

GJU English Language Proficiency Manual
School of Applied Humanities and Social Sciences (SAHSS) - GJU

**The regulations outlined in this manual apply to students admitted
in the academic year 2026–2027 and thereafter.**

1. Introduction

This manual provides a comprehensive overview of the English Language Program and its assessment framework. It serves as a guide for students, instructors, and academic administrators by outlining the structure, objectives, and requirements of the program.

The manual covers the English Placement Test, which is used to determine students' initial language proficiency levels and place them in the appropriate courses. It also presents the Regular Track and Advanced Track courses, including their learning outcomes, progression requirements, and assessment procedures. Furthermore, the manual explains the Proficiency Examination, which evaluates students' achievement of the required language competencies upon completion of the degree.

The English Language Program is designed to develop students' communicative competence and academic language skills in alignment with international language proficiency standards. Through a structured sequence of courses and assessments, the program aims to equip students with the linguistic knowledge and practical skills necessary for success in academic, professional, and intercultural contexts.

2. Placement Testing and Course Tracks

The English Placement Test is designed to assess the overall English language proficiency of newly admitted students and to ensure their placement in courses that match their current language abilities. The test evaluates four key language components: **Listening**, **Reading**, **Grammar**, and **Vocabulary**. These components provide a comprehensive measure of students' receptive language skills and their knowledge of English language structures and usage.

The results of the Placement Test are used solely for placement purposes and do not contribute to students' academic GPA. Based on their overall performance, students are assigned to the appropriate English language course level to support their academic success and language development. Placement decisions are made according to the score ranges specified in the table below, which outlines the corresponding courses and proficiency levels for each score band.

The placement process aims to ensure that students receive instruction that is aligned with their linguistic needs, enabling them to progress systematically through the English Language Program and achieve the required level of proficiency for academic and professional communication.

Track	Test score range	Course placement	
		Course ID	Course Level
Regular Track	1 – 40	ENGL0098	A2
	41 – 50	ENGL0099	B1.1
	51 – 70	ENGL1001	B1.2
	-	ENGL1002	B2
Advanced Track	71 – 120	ENGL1003	B2/C1
		ENGL1004	B2/C1

3. Regular Track Courses

Regular Track is intended for students who score below 71 on the English Placement Test. It is designed to develop students' English language proficiency progressively from elementary to advanced levels, enabling them to achieve the competencies required at the B2 level of the Common European Framework of Reference for Languages (CEFR). The track consists of four sequential courses:

- ENGL0098: Elementary English
- ENGL0099: Intermediate English
- ENGL1001: Upper-Intermediate English
- ENGL1002: Advanced English

These courses provide systematic instruction in the four language skills—listening, speaking, reading, and writing—while also strengthening students' grammar, vocabulary, pronunciation, and communicative competence. Each course builds upon the knowledge and skills acquired in the previous level, ensuring a gradual and coherent progression toward independent language use.

The following sections provide detailed information for each course, including the course description, intended learning outcomes, topics covered through classroom instruction, and topics assigned for self-study. This structure promotes a balanced learning approach that combines guided instruction with independent learning, encouraging students to take an active role in their language development.

- Regular Track Courses Passing Requirements

NGL0098: Elementary English

Students must achieve a minimum mark of **30 out of 60** in the coursework. Passing the coursework qualifies the student to sit for the **Language Proficiency Examination** at the end of the semester. The passing mark for the Language Proficiency Examination is **60 out of 100**. The coursework mark is not included in the Language Proficiency Examination grade, and the course grade is not included in the student's cumulative GPA. The course is graded on a **Pass/Fail** basis.

ENGL0099: Intermediate English

Students must achieve a minimum mark of **30 out of 60** in the coursework. Passing the coursework qualifies the student to sit for the **Language Proficiency Examination** at the end of the semester. The passing mark for the Language Proficiency Examination is **60 out of 100**. The coursework mark is not included in the Language Proficiency Examination grade, and the course grade is not included in the student's cumulative GPA. The course is graded on a **Pass/Fail** basis.

