

**COMILLAS**

UNIVERSIDAD PONTIFICIA

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**Syllabus**  
**2025 - 2026****TECHNICAL SHEET OF THE SUBJECT****Data of the subject**

Subject name	Alemán (A1)/Alemán I/ Alemán II
Subject code	0000200120
Main program	Diploma in Communication Skills and Studies in a Foreign Language
Level	Reglada Grado Europeo
Quarter	Anual
Credits	12,0 ECTS
Type	Básico
Department	Instituto de Idiomas Modernos
Coordinator	Matthias Grossmann
Schedule	2 dyas / 4 days a week

**Teacher Information****Teacher**

Name	Anke Sigerist
Department	Instituto de Idiomas Modernos
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**SPECIFIC DATA OF THE SUBJECT****Contextualization of the subject****Contribution to the professional profile of the degree**

German is a valuable tool for any profession, and even more so in a business and management career, especially for those who wish to work in an international context.

This course introduces the concepts and language necessary for studying or working in an international environment. General knowledge of German is covered so that, upon completion of the course, students are familiar with the language and able to communicate orally and in writing about the topics studied.

**Prerequisites**

There are no prerequisites. If the student has prior knowledge, they will need to take a placement test to assign them to the appropriate group according to the criteria of the "Common European Framework of Reference for Languages."

**Competencies - Objectives****Competences****GENERALES**

CG01	Comunicación en una lengua extranjera
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## ESPECÍFICAS

CE01

Capacidad para trabajar en un contexto internacional

## THEMATIC BLOCKS AND CONTENTS

### Contents - Thematic Blocks

## A1.1 First Semester:

**LESSON 1:** *Ich heiße Miriam.*

### Communicative and Interactive Objectives:

Greeting and saying goodbye. Introducing yourself and others. Giving and asking for personal information.

**Topic:** Personal Information

### Communicative Functions:

- Greet and say goodbye
- Introduce yourself and others
- Spell your name and ask for others' names
- Ask how someone is doing and express your own state
- Communicate where you are from
- Ask for and give personal information
- Ask if something was not understood
- Say thank you

### Linguistic Mediation:

- Introduce someone in writing (Workbook)
- Language comparison (Workbook)

### Grammatical Content:

- Singular present conjugation of "kommen", "lernen", "heißen", and "sein"
- Affirmative and interrogative sentences (W-questions: Woher...?, Wie...?) and verb position in both
- Personal pronouns: ich, du, er/sie, Sie
- The local preposition "aus"
- Countries with articles (aus der Schweiz/Türkei, aus den USA)

### Lexical-Semantic Content:

- Greetings and farewells
- The alphabet
- Countries

### Sociolinguistic and Cultural Content:

- Relating musical pieces to their country of origin



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- Greetings and farewells in D-A-CH (Germany, Austria, Switzerland)
- Formal and informal situations: using "du" and "Sie" in D-A-CH

### Phonetic and Orthographic Content:

- Intonation in declarative and interrogative sentences (Workbook)

### Tasks:

- Engage in short dialogues exchanging first and last names
- Give and receive information about famous people
- Perform simple formal and informal dialogues exchanging personal information (name, state, origin)

### LESSON 2: *Was macht ihr beruflich?*

#### Communicative and Interactive Objectives:

Give and receive information about professions and personal data. Indicate place of residence.

**Topic:** Professions, Personal Data

#### Communicative Functions:

- Make a guess and verify it
- Ask about place of residence and provide your own
- Introduce someone in writing
- Ask for someone's age and share your own
- Provide information about your work and marital status
- Fill out a form with personal information
- Give a phone number (Workbook)
- Correct incorrect information (Workbook)

#### Linguistic Mediation:

- Paraphrase information from an interview
- Introduce a classmate through a short text (Magazine)

#### Grammatical Content:

- Present singular and plural conjugation of "wohnen", "leben", "sein", and "arbeiten"
- Negation with "nicht"
- Prepositions "als", "bei", and "in"
- The suffix "-in" for the feminine form in profession nouns

#### Lexical-Semantic Content:

- Professions
- Marital status
- Numbers from 1 to 100
- Personal data (origin, place of residence, age...)



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### Sociolinguistic and Cultural Content:

- Reference to German cities München and Berlin (photo and video)
- Understanding a text about German surnames that are also old professions (Müller, Schmidt, Schneider...) (Magazine)
- Famous surnames from D-A-CH (Magazine)

### Phonetic and Orthographic Content:

- Recognize the stressed syllable in words (Workbook)

### Tasks:

- Create an online profile with personal data and write a short text about yourself based on it
- Read texts about other people to someone and check for understanding
- Create personal data sheets (profiles) based on short introductory texts (Magazine)
- Make your own personal data sheet and write a text with a classmate's personal information (Magazine)
- Research surnames of famous people from D-A-CH (Magazine)
- Discuss the meaning of common surnames in your region (Magazine)

### LESSON 3: *Das ist meine Schwester.* (This is my sister)

#### Communicative and Interactive Objectives:

- Talk about family relationships.
- Ask and answer questions about personal data.
- Provide information about language skills.

**Topic:** Family, Language Skills

#### Communicative Functions:

- Make a guess and verify it.
- Talk about family relationships.
- Understand conversations about family.
- Introduce a family member.
- Ask about a person's identity.
- Ask and answer questions about personal data.
- Talk about language skills.
- Extract information from a personal interview.
- Fill out a short personal data form.
- Talk about your family.

#### Linguistic Mediation:

- Language comparison (Workbook).
- Take notes and write a text based on them (Workbook).

#### Grammatical Content:

- Genitive for proper nouns (Saxon genitive).



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- Yes/No questions and answers with "doch."
- Verb position in Yes/No and W-questions.
- Possessive articles "mein/e" and "dein/e."
- Conjugation of "sprechen."

### Lexical-Semantic Content:

- Family members.
- Languages.
- Adverbs of degree (e.g., *sehr gut*, *gut*, *ein bisschen...*).
- Cardinal directions (Magazine).

