	Scenario 4	Scenario 5	Scenario 6	Scenario 7	Scenario 8	Scenario 9	Scenario 10
2.1.3 Strategies for academic and professional spoken interaction	✓	✓		✓		✓				✓
 2.2 Academic and professional spoken production competences, skills and strategies for communication of information, knowledge and expertise to different audiences										
2.2.1 Academic and professional spoken production skills in at least three languages (including L1)	FR ≥ B1/B2 L2 ≥ B2	FR, DE, ES, EN ≥ B2	L1=FI EN ≥ C2	PT ≥ B1 DE ≥ A2 EN ≥ B1		DE / EN / TR ≥ B2-C1 CN / TBD ≥ B1	TR ≥ B2 EN ≥ B2 DE ≥ B2	DE ≥ B2/C1	DE / FR ≥ B2	DE ≥ C1 FR ≥ C1 EN ≥ B2
2.2.2 Intercultural skills and competences for academic and professional spoken production			(✓)	✓						✓
2.2.3 Strategies for academic and professional spoken production			(✓)	✓			✓	✓		✓
 2.3 Academic and professional writing competences, skills and strategies for communication of information, knowledge and expertise to different audiences										
2.3.1 Academic and professional writing skills in at least three languages (including L1)	FR ≥ B2 L2 ≥ B2	FR, DE, ES, EN ≥ B2	L1=FI EN ≥ B2 SV ≥ B1 NO/DA/ET ≥ A1	PT ≥ B1 DE ≥ A1/A2 EN ≥ B1	TBD ≥ C1 EN / TBD ≥ C1 LL ≥ A2/B1	DE / EN / TR ≥ B2-C1 CN / TBD ≥ B1	TR ≥ B1 EN ≥ B1 DE ≥ B1	DE ≥ B2 FR=C2	DE / FR ≥ B2	DE ≥ C1 FR ≥ C1 EN ≥ B2
2.2.2 Intercultural skills and competences for academic and professional writing			✓		✓	✓	✓	✓		✓
2.2.3 Strategies for academic and professional writing			✓		✓		✓	✓		✓
3 Can manage learning in a lifelong learning perspective, making use of own multilingual and multicultural competences										
 3.1 Independent learning skills and strategies to manage and direct own learning		✓	✓		✓	✓	✓	✓		
 3.2 Examination skills and strategies to improve chances of success					✓			✓		

Abbreviations

L1 : 1st language/mother tongue

LL : Local language

FR	EN	DE	ES	FI	DA	SV	NO	ET	IT	NL	PT	PL	TR	CN	TBD	L2
French	English	German	Spanish	Finnish	Danish	Swedish	Norwegian	Estonian	Italian	Dutch	Portuguese	Polish	Turkish	Chinese	To be defined	Any other language

Footnotes

¹The following profile is for Finnish students, but the same minimum levels apply to other languages and students (e.g. French-English-Spanish-Italian; German-English-French-Dutch, etc.).

²Given the tandem learning setting, each student might have a different language profile: the task is set up for German, French and English, but may be adapted to other languages according to the language profiles of the students.

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