ENGL1001: Upper-Intermediate English

The passing mark for this course is **50 out of 100**, and the course grade is included in the student's cumulative GPA.

ENGL1002: Advanced English

Students must achieve a minimum mark of **30 out of 60** in the coursework. Passing the coursework qualifies the student to sit for the **Language Proficiency Examination** at the end of the semester. The passing mark for the Language Proficiency Examination is **60 out of 100**. The coursework mark is not included in the Language Proficiency Examination grade, and the course grade is included in the student's cumulative GPA.

There is no limit on the number of repeat attempts, and students are encouraged to retake the level as many times as needed until they demonstrate mastery of the learning outcomes. Graduation is only awarded once a student has successfully completed and passed the B2 level. This ensures that all students who graduate from the University have the language proficiency required for academic study, professional use, and effective communication at a B2 level or above.

- Regular Track:

ENGL0098 (Ultimate English A2 – Hamilton)

Course Name	Elementary English	Course ID	ENGL0098
Year Level	First	Method	F2F
Prerequisite	-		
Course Description	This course is designed for learners at the elementary level (A2) according to the Common European Framework of Reference for Languages (CEFR). It develops students' ability to understand and use basic English in everyday situations. The course focuses on integrating the four language skills—listening, speaking, reading, and writing—with emphasis on practical communication in familiar contexts such as personal information, family, shopping, work, and the local environment. Upon successful completion of this course, students will be able to understand simple spoken and written texts on familiar topics, participate in short routine conversations that require a direct exchange of information, use common expressions to describe personal experiences and daily activities, and write short, simple messages and descriptions.		
Learning Outcomes according to Skill	Reading: - Understand short, simple texts such as personal profiles, recipes, blog posts, notices. - Find specific information in texts using T/F, multiple-choice, missing sentences. - Deduce meaning of unknown words from context. - Scan for numbers, dates, names in simple texts. Writing - Write short personal profiles, recipes, emails of 60-80 words using “so/because”. - Write simple biographies, invitations, notes using past simple and time prepositions. - Use basic connectors: and, but, so, because. - Describe daily routines, hobbies, places with simple adjectives. Speaking		

- Make suggestions and respond to them: "Let's...", "How about..."
- Give simple instructions and ask/give information about transport, future plans.
- Express likes/dislikes, preferences, agree/disagree with basic phrases.
- Talk about past events, future plans, health problems using short phrases.

Listening

- Understand slow, clear speech about familiar topics: numbers, daily life.
- Take notes with numbers/dates.
- Identify main ideas and opinions in short talks.
- Match people to pictures, photos to ideas in simple recordings

Unit/Topic / Pages	Topics covered through classroom instruction			Topics assigned for self-study	
	Reading/ Speaking	Voc	Writing	Grammar	Listening
Unit 1: Do something different p.5-20	Reading: T/F and inference questions/statements Speaking: Making suggestions/ Negotiations	Vocab: Sports, free-time activities-sports	Writing: Personal profile and Linking: so/because	Present simple vs present continuous/ adverbs of frequency, pronouns, possessive 's	Note-taking – numbers
Unit 2: It's delicious! p.21-32	Reading: Multiple-choice and word formation Speaking: Giving instructions	Vocabulary: Cooking verbs, ingredients, measurements	Writing: Recipe and instructions	Present continuous, relative clauses	Find the correct answer – pictures
Unit 3: Enjoy your trip! p.35-46	Reading: Deduce meaning Speaking: Asking for/giving info	Vocab: Transport 1 & 2	Writing: Blog diary and time prepositions	Past simple, used to, There was/were	Multiple-choice