### Sociolinguistic and Cultural Content:

- Learn about multicultural families (Magazine).
- Understand a brief informative text about German speakers (Magazine).
- Regional language varieties in D-A-CH (Magazine).
- Watch a video with greetings from people learning German around the world (Magazine).

### Phonetic and Orthographic Content:

- Intonation in W-questions and Yes/No questions (Workbook).

### Tasks:

- Interview a partner about a family member.
- Make a guest list for a family party.
- Write down answers about personal data and formulate questions to match your partner's responses.
- Create an incomplete personal data sheet for a family member. A partner asks questions to find the missing information.
- Fill out a personal data sheet based on what you hear and write a short text (Workbook).
- Present your family with the help of photos (Magazine).
- Propose small riddles based on heard information (Magazine).
- Create a survey on preferences for linguistic varieties in D-A-CH (Magazine).

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## LESSON 4: *Das Bild ist so schön.* (The picture is so beautiful)

### Communicative and Interactive Objectives:

- Understand and communicate prices.
- Evaluate furniture.
- Understand and simulate buyer-seller conversations.

**Topic:** Shopping, Furniture

### Communicative Functions:

- Ask and provide information about product prices.
- Evaluate products (size, price, style).
- Describe a piece of furniture.



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- Evaluate a hotel room.

### Linguistic Mediation:

- Language comparison (Workbook).
- Fill out a chat with information heard (Workbook).

### Grammatical Content:

- Definite articles: *der, das, die*.
- Personal pronouns: *er, es, sie*.
- The gradative adverb "zu."

### Lexical-Semantic Content:

- Furniture.
- Numbers from 100 to 1,000,000.
- Descriptive adjectives (e.g., *schön, teuer...*).

### Sociolinguistic and Cultural Content:

- Learn about the concept of a "flea market" (Workbook).
- Video: Buying a painting at a second-hand store (Magazine).

### Phonetic and Orthographic Content:

- Short and long vowels (Workbook).

### Tasks:

- Play an article game (matching nouns with their respective articles).
- Simulate buyer-seller conversations.
- Engage in dialogues evaluating hotel furniture.
- Create word cards with drawings and, in pairs, match them (Workbook).

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## LESSON 5: *Ist das ein Tisch?* (Is that a table?)

### Communicative and Interactive Objectives:

- Describe and comment on everyday objects.
- Use polite expressions to inquire about unknown words.
- Complete an online order form.

**Topic:** Objects, Products

### Communicative Functions:

- Make guesses.
- Describe objects.
- Ask about unknown words.



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- Request repetition.
- Ask how to spell a word and respond by spelling it.
- Express gratitude and react to it.
- Exchange personal information.
- Fill out an online order form.
- Communicate your email address.
- Express preferences (Magazine).
- Comment on products (Magazine).

### Linguistic Mediation:

- Fill out a purchase form for a partner.
- Language comparison (Workbook).
- Help someone search for a product (Workbook).

### Grammatical Content:

- Indefinite articles: *ein, ein, eine*.
- Negation with *kein*.
- Modal preposition "aus."
- Conjugation of "sehen."

### Lexical-Semantic Content:

- Everyday objects.
- Colors.
- Materials.

### Sociolinguistic and Cultural Content:

- Fill out an online order form.
- Understand a short informative text about the origin of the ballpoint pen (Magazine).

### Phonetic and Orthographic Content:

- Differentiate between "man" and "Mann."
- Stress and intonation in declarative and interrogative sentences (Workbook).

### Tasks:

- Draw and guess objects drawn by classmates.
- Play "I Spy."
- Ask a partner what product they are interested in ordering and fill out the online order form for them.
- Record a voice message for someone informing them about a product (Workbook).
- Create a survey in the class about the preference of pen models (Magazine).
- Draw your personal pen (Magazine).



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### Lesson 6: We Have an Appointment

#### Communicative and Interactive Objectives:

- Talk about your workspace.
- Strategies for making phone calls.

#### Topic: Office and its equipment, modern technology

#### Communicative Functions:

- Report on what you have in your workspace and what's missing.
- Ask about the whereabouts of an object.
- Communicate what items you have and what you need.
- Structure a phone call.
- Greet, identify yourself, and say goodbye on the phone.
- Ask for someone over the phone.

#### Linguistic Mediation:

- Language comparison (workbook).
- Take notes and write a text based on them (workbook).

#### Grammatical Content:

- The plural (articles + endings).
- Verbs with accusative: *sehen* (see), *suchen* (search), *brauchen* (need).
- Definite, indefinite, and negative articles in the accusative case.

#### Lexical-Semantic Content:

- Workspace.
- Office supplies and technical equipment.
- Computers.
- Polite expressions in phone conversations.

#### Sociolinguistic and Cultural Content:

- Structure of a work-related phone conversation.
- Polite greetings and farewells in short messages (Hallo, LG...).

#### Phonetic and Orthographic Content:

- Auditory discrimination of the vowels "i," "u," and "ü" (workbook).
- Differentiating between long and short "ü" (workbook).

#### Tasks:

- Play a memory game by listing objects (I pack... in my bag).
- Create and play a quartet card game.





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- Simulate a work-related phone conversation.
- Search for plural forms in a dictionary and categorize them (workbook).
- Write a work-related email (workbook).
- List what you need and don't need, then discuss it (Magazine).
- Play a dice game with a partner (Magazine).
- Listen to a song, fill in the blanks, and sing along, adding more verses (Magazine).

### Lesson 7: You Dance Amazingly!

#### Communicative and Interactive Objectives:

- Give and receive compliments.
- Talk about hobbies, interests, and skills.

#### Topic: Hobbies, compliments

#### Communicative Functions:

- Make a guess and confirm it.
- Share impressions.
- Give compliments.
- Express gratitude.
- Talk about your skills and ask about others'.
- Discuss your leisure time and ask about others' free time.
- Ask and state how often you do something.
- Discuss hobbies and ask others about theirs.
- Analyze data and information (Magazine).

#### Linguistic Mediation:

- Convey information (orally and in writing).
- Convert oral information into a graph.
- Language comparison (workbook).
- Describe a statistic (Magazine).

#### Grammatical Content:

- Modal verb *können* (can).
- Sentence structure with modal verbs.
- Conjugation of *lesen* (read), *treffen* (meet), *fahren* (drive).

#### Lexical-Semantic Content:

- Hobbies and interests.
- Leisure activities.
- Evaluative adjectives (funny, silly...).
- Manner adverbs.
- Frequency adverbs.



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- The adverb *gern* (gladly).

### Sociolinguistic and Cultural Content:

- Giving and receiving compliments.
- Understanding a statistic showing what Germans never do (Magazine).

### Phonetic and Orthographic Content:

- Intonation in compliments.
- Accent shifts depending on speaker's intention.

### Tasks:

- Act out a hobby, give and receive compliments.
- Discuss personal abilities in groups and complete a graph.
- Play bingo in class about leisure activities and their frequency.
- Create a puzzle with *können* questions, exchanging pieces with classmates, and answer the questions (workbook).
- Create a class statistic (Magazine).
- Talk about your favorite things/places/people, showing a picture, movie, or drawing (Magazine).

## Lesson 8: Unfortunately, I Have No Time

### Communicative and Interactive Objectives:

- Talk about plans.
- Arrange meetings.
- Ask and tell the time.

### Topic: Leisure, appointments

### Communicative Functions:

- Make a guess.
- Arrange a meeting.
- Propose, accept, or decline a plan.
- Reach an agreement.
- Ask about someone's weekly plans and share yours.
- Ask for and tell the time.
- Plan activities for a dream day.
- Talk about personal experiences (Magazine).
- Express opinions (Magazine).

### Linguistic Mediation:

- Language comparison (workbook).
- Inform a friend about a phone conversation (workbook).

### Grammatical Content:



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- Verb and subject placement in declarative sentences.
- Temporal prepositions: *um* (at), *am* (on).
- Conjugation of *wissen* (know).

### Lexical-Semantic Content:

- Days of the week.
- Parts of the day.
- Telling time (formal and informal).
- Leisure activities.
- Places of interest.

### Sociolinguistic and Cultural Content:

- Phrases for proposing, accepting, or declining a plan.
- Understanding approximate timeframes for parts of the day (morning, noon...).
- Distinguishing formal and informal time (workbook).
- Understanding an informative text about urban gardening projects in large cities in DACH (Magazine).
- Watching a video filmed in Berlin showcasing landmarks: Reichstag, Park by the TV Tower with Neptun Fountain, Spree River (Magazine).
- References to German soccer teams (Magazine).

### Phonetic and Orthographic Content:

- Comparing the pronunciation of the vowel "e" in stressed and unstressed syllables (workbook).
- Intonation and melody in dialogues (workbook).
- Distinguishing between "Morgen" (morning) and "morgen" (tomorrow) (workbook).

### Tasks:

- List weekend plans using vocabulary from the visual dictionary and find commonalities with classmates.
- Draw a clock (on paper or on a classmate's back), ask for the time, and answer.
- Report the current time in your favorite place.
- Plan a dream day with a partner, present it to the class, and vote on the best one.
- Make 4 cards with activities and times, exchange them with a classmate, and create sentences for each drawing (workbook).

### LESSON 9: I like hamburgers.

#### Communicative and Interactive Objectives:

- Talk about likes, preferences, and eating habits.
- Order something in a café or restaurant.

**Theme:** Food

#### Communicative Functions:



- Express food preferences
- Make assumptions
- Discuss preferences for different meals of the day
- Order something in a café or restaurant
- Create a dinner menu

### **Linguistic Mediation:**

- Convey information (verbally)
- Compare languages (Workbook)
- Write a text interpreting a statistic (Workbook)

### **Grammar Content:**

- Conjugation of "mögen", "essen", "möchte", "nehmen"
- Compound word formation

### **Lexical-Semantic Content:**

- Food
- Meals of the day
- Dishes

### **Sociolinguistic and Cultural Content:**

- Understand a café menu
- Polite expressions to order in a café or restaurant
- Learn about typical breakfasts in D-A-CH countries (Germany, Austria, Switzerland)
- Exchange quick recipes (Magazine)
- Research chocolate museums (Magazine)
- Report on an interesting museum in D-A-CH or your region (Magazine)

### **Phonetic and Orthographic Content:**

- Stress in compound words

### **Tasks:**

- Modify a poem
- Interview a partner about their food preferences and habits
- Simulate dialogues between waiter and customer
- Create a dinner menu
- In pairs: choose two food pictures from the picture dictionary, swap them with another pair and form a compound word
- In pairs: create cards with drawings and words (Workbook)
- Create a quick recipe book as a class (Magazine)
- Play a ball-passing game, having short dialogues about food preferences and frequency of consumption (Magazine)
- Collect information online about a chocolate museum (Magazine)



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### Communicative and Interactive Objectives:

- Ask for, understand, and give information. Talk about transport, journeys, and schedules.

**Theme:** Travel, transportation

### Communicative Functions:

- Express assumptions
- Ask for and give information
- Express emotions
- Show understanding
- Communicate platform changes and arrival times

### Linguistic Mediation:

- Inform a friend about changes in the place and time of arrival (Workbook)

### Grammar Content:

- Separable verbs (conjugation and position in the sentence)

### Lexical-Semantic Content:

- Means of transportation
- Luggage
- Public transport locations

### Sociolinguistic and Cultural Content:

- Public transportation in D-A-CH
- References to cities in D-A-CH: Frankfurt, Salzburg, Zürich, Hamburg

### Phonetic and Orthographic Content:

- Stress in separable verbs

### Tasks:

- Create a puzzle in groups: make 3 sentences with separable verbs, write each word on a card, exchange with another group, and order the pieces
- Make verb cards, exchange them with a partner, and create sentences

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## LESSON 11: What did you do yesterday?

### Communicative and Interactive Objectives:

- Talk about past activities and routines. Exchange information about schedules.