الجامعة الألمانية الأردنية
German Jordanian University

SAHSS School of
Applied
Humanities
& Social Sciences

Unit 4: Then and now p.47- 58	Reading: Answer questions Speaking: Expressing preference, agreeing/ disagreeing	Vocab: Old/new technology, tech verbs	Writing: Short biography	Past continuous, past simple vs past continuous	Match people to pictures
Unit 5: Let's shop smart! p.61-72	Reading: Missing sentences Speaking: Shopping for clothes	Vocab: Accessories, adjectives, shopping	Writing: Review and supporting opinion	Comparatives/superla tives, adverbs of manner	Identify opinions
Unit 6: Learn anywhere, anytime p.73-84	Reading: Skimming/scanning Speaking: Asking about future plans	Vocab: Studying, learning technology Culture	Writing: Informal invitation email	Grammar: Present simple for future, be going to	Identify how photos relate
Unit 7: Be fit, be well! p.87- 98	Reading: Missing sentences Speaking: Asking/giving advice	Vocab: Fitness habits, health matters	Writing: Note and making suggestions	Grammar: Modal verbs should/must/can	Identify main ideas
Unit 8: That's show business! p.99-110	Reading: Answer questions Speaking: Likes/dislikes	Vocab: Entertainment, music	Writing: Review and adverbs	Present perfect simple, question tags	Multiple matching
Unit 9: One Day, I'll be..... p.113-124	Reading for specific information (MCQ and T/F Q) / Speaking: Comparing two options	Vocab: Jobs and personal adjectives/ career verb phrases	A job application letter/ Writing formal letters	Grammar: Zero Conditionals- First Conditionals	Note-taking- Spelling correctly



الجامعة الألمانية الأردنية
German Jordanian University

SAHSS School of
Applied
Humanities
& Social Sciences

Unit 10: Changing Environme nts p.125- 136	Reading: Identifying Connections Speaking: Talking about a past experience	The weather/ Natural features	A story/ Story structure	Present simple passive/ active sentences	Making sure you understand the questions
Assessments					
Oral Assessments (10 marks)					
Listening Assessment (10 Marks)					
Writing Assessment (15 Marks)					
Activities (5 Marks)					
English Midterm (20 marks) Exact Date and Time will be announced by SAHSS officially and the material will include Units 1, 2, 3, 4 and 5					
Passing Requirements:			English Language Proficiency Examination A2 (60\ 100)		
Requirements for the Proficiency Examination			A minimum mark of 30 out of 60 in the semester work Semester work marks are not included in the calculation of the course grade for the Proficiency Examination. The student's course grade is based solely on the result of the Proficiency Examination.		



الجامعة الألمانية الأردنية
German Jordanian University

ENGL0099 (Ultimate English B1- Hamilton)

SAHSS School of
Applied
Humanities
& Social Sciences

Course Name	Intermediate English	Course ID	ENGL0099
Year Level	First	Method	F2F
Prerequisite	ENGL0098		
Course Description	This course is designed for learners at the lower-intermediate level (B1.1) according to the CEFR. It develops students' ability to understand the main points of clear standard input on familiar topics such as work, school, and leisure, while emphasizing communicative competence, vocabulary expansion, and improved grammatical control. Upon successful completion of this course, students will be able to understand the main ideas of spoken and written texts on familiar matters, participate in conversations on everyday topics with some degree of fluency, describe experiences, events, and plans in connected speech, express opinions and provide simple reasons and explanations, and write coherent paragraphs on familiar topics.		
Learning Outcomes according to Skill	Reading - Understand main points and specific information in texts on familiar matters: social media, crime, travel. - Identify writer's purpose, implied meaning, text types. - Deal with missing sentences using linking words and matching ideas. - Scan four short texts to match information or answer questions. Writing - Write informal emails of 120-140 words: notes, paragraphs, correct style. - Write opinion essays and for/against essays with introduction, points, conclusion. - Write stories using narrative tenses, articles using engaging introductions. - Use linking words such as although, however and therefore together with appropriate paragraph structure. Speaking - Talk about yourself, give reasons, express opinions and involve their partner. - Compare and contrast photos, make decisions, justify choices. - Solve problems and make suggestions with reasons. - Keep the conversation going, expand answers, sequence ideas.		