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**Theme:** Daily routine, recent past

### Communicative Functions:

- Talk about something that happened recently
- Describe a day in the past
- Ask for and give information about schedules
- Ask about recent activities
- Discuss a diagram (Magazine)

### Linguistic Mediation:

- Interpret signs and share the information with a partner
- Convey information read on a blog (Workbook)
- Provide information to someone (Workbook)
- Interpret a diagram (Magazine)

### Grammar Content:

- Formation of the perfect tense with "haben"
- Past participles of regular, irregular, separable verbs, and verbs ending in "-ieren"
- Temporal prepositions "von...bis", "ab"
- The adjective "letzt-"

### Lexical-Semantic Content:

- Daily activities and routines
- Time adverbs
- City establishments

### Sociolinguistic and Cultural Content:

- Understanding business hours in German-speaking countries
- Seeing images of Bern (Magazine)

### Phonetic and Orthographic Content:

- Stress, melody, and intonation in declarative and interrogative sentences with the perfect tense

### Tasks:

- Using a questionnaire, ask classmates if they've done certain activities recently and find 5 people who answer "yes"
- Write a message about what you did last Sunday
- Write a blog post, exchange it with a partner, and share the information orally in class (Workbook)
- Record a voice message for someone, passing on the requested information (Workbook)
- Write a story about people caught on a surveillance camera and act it out as pantomime (Magazine)
- Create and comment on a diagram (Magazine)
- Write a letter explaining to two future characters what life is like today (Magazine)
- Act out your Saturday and record it on video (Magazine)



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### LESSON 12: In spring, I went to Hamburg.

#### Communicative and Interactive Objectives:

- Talk about celebrations, events, and trips. Narrate past experiences.

**Theme:** Year progression, travel

#### Communicative Functions:

- Talk about holidays, special activities, and trips
- Communicate the month and season of your birthday
- Present your favorite season
- Make assumptions
- Present a holiday/event
- Express intentions
- Describe your or a family member's situation at a specific point in the past (Magazine)

#### Linguistic Mediation:

- Share interesting information gathered through a questionnaire
- Compare languages (Workbook)
- Pass on previously received information to a friend (Workbook)

#### Grammar Content:

- The perfect tense with "sein"
- The preterite of "sein" and "haben"
- Temporal prepositions "im" and "seit"
- Local prepositions "nach" and "in" (Where to? - Wohin?)

#### Lexical-Semantic Content:

- The seasons
- The months
- Year numbering
- Leisure activities
- Holidays and events

#### Sociolinguistic and Cultural Content:

- Understand a blog about vacations in different D-A-CH locations
- Learn about holidays and events in Germany
- Learn about the region around Lake Constance, where Germany, Switzerland, and Austria meet (Dreiländereck)
- Understand a short informative text about a popular German holiday (Hamburger Hafengeburtstag)
- References to regions and cities in D-A-CH
- Research holidays/festivals in different countries (Workbook)
- Learn an important date in German history: the fall of the Berlin Wall (Mauerfall in Berlin) (Magazine)
- Understand texts recounting personal experiences during the fall of the Berlin Wall (Magazine)



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### Phonetic and Orthographic Content:

- Pronunciation of the vocalic "r" (Workbook)

### Tasks:

- Create a poster about a season of the year and related activities
- Create a questionnaire about special activities and find classmates who answer affirmatively
- Discuss trips, make assumptions about a partner's photo, and verify them
- Record a voice message telling someone about another person's vacation (Workbook)
- Research and gather information about a holiday/festival (Workbook)
- Share your or a family member's situation during the fall of the Berlin Wall (Magazine)

### A1.2 Second Semester:

#### LESSON 13: Berlin gefällt mir. (I like Berlin)

### Communication and Interactional Objectives:

- Talk about likes, preferences, advantages, and disadvantages of places.

### Topic: In the City

### Communication Functions:

- Express a guess.
- Talk about tourist attractions in a city.
- Express likes and preferences.
- Name what is (or isn't) in the city where you live.
- Ask and share likes and preferences of different people.
- Describe your favorite place and point out its advantages and disadvantages.
- Compare customs of others with your own (Magazine).

### Linguistic Mediation:

- Pass information to a classmate.
- Take notes and write a text based on them.
- Offer word translations to a classmate (Workbook).
- Pass on information previously received to a friend (Workbook).

### Grammar Content:

- *Es gibt* + accusative.
- Verbs requiring the dative case (gefallen, danken, helfen, gehören).
- Personal pronouns in dative (mir, dir... ihnen).

### Lexical-Semantic Content:





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- Tourist attractions in the city.
- Descriptive adjectives (Magazine).
- Adverbs of degree: ziemlich, sehr (Magazine).

### Sociolinguistic and Cultural Content:

- Learn about tourist attractions in Berlin.
- Create a mind map about Berlin.
- Watch a video about Berlin from a student's perspective.
- Learn colloquial forms of verbs for the first person singular ("ich find", "ich denk").
- Discover the city of Bern through a video (Magazine).

### Phonetic and Orthographic Content:

- Distinguish between long vowel pronunciations of "e" and "i" (Workbook).
- Learn different spelling options for long "e" and "i" (Workbook).
- Identify positive comments through melody and intonation (Workbook).

### Tasks:

- Exchange information about vacation spots and people's preferences.
- Write a text about your favorite place, exchange texts in groups, and formulate a question for others' texts; answer the questions asked about your own text.
- Show and comment on photos of your favorite place.
- Translate words, and pass them to a classmate via voice message (Workbook).
- Write an email, providing information to a friend (Workbook).
- In groups, each member brings a photo of a place from their city. Each person chooses a photo and writes a description, and the others guess which photo the text is describing (Magazine).
- Take photos on your way to work, share and explain them to a classmate (Magazine).

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## LESSON 14: Vor dem Kaufhaus nach rechts. (Turn right before the department store)

### Communication and Interactional Objectives:

- Give and understand directions. Locate objects and people.

### Topic: Directions

### Communication Functions:

- Ask for directions.
- Give directions to a location.
- Express gratitude.
- State that you don't know a route.
- Express likes.
- Ask where someone is.

### Linguistic Mediation:



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- Draw a route that was previously heard.
- Create drawings visualizing directions (Workbook).
- Interpret messages, photos, and bills, take notes, and write a text based on them (Magazine).

### Grammar Content:

- Local prepositions: vor, neben, an...
- Contraction of articles in the dative with "in" and "an" (im, am).

### Lexical-Semantic Content:

- Institutions and landmarks in the city.
- Directions in the city (nach rechts, geradeaus...).
- Prepositions of location.

### Sociolinguistic and Cultural Content:

- Interpret bills and receipts from different establishments (Magazine).

### Phonetic and Orthographic Content:

- Pronunciation of diphthongs "ei", "eu", and "au" (Workbook).

### Tasks:

- Position objects and take a photo of them, or make a drawing with objects. All results are placed on a table, and someone describes one of the images while the others find the described image.
- Conduct dialogues asking for directions, describing them, and drawing them on a map.
- Record a voice message for a classmate with directions. The classmate follows the route after class (Workbook).

### Lesson 15: Ich finde ihr Zimmer schön (I find her room beautiful)

#### Communicative and Interactive Objectives:

- Describing and understanding homes.
- Evaluating apartments and their furnishings.

#### Topic: Housing and Apartment Search

#### Communicative Functions:

- Giving opinions.
- Expressing likes and preferences.
- Describing and evaluating apartments and furniture.
- Understanding home interior descriptions.
- Understanding apartment ads.
- Describing your dream home/apartment.

#### Linguistic Mediation:



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- Creating a floor plan of your home and explaining it to a classmate.
- Taking notes from a voice message and writing a text based on it (Workbook).

### Grammar Content:

- Possessive article in the 3rd person singular (*sein, ihr*) in nominative and accusative cases.

### Lexical-Semantic Content:

- Types of housing.
- Parts of a house.
- Rooms.
- Furniture.
- Qualifying adjectives.
- Adverbs of manner: *sehr, zu* (very, too).
- Local adverbs: *hinten, oben, unten, vorn* (back, above, below, front).

### Sociolinguistic and Cultural Content:

- Understanding apartment ads from D-A-CH countries.
- Common abbreviations in housing ads: *NK, m<sup>2</sup>, WG, inkl., Tel.*
- Understanding the concept of *Pfandflaschen* (Magazine).

### Phonetic and Orthographic Content:

- Formation of the plural with *ä* and *äu* and their pronunciation.

### Tasks:

- Draw a floor plan of your home and discuss it with a classmate.
- Show a picture of your apartment or a room to a classmate and discuss it.
- Draw your dream apartment and write a text describing it; read the text aloud, and others match the drawing to the description.
- Send a photo of your desk to a classmate, and they comment on it (Workbook).

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## Lesson 16: Wir haben hier ein Problem (We have a problem here)

### Communicative and Interactive Objectives:

- **Requesting and offering help.**
- **Proposing, canceling, and rescheduling appointments.**

### Topic: Incidents, Appointments

### Communicative Functions:

- Making a guess.
- Expressing a wish.
- Requesting and offering help with a technical issue.
- Describing a technical problem.



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- Reacting to a request.
- Proposing, scheduling, canceling, and postponing an appointment.

### Linguistic Mediation:

- Interpreting a photo through dialogue.
- Formulating sentences based on instructions (Workbook).
- Language comparison (Workbook).

### Grammar Content:

- Temporal prepositions with the dative: *in, vor, nach* (in, before, after).

### Lexical-Semantic Content:

- Hotel equipment and accessories.

### Sociolinguistic and Cultural Content:

- Colloquial forms of indefinite articles: *einen* → *'nen*.
- Understanding greetings and farewells in formal and informal emails/messages.

### Phonetic and Orthographic Content:

- Pronunciation differences between vowels *o* and *u* (Workbook).

### Tasks:

- Role-play explaining a problem and offering a solution.
- Describe someone's day using an agenda; the partner identifies the person.
- Exchange text messages with a classmate, proposing and postponing an appointment.
- Prepare and simulate a phone conversation with technical support (Workbook).
- Record a voice message proposing an appointment to a classmate; they respond (Workbook).

---

## Lesson 17: Ich will... werden (I want to become...)

### Communicative and Interactive Objectives:

- Talking about wishes and future plans.

### Topic: Plans and Desires

### Communicative Functions:

- Expressing wishes.
- Discussing future plans.
- Expressing importance.
- Talking about personal and professional goals.

### Linguistic Mediation:



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- Language comparison (Workbook).

### Grammar Content:

- Conjugation of *werden*.
- Modal prepositions: *mit, ohne* (with, without).
- Modal verb *wollen*: conjugation and sentence structure.

### Lexical-Semantic Content:

- Plans.
- Wishes.
- Goals.
- Ideal profession.
- Intensifying desires with *unbedingt, auf jeden Fall, auf keinen Fall* (absolutely, definitely, definitely not).

### Sociolinguistic and Cultural Content:

- Creating "wish trees" in class.
- Reference to requirements for studying medicine in Germany.

### Phonetic and Orthographic Content:

- Recognizing stress in international words and comparing it with other languages (Workbook).

### Tasks:

- Write down two wishes (professional or personal) on two cards, write your name on the back, and place the cards on posters showing "wish trees" (*Wunschbäume*). Later, pick a classmate's card and discuss their wish.
- Formulate questions about a text, exchange them with a classmate, and answer them (Workbook).
- Write a short text about your experiences or plans after finishing school (Workbook).

### LESSON 18: I am supposed to do this exercise.

### Communicative and Interactive Objectives:

- Ask for advice, give recommendations, and explain personal and others' habits.

### Topic: Health and Illness

### Communicative Functions:

- Discuss cultural differences.
- Describe pain.
- Ask for advice.
- Give advice and recommendations.
- Talk about personal and others' habits.
- Express a guess (Magazine).