Listening

- Understand main points of clear speech on familiar topics.
- Complete multiple choice by underlining key words, eliminating wrong answers.
- Link conversations to pictures, understand meaning from context.
- Complete notes with words heard, pay attention to interviewer questions.

Unit/Topic/ Pages	Topics covered through classroom instruction			Topics assigned for self-study	
	Reading/ Speaking	Voc	Writing	Grammar	Listening
Unit 1: Connections p.5-18	Reading: Reading for gist and specific information- Right/Wrong/Doesn't say questions. Relationship expressions	Vocab: Family/friends vocabulary, collocations, word formation, phrasal verbs, easily confused words	Writing: Informal email- Topic sentences/supporting sentences, using adjectives, joining sentences same subjects	Present simple, present continuous. Stative verbs	Missing sentences- Reference words in texts. Multiple-choice- Identifying similarities/differences between images
Unit 2: No Place like Home! p.19-36	Reading for specific information- True or false questions. Types of houses Speaking: Talking about past experiences	Vocab: Home repairs vocabulary, adjectives/adverbs, easily confused words, prepositions	Writing: Story- Using right tenses, using adjectives/adverbs in stories, creating suspense Go Global	Past simple, past continuous. Used to, would, be/get used to	Reading Multiple-choice- Eliminating wrong answers
Unit 3: At your Leisure! p.37-50	Reading for specific information- Matching	Games vocabulary Vocab: Sports/leisure vocabulary, derivatives/expressions	Writing: Review- Linking words/phrases, advantages/disadvantages	Present perfect simple, present perfect continuous. Past perfect simple,	True/False questions- Dealing with T/F. Multiple-choice _ Making notes



الجامعة الألمانية الأردنية
German Jordanian University

SAHSS School of
Applied
Humanities
& Social Sciences

	information to paragraphs Speaking: Talking about experiences	ns, easily confused words, phrasal verbs	, making recommendations	past perfect continuous	
Unit 4: Into the Future p.51-68	Reading for text cohesion- Missing sentences. Healthcare vocabulary Speaking: Discussing alternatives	Vocab: Health vocabulary, collocations, derivatives, phrasal verbs, easily confused words	Writing: Opinion essay- Introductions/conclusions, expressing opinion, giving reasons	Future simple, future continuous, be going to, present tenses for future. Future perfect simple, future perfect continuous	Checking text information - Right/Wrong/Doesn't say statements
Unit 5: Food, Glorious Food! p.69-82	Reading for specific information- Matching information to paragraphs. Vegetarian/vegan vocabulary	Food vocabulary, adjectives describing taste, easily confused words/verbs for cooking, collocations	Writing: Essay- Writing about advantages/disadvantages , using formal language, talking about advantages/disadvantages	Grammar: Countable/uncountable nouns, quantifiers, articles	Listening: Note completion- Guessing what kind of information is missing
Unit 6: Learning Goals p.83-100	Reading for specific information and multiple-choice questions. Prodigies/gifted children vocabulary	Vocab: Learning vocabulary, expressions, word formation, verbs/prepositions, easily confused words	Email- Dealing with notes, using informal language, responding to notes, expressing preferences, ending email	Modals 1 ability/permission/requests/offers/suggestions. Modals 2 obligation/necessity/prohibition/possibility/advice/criticism / deduction	True/False questions- Dealing with T/F



الجامعة الألمانية الأردنية
German Jordanian University

SAHSS School of
Applied
Humanities
& Social Sciences

	Speaking: Describing and speculating				
Unit 7: City Stories p.101- 114	Reading for specific information- Read and answer questions. Success/failure vocabulary Speaking: Verb and noun collocations	Vocab: Places in cities vocabulary, word formation, prepositions, phrasal verbs	Writing: Blog entry- Using descriptive adjectives, including interesting information for reader	Grammar: Conditionals. Wishes	Listening: Multiple- choice questions- Making predictions
Unit 8: A World of Wonder p.115- 132	Reading for specific information – Multiple-choice questions. Extreme weather vocabulary Speaking: Comparing and contrasting photos	Vocab: Weather vocabulary, word formation: decrease/increase/rise/ reduction, expressions	Writing: Story- Beginning with a sentence, writing first paragraph, clauses of purpose/concession	Gerunds and infinitives. Relative clauses	Listening: justify- choice questions- Understanding writer's purpose
Unit 9: It's All in the Mind! p.133- 146	Reading for gist and specific information- Right/Wrong/Doesn't say questions. Illusions, mind/body vocabulary	Vocab: Body parts vocabulary, expressions with mind, easily confused words, phrasal verbs	Writing: Report- Writing headings, using language to talk about survey findings	Reported speech statements, questions. Reported speech commands, requests and reporting verbs	Note completion- Using exact words you hear to complete gaps



الجامعة الألمانية الأردنية
German Jordanian University

SAHSS School of
Applied
Humanities
& Social Sciences

	Speaking: Writing introductions/conclusions				
Unit 10: A Work of Art p.147-164	Reading for specific information- True or false questions. Art vocabulary Speaking: Making generalizations	Vocab: Art vocabulary, ways of looking, easily confused words, derivatives	Writing titles, attracting reader's attention, using direct address/imperatives/rhetorical questions	The passive tenses, modals, by and with. Causative: have and get	Multiple choice questions - Personal pronouns in multiple choice
Assessments					
Oral Assessments (10 marks)					
Listening Assessment (10 Marks)					
Writing Assessment (15 Marks)					
Activities (5 Marks)					
English Midterm (20 marks)					
Exact Date and Time will be announced by SAHSS officially and the material will include Units 1, 2, 3, 4 and 5					
Passing Requirements:			English Language Proficiency Examination B1.1 (60\ 100)		
Requirements for the Proficiency Examination			A minimum mark of 30 out of 60 in the semester work Semester work marks are not included in the calculation of the course grade for the Proficiency Examination. The student's course grade is based solely on the result of the Proficiency Examination.		

ENGL1001 (Ultimate English B1and - Hamilton)

Course Name	Upper-Intermediate English	Course ID	ENGL1001
Year Level	Second	Method	F2F
Prerequisite	ENGL0099		
Course Description	This course develops students' English proficiency from B1and level according to the CEFR, focusing on improving fluency, accuracy, and flexibility in communication across social, academic, and professional contexts. Students work with extended texts and interactive tasks to strengthen their ability to communicate effectively in increasingly complex situations. Students completing this course will be able to understand the main ideas of extended spoken and written texts, participate in discussions with increased fluency and spontaneity, express and support opinions clearly, produce well-structured spoken and written texts, and use a wider range of vocabulary and grammatical structures appropriately.		
Learning Outcomes according to Skill	Reading - Read for gist and specific information using Right/Wrong/Doesn't say, T/F. - Match information to paragraphs, deal with text cohesion and missing sentences. - Read four texts to match information, summarize each section before answering. - Understand reference words in texts and context for predictions. Writing - Write informal emails and formal emails of 130-150 words: complaints, suggestions. - Write opinion essays, reviews, reports, blog entries, articles. - Use topic sentences, supporting sentences, descriptive adjectives. - Link ideas with words/phrases and make recommendations, give reasons. Speaking - Talk about past experiences, discuss alternatives, speculate. - Compare/contrast photos, describe and speculate, make generalizations.		

- Solve problems, make suggestions, narrow down choices.
- Ask for clarification, interact with partner, expand answers.