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### Linguistic Mediation:

- Extract information from a text and categorize it in a table.
- Take notes and write a dialogue based on them (Magazine).

### Grammatical Content:

- Formal imperative (Sie).
- The modal verb "sollen": function, conjugation, and sentence structure.
- Use of particles "mal" and "doch" with the imperative (Workbook).

### Lexical-Semantic Content:

- Body parts.
- Health problems.
- Medications and other remedies.
- Adverbs of manner: quite, somewhat.

### Sociolinguistic and Cultural Content:

- Discuss similarities and differences in cultural situations.
- Video filmed in Vienna with typical locations (Magazine).
- Learn proverbs and compound words from the D-A-CH region that include body parts (Magazine).
- Learn the origin of a German folk song (Magazine).

### Phonetic and Orthographic Content:

- Observe the melody and intonation of imperative sentences (Workbook).
- Differentiate between yes/no questions and imperative sentences by intonation (Workbook).

### Tasks:

- Act out health advice from a text using pantomimes; the class guesses the advice.
- Formulate recommendations for increasing daily movement, write each on a card, and place them on the wall; read the advice and distribute "likes" in the form of smiley faces.
- Memorize body parts and label a statue image with a partner.
- Write a disease and your name on a card; others will write recommendations for that disease on the same card; present the advice in class.
- Fill out a table by interviewing classmates about their habits.
- Record a voice message commenting on recommendations previously read to a friend (Workbook).
- Create a poster with advice, photos, and drawings about what gives immediate happiness; read the advice from other groups and distribute "likes" in the form of smiley faces (Magazine).
- In pairs, write an imaginary dialogue between yourself and your brain and perform it in class (Magazine).
- Split into two groups based on opinions about an imaginary app; organize a "Kugellager" (carousel) where pairs exchange opinions about Alexa, Siri, GPS, etc. (Magazine).
- Game: from 9 given words, find the maximum possible compound words (Magazine).
- In pairs, write a phone conversation between Dr. Eisenbarth and a patient and perform it in class (Magazine).



## LESSON 19: Don't get upset right away!

### Communicative and Interactive Objectives:

- Give orders, politely ask someone to do something, communicate problems, and react to them.

**Topic:** Household chores

### Communicative Functions:

- Give orders.
- Make polite requests and react to them.
- Communicate a problem.
- Express criticism and react to it.
- Justify behavior.

### Linguistic Mediation:

- Write notes by interpreting a cleaning schedule.
- Language comparison (Workbook).
- Note important information from voice messages (Workbook).
- Communicate tasks to someone by following third-party instructions (Workbook).

### Grammatical Content:

- Informal imperative in singular and plural (du, ihr).
- Personal pronouns in the accusative case.
- Review: past participles of separable verbs (Workbook).

### Lexical-Semantic Content:

- Household chores.
- Phrases for polite requests (e.g., "Sei so lieb/gut/nett...").

### Sociolinguistic and Cultural Content:

- The use of "bitte" and "doch (mal)" in imperative sentences.

### Phonetic and Orthographic Content:

- Compare melody and intonation in imperative, declarative, and interrogative sentences.

### Tasks:

- Politely request something from one or more people: others perform the request using pantomimes.
- Choose three sentences and write each on a card, then write related requests on three other cards; a partner matches the sentences with the requests and writes three messages using them.
- Simulate a conversation about a conflict.
- Record a voice message for a classmate with a polite and impolite request; the classmate reacts (Workbook).
- Write a conversation between two roommates about a conflict (Workbook).



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- Record a voice message relaying instructions from a boss to coworkers (Workbook).

### LESSON 20: The team looks very friendly!

#### Communicative and Interactive Objectives:

- Describe someone, respond appropriately to a story, and recount past events.

**Topic:** Physical appearance and character

#### Communicative Functions:

- Make assumptions.
- Express (dis)interest in a profession.
- Present a business idea.
- Describe people.
- Share opinions on someone's character.
- Narrate past events.
- React with surprise, joy, or pity to information or a story.

#### Linguistic Mediation:

- Language comparison (Workbook).
- Take notes and give a presentation based on them (Magazine).

#### Grammatical Content:

- Formation of antonyms using the prefix "un-".
- The perfect tense with non-separable verbs: formation of past participles and sentence structure.

#### Lexical-Semantic Content:

- Professions.
- Physical appearance.
- Character traits.
- Expressions of surprise, joy, and pity.
- International words (Workbook).

#### Sociolinguistic and Cultural Content:

- Learn about the professional profile of a media and communication expert.
- Learn biographical details of famous D-A-CH figures (Magazine).
- Observe the use of the prefix "un-" (Magazine).

#### Phonetic and Orthographic Content:

- Observe stress in adjectives and their antonyms (Workbook).
- Observe stress in separable and non-separable verbs (Workbook).





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### Tasks:

- Create an advertisement poster for a startup; present the results orally or with a written presentation for class feedback.
- Orally describe a person in a photo, and the partner guesses who it is.
- Narrate past events from the previous day, and the partner arranges related images in chronological order.
- Tell a personal experience, and the class reacts appropriately.
- Write a text message answering a friend's questions (Workbook).
- Record a voice message describing two other classmates; the partner guesses who they are (Workbook).
- Describe a sequence of images in the past and invent an ending (Workbook).
- Research the biography of a famous figure and present it to a group (Magazine).

### LESSON 21: Is that allowed?

#### Communicative and Interactive Objectives:

- Discuss and give opinions about rules and regulations. Communicate an obligation, prohibition, or permission.

**Topic:** Rules and Regulations

#### Communicative Functions:

- Share your opinion and react to others' opinions.
- Express agreement or disagreement with a rule.
- Express permission, prohibition, and obligation.
- Discuss rules and regulations.
- Warn about something.
- Emphasize statements.

#### Linguistic Mediation:

- Language comparison (Workbook).
- Provide information to someone (Workbook).

#### Grammatical Content:

- The modal verbs "müssen" and "dürfen": conjugation and sentence structure.

#### Lexical-Semantic Content:

- Rules and regulations in traffic and environmental areas.
- Leisure activities.