Listening

- Identify similarities/differences between images, eliminate wrong answers.
- Deal with T/F questions, make notes, check text information.
- Guess missing information, understand writer's purpose, complete gaps with exact words.
- Pay attention to interviewer questions, understand personal pronouns.

Unit/Topic/ Pages	Topics covered through classroom instruction			Topics assigned for self-study	
	Reading/ Speaking	Voc	Writing	Grammar	Listening
Unit 1: The Selfie Generation p.5-18	Reading: Multiple choice questions- Identifying writer's purpose Speaking: Talking about yourself- Giving reasons	Vocab: Social media vocabulary, collocations, word formation, prepositions, mini Practice	Writing: Informal email- Making notes, planning paragraphs	Present simple, present continuous, stative verbs. Comparison of adjectives/adverbs and key word transformation	Multiple matching- Pay attention to what you hear rather than what you read
Unit 2: Be Your Own Superhero! p.19-34	Reading: Missing sentences- Linking words and phrases Speaking: Comparing	Vocab: Entertainment vocabulary, collocations, film vocabulary, prepositional phrases,	Writing: Story- Beginning with a sentence, sentence linking, using narrative tenses	Past simple, past continuous. Used to, be/get used to and mini Practice	Multiple choice questions - Underlining key words



الجامعة الألمانية الأردنية
German Jordanian University

SAHSS School of
Applied
Humanities
& Social Sciences

	photos- Comparing and contrasting photos; expressing a preference	word formation, mini practice			
Unit 3: Money Matters p.35-48	Reading: Multiple choice/four texts- Identifying text types Speaking: Expressing opinion- Expressing opinion and involving your partner	Vocab: Shopping vocabulary, collocations, noun phrases, word formation, mini Practice multiple choice questions	Writing: Opinion essay- Ordering points, grouping advantages/disadvantages, using	Present perfect simple, present perfect continuous. Past simple vs present perfect and key word transformation	Listening: Multiple-choice pictures- Linking conversation
Unit 4: The Perfect Crime p.49- 64	Reading: Multiple matching- Scanning texts for specific information Speaking: Helping solve a problem-	Vocab: Crime/punishment vocabulary, collocations, word formation, mini Practice word formation	Writing: Article- Introductions and conclusions, making article interesting	Past perfect simple, past perfect continuous. Past perfect tenses vs past simple and key word transformation	Listening: Sentence completion- Identifying form of missing word



الجامعة الألمانية الأردنية
German Jordanian University

SAHSS

School of
Applied
Humanities
& Social Sciences

	Making a suggestion; justifying your choice				
Unit 5: Going Forward p.65-78	Reading: Missing sentences- Looking for matching words/ideas Speaking: Making a decision- Keeping the conversation going	Vocab: Technology/innovation vocabulary, computer vocabulary, easily confused words, coordinated and linked verbs, word formation, mini practice	Writing: For and against essay- Writing suitable introductions, presenting both sides	Grammar: Future tenses- future simple, be going to, future continuous, present tenses for future, future perfect simple/continuous and mini Practice	Listening: Multiple-choice/short talk- Understanding meaning from context
Unit 6: Make It Work! p.79-94	Reading: Multiple-choice question- Eliminating wrong answers Speaking: Comparing photos- Answering questions about two photos	Vocab: Jobs/employment vocabulary, easily confused words, expressions with words/word formation	Writing: Letter to editor- Using correct style, stating reason for writing	Modals 1 ability/permission/ requests/ offers. Modals 2 obligation/necessity/ prohibition/ possibility/advice/	Multiple matching- Listening for ideas that match options



الجامعة الألمانية الأردنية
German Jordanian University

SAHSS

School of
Applied
Humanities
& Social Sciences

Unit 7: New Horizons p.95-108	Reading: Multiple matching- Matching key words in questions with ideas in texts Speaking: Choosing an option- Giving reasons for your choice	Vocab: Travel vocabulary, collocations, phrasal verbs, word formation,	Writing: Essay- Giving reasons, introducing reasons, giving Examples	Conditionals zero, first, second, third and mixed conditionals	Listening: Multiple-choice questions- Listening for words that express answer to question
Unit 8: Going For Gold! p.109-124	Reading: Multiple-choice/four texts- Understanding implied meaning Speaking: Justifying an opinion- Sequencing your ideas	Vocab: Sports/games vocabulary, easily confused words, phrasal verbs, word formation	Writing: Review- Introducing topics, including fact and opinion	Grammar: Wishes and preferences. Gerunds and infinitives	Sentence completion- Completing notes with words you hear
Unit 9: A Lonely Planet p.125-138	Reading: Missing sentences-	Vocab: Environment/recycling vocabulary, easily confused words, word	Writing: Article – Engaging the reader, using direct	Grammar: Reported speech statements, questions, commands and reporting verbs	Listening: Multiple matching- Studying differences in options



الجامعة الألمانية الأردنية
German Jordanian University

SAHSS

School of
Applied
Humanities
& Social Sciences

	Understanding connectors Speaking: Discussing opinions- Interacting with partner; asking for clarification	formation, phrasal verbs	speech and questions		
Unit 10: The Power Of Learning p.139-154	Reading: Multiple matching- Summarizing each section before answer Speaking: Justifying an opinion- Expanding your answers	Vocab: Education/technology vocabulary, easily confused words, collocations, phrasal verbs, word formation,	Writing: Formal email- Stating issues/suggesting course of action, writing effective complaint email	Grammar: Passive tenses, modals, personal/impersonal structures. Causative: have and get	Listening: Multiple-choice questions- Paying attention to interviewer's questions
Assessments					
Coursework marks are included in the calculation of the course grade					

Oral Assessments (10 marks)
Listening Assessment (10 Marks)
Activities (5 Marks)
English Midterm (20 marks)
Exact Date and Time will be announced by SAHSS officially and the material will include Units 1, 2, 3, 4 and 5
Writing Assessment (15 marks)
English Final Examination (40 marks)
Exact Date and Time will be announced by SAHSS officially and the material will include Units 6, 7, 8, 9 and 10

ENGL1002 (Ultimate English B2 - Hamilton)

Course Name	Advanced English	Course ID	ENGL1002
Year Level	Second	Method	F2F
Prerequisite	ENGL1001		
Course Description	This course develops students' English proficiency at the B2.1 level according to the CEFR, with a focus on achieving a high level of fluency, precision, and effectiveness in communication across academic, professional, and social contexts. The course engages students with authentic and extended texts, encouraging critical thinking and deeper analysis while enhancing language skills. Through interactive tasks, discussions, and structured practice, students refine their ability to express complex ideas clearly and confidently. Students completing this course will be able to understand detailed spoken and written texts on a wide range of topics, including abstract and specialized subjects; participate actively and confidently in discussions with a high degree of fluency and spontaneity; present well-developed arguments and viewpoints with clarity and coherence; produce detailed, well-organized written texts for various purposes; and use a broad range of vocabulary and grammatical structures with accuracy and flexibility appropriate to context.		
Learning Outcomes according to Skill	Reading - Read with a high degree of independence: articles, reports and four texts related texts. - Understand implied meaning, author's attitude, reference words.		



الجامعة الألمانية الأردنية
German Jordanian University

SAHSS School of
Applied
Humanities
& Social Sciences

- Eliminate wrong answers, skim/scan for specific information quickly.
- Answer questions referring to sections of a text.

Writing

- Write clear, detailed texts of 150-180 words: essays, articles, reviews, formal emails.
- Develop argument systematically with supporting points and Examples.
- Use a good introduction and conclusion, vary language, avoid repetition.
- Engage reader, add emphasis, describe positive/negative aspects.