#### Sociolinguistic and Cultural Content:

- Notice subject omission in spoken language.
- Learn common rules and regulations in German-speaking countries.
- Learn speed limits in cities and highways of D-A-CH (Workbook).
- Debate punctuality in different contexts (Magazine).



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### Phonetic and Orthographic Content:

- Compare the pronunciation of the vowels "ä" and "e".

### Tasks:

- In an illustration: describe the rules in a park and how people are behaving regarding them.
- Draw or show a sign, and others interpret it.
- Post three rule-related posters on the wall where classmates add their opinions; read and discuss these in class.
- Debate controversial environmental topics (Magazine).
- Exchange opinions on punctuality in different situations (Magazine).

### LESSON 22: More, more, more?

#### Communicative and interactive objectives:

- Talk about clothing.
- Make comparisons.

**Topic:** Clothing items

#### Communicative functions:

- Talk about clothing.
- Describe what someone is wearing.
- Express likes and preferences.
- Make comparisons.
- Express surprise.

#### Linguistic mediation:

- Compare languages (Workbook).
- Interpret and comment on a statistic (Magazine).

#### Grammar content:

- Comparative and superlative forms of adjectives and some adverbs.
- Comparative sentences with "als" and "wie."
- Interrogative pronoun: "welch-."
- Demonstrative pronouns: "der/die/das (here)" / "dieser/diese/dieses."

#### Lexical and semantic content:

- Clothing and accessories.
- Frequency adverbs (Workbook).

#### Sociolinguistic and cultural content:

- Observe clothing styles in German-speaking countries.
- Learn different ways of acquiring clothing in D-A-CH.



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- Compare geographic data from D-A-CH with other countries (Workbook).
- Learn facts about pets in Germany (Magazine).

### Phonetic and orthographic content:

- Observe the pronunciation of the "e" in unstressed syllables (Workbook).

### Tasks:

- Describe what a classmate is wearing, and the others guess who it is.
- Group game: Compare cities, rivers, museums, countries, and mountains; discuss the results with other groups and finally verify the answers online.
- Prepare a comparison task for other groups.
- Create a clothing exhibit with drawings done in class and comment on the garments with a partner.
- Take a photo of someone, send it to a classmate, and ask what the person is wearing; the classmate responds (Workbook).
- Compare geographical information from D-A-CH with other countries (Workbook).

## LESSON 23: It's raining. So what?

### Communicative and interactive objectives:

- Talk about the weather.
- Express preferences and reasons.
- Discuss vacation destinations.

### Topic: Weather

### Communicative functions:

- Express (dis)pleasure about the weather.
- Express likes and preferences.
- Talk about the weather.
- Talk about vacation preferences.
- Reason something out.
- Wish someone a good trip.

### Linguistic mediation:

- Take notes by interpreting sounds and, based on that, write poems.
- Write a text for an advertising poster using previously noted ideas.
- Record a voice message informing a friend about the weather forecast (Workbook).
- Compare languages (Workbook).

### Grammar content:

- Formation of adjectives with the negative suffix "-los."
- The causal connector "denn."
- Local prepositions with case alternation: "an," "in," and "auf."
- Connectors "denn," "aber," "oder," and "und" (Workbook).



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### Lexical and semantic content:

- Weather.
- Vacation destinations.

### Sociolinguistic and cultural content:

- Compare the current weather in different cities.

### Phonetic and orthographic content:

- Observe the pronunciation of the vowel "ö" and differentiate it from "o" and "ü" (Workbook).

### Tasks:

- Search on your phone for the current weather in different cities and report the results.
- In groups, write poems about the weather and present your favorite poem to the class.
- In pairs, create cards with different locations; use these to practice prepositions with case alternation through small dialogues.
- Create a class exhibit with advertising posters for an ideal vacation destination.
- Watch the weather forecast and choose a day for an excursion based on it; record a voice message informing a friend about it (Workbook).

## LESSON 24: October 1st was my lucky day!

### Communicative and interactive objectives:

- Talk about important personal dates.
- Congratulate someone.
- Express wishes.

**Topic:** Holidays and celebrations

### Communicative functions:

- Indicate dates.
- Talk about important dates.
- Congratulate someone.
- Make a guess.
- Discuss and give opinions about themed days.
- Express personal and others' wishes.
- Say your birthday (Magazine).

### Linguistic mediation:

- Interview classmates, take notes, and present the information to the class.
- Take notes by extracting required information from a poster (Workbook).
- Record a voice message passing requested information to a friend (Workbook).



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### Grammar content:

- Ordinal numbers: formation and use in dates.
- Temporal prepositions "an" and "von...bis."
- The Konjunktiv II to express wishes.
- "würde": conjugation and sentence structure.

### Lexical and semantic content:

- Holidays and celebrations.
- Dates.
- Months of the year.
- Congratulations.
- Zodiac signs (Magazine).

### Sociolinguistic and cultural content:

- Learn about international themed days.
- Observe the omission of the subject in spoken language.
- Understand a poster about a cultural festival in a German-speaking country (Workbook).

### Phonetic and orthographic content:

- Observe pauses and word restarting in words beginning with a vowel (Neueinsatz) (Workbook).

### Tasks:

- Write down important personal dates on one card and the corresponding events on another; a partner guesses which date matches which event.
- Interview classmates about their wishes in different situations and later present them to the class.
- In groups, collect ideas for desired mobile apps/functions and present them to the class (Magazine).
- In pairs, create a new text to decipher a code and then exchange it with another pair (Magazine).
- In groups, write an annual horoscope for a zodiac sign and present the results in class (Magazine).

## TEACHING METHODOLOGY

### General methodological aspects of the subject

The course is designed to be largely practical and student-centred, in order to encourage students to become autonomous learners and play an active role in their own learning process. This approach is designed to help them develop the communication skills they will need to communicate in French in their professional future.

In order for students to practice their oral skills and carry out the group work that will be assigned throughout the course, class attendance is essential. Students will develop their oral skills individually, in pairs or in groups by carrying out different communicative tasks related to the topics being studied in the course textbook as well as any supplementary materials that will be handed out during the course or be available on the Moodle virtual learning platform. The course is taught entirely in French and students will be expected to communicate in French at all times.



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To achieve the course objectives and acquire the competences that have been specified, each course unit will include the following activities:

### **In-class Methodology: Activities**

- **Lectures:** the teacher will introduce the topic of the unit; explain course content, as well as linguistic aspects such as grammar or vocabulary.
- **Group work, project work and seminars:** in-class sessions supervised by the teacher in which students will be the focal point, working either individually, in pairs or in groups. The objective will be to practice language production in the classroom. The classes will be centred on the students and their active participation, carrying out projects in pairs or in groups, as well as working on exercises together or individually. These exercises can be oral or written, and can include listening comprehension activities using audiovisual materials, oral information exchanges, class discussions, reading and text analysis. The teacher's role will be to stimulate and monitor the students' learning, helping and correcting them whenever necessary.
- **Oral presentation of topics or project work:** This can include presentations or oral exchanges with the teacher, in small groups or in front of the class, individually or in groups. Evaluation will be based on understanding of the material, organization and structure of the information provided, clarity, and, if it is a group presentation, the active role of each of the group members.
- **Quizzes and exams:** Written or oral quizzes and exams both individual and in groups will be given from time to time during the course as well as a final global exam adjusted to the level of the students and the course content that has been covered.

### **Independent study: Activities**

-Along with the learning activities done in class, homework is essential in order to consolidate both general and specific competences to be acquired.

- **Individual written homework.** Students will be expected to do the exercises and activities assigned for homework. An essential tool of the learning process is the Moodle virtual learning environment, where students will find useful links, audiovisual materials as well as abundant supplementary materials. In some cases, work assigned will be picked up and corrected. The objective of these homework assignments is to provide students with further practice and to consolidate the course content, including vocabulary and structures seen in class.

- **Individual Reading** - Reading of texts assigned to develop reading skills.

- **Group work-** Students will have to prepare oral or written assignments outside class in collaboration with the other members of their group or individually, which will later be presented in class as a group or individually to another group.

Students will need to know how to use email to send in writing assignments as attachments.



## SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS			
Clases teóricas	Clases prácticas	Actividades académicamente dirigidas	Evaluación
10.00	50.00	50.00	10.00
NON-PRESENTIAL HOURS			
Trabajo autónomo sobre contenidos teóricos	Realización de trabajos colaborativos	Estudio	
100.00	40.00	40.00	
ECTS CREDITS: 12,0 (300,00 hours)			

## EVALUATION AND CRITERIA

The use of AI to produce full assignments or substantial parts thereof, without proper citation of the source or tool used, or without explicit permission in the assignment instructions, will be considered plagiarism and therefore subject to the University's General Regulations.

Evaluation activities	Evaluation criteria	Weight
<b>Active Participation</b>	<ul style="list-style-type: none"><li>Pronunciation</li><li>Active participatio in class acitivities</li><li>Ability to interact with the professor and classmates at appropriate moments in an appropriate way.</li></ul>	5
<b>Written tasks done outside of class</b>  <b>PLAGARISM / USE OF AI:</b> Any assignment that is copied in whole or in part from an external source (e.g. the Internet, a classmate, artificial intelligence applications like Chat GPT) without being properly cited according to the instructor's criteria will receive a grade of 0.	<ul style="list-style-type: none"><li>Correct language use (grammar, syntax and spelling)</li><li>Correct use of vocabulary</li><li>Clarity of expression</li><li>Use of correct register</li></ul>	5
<b>2 Tests</b>	<ul style="list-style-type: none"><li>Ability to use vocabulary and grammar structures correctly</li><li>Correct use of language (grammar, syntax, and spelling)</li><li>Knowledge of vocabulary</li><li>Oral expression and comprehension</li></ul>	40
	<ul style="list-style-type: none"><li>Mastery of the concepts of the topics covered</li><li>Correct use of language (grammar, syntax, and</li></ul>	



**2 Exams (one at the end each semester)**

- spelling)
- Knowledge of vocabulary
  - Clarity of expression
  - Use of correct register

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## Ratings

If the subject is semester-based, a final grade is given each semester. There is no annual average.

If the subject is year-long, the final grade for the regular exam session will be the average of the two semester grades: 1st semester = 50%, 2nd semester = 50%. However, to calculate the average, it is essential to pass the 2nd semester with a minimum grade of 5 out of 10. If the 2nd semester is not passed, the maximum final grade the student can receive will be 4.0, and the student will have to take the next exam session.

If the student does not attend the final exam of the 2nd semester, "NP" (Not Present) will appear in the record.

The extraordinary exam session in June covers the material for the entire course.

Students in the Bachelor's program at the ICAI School of Engineering, following their school's regulations, as well as "supplementary course" students, only have one exam session per academic year in languages.

## WORK PLAN AND SCHEDULE

Activities	Date of realization	Delivery date
1st semester mid-term exam	Week 7	
1st semester exam	Week 14	
2nd mid-term exam	Week 7	
2nd semester exam	Week 14	
The exam dates will be announced in class one week in advance and will be held during class hours. All tests will be reviewed in class. Any test not taken on the scheduled date will receive a grade of 0.		

## BIBLIOGRAPHY AND RESOURCES

### Basic Bibliography

**MOMENTE A1.1 KURSBUCH (editorial: Hueber)**

**MOMENTE A1.1 ARBEITSBUCH (editorial: Hueber)**

**MOMENTE A1.2 KURSBUCH (editorial: Hueber)**





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## MOMENTE A1.2 ARBEITSBUCH (editorial: Hueber)

In compliance with current regulations on the **protection of personal data**, we would like to inform you that you may consult the aspects related to privacy and data that you have accepted on your registration form by entering this website and clicking on "download"

<https://servicios.upcomillas.es/sedeelectronica/inicio.aspx?csv=02E4557CAA66F4A81663AD10CED66792>