Speaking

- Interact with fluency and spontaneity, manage discussion and arrive at joint decisions.
- Present clear descriptions, develop arguments, justify opinions.
- Compare/contrast and speculate, evaluate options, organize response.
- Help solve problems, narrow choices, develop answers in discussions.

Listening

- Understand extended speech and lectures on familiar topics.
- Identify differences between speakers, understand distraction techniques.
- Study differences between options, listen for cues in interviews.
- Focus on pictures, predict content, listen closely to conversations.



الجامعة الألمانية الأردنية
German Jordanian University

SAHSS School of
Applied
Humanities
& Social Sciences

Unit/Topic/ Pages	Topics covered through classroom instruction			Topics assigned for self-study	
	Reading/ Speaking	Voc	Writing	Grammar	Listening
Unit 1: Lights, Camera, Action! p.5- 18	Reading: Multiple-choice- Underlining key words Speaking: Talking about yourself- Giving full answers Speaking: Comparing/contrasting photos- Similarities/differences, speculating	Vocab: Entertainment, media vocab, collocations, phrasal verbs	Writing: Informal email- Using correct style	Grammar: Present simple, present continuous, stative verbs. Present perfect simple, present perfect continuous	Listening: Multiple-choice- Eliminating wrong answers
Unit 2: Journeys of Discovery p.19-34	Reading: Missing sentences- Looking for similar ideas	Vocab: Travel/holiday vocab, collocations, phrasal verbs	Writing: Story- Beginning with a sentence, descriptive verbs	Past simple, past continuous, used to. Past perfect simple, past perfect continuous	Listening: Sentence completion- Predicting what you'll hear
Unit 3: Respect Our Planet p.35-48	Multiple-choice/four texts- Eliminating wrong answers Speaking: Helping solve a problem- Giving opinion, justifying your choice	Vocab: Environmental issues, easily confused words, prepositions	Writing: Opinion essay- Agree/disagree, giving reasons/Examples	Future tenses- future simple, be going to, future continuous, future perfect simple/continuous. Question tags	Multiple-choice/pictures- Focusing on pictures



الجامعة الألمانية الأردنية
German Jordanian University

SAHSS

School of
Applied
Humanities
& Social Sciences

Unit 4: Fit For Life p.49-64	Reading: Multiple matching- Finding evidence in texts Speaking: Making a decision- Interacting, managing discussion	Vocab: Health/fitness, expressions, easily confused words, phrasal verbs	Writing: Article- Engaging your reader	Grammar: Modals, semi-modals and modal perfect verbs	Multiple matching- Identifying differences between speakers
Unit 5: Law and Order p.65-78	Reading: Missing sentences- Looking for reference words Speaking: Comparing/contrasting photos- Organizing your response	Vocab: Crime/punishment, collocations, prepositions, word formation	Writing: For and against essay- Strong introduction, good conclusion	Grammar: Gerunds and infinitives	Multiple choice- Understanding distraction
Unit 6: You're Hired! p.79-94	Reading: Multiple-choice/four texts- Reading questions and skim/scan Speaking: Helping solve a problem- Evaluating options, justifying your choice	Vocab: Careers, collocations, phrasal verbs, easily confused words	Writing: Formal email- Correct style, making suggestions	Conditionals- mixed conditionals, conditionals without if, I wish/If only	Listening: Multiple-choice/short talk- Studying differences between options
Unit 7: Add to Cart p.95-108	Reading: Multiple matching- Summarizing each section Speaking: Discussion questions- Engaging in discussion	Vocab: Shopping, easily confused words, online shopping vocab, phrasal verbs	Writing: Review- Describing positive/negative aspects, adding emphasis	Grammar: Reported speech and Reporting verbs	Listening: Sentence completion- Completing gaps with words you hear



الجامعة الألمانية الأردنية
German Jordanian University

SAHSS

School of
Applied
Humanities
& Social Sciences

Unit 8: Making the Grade p.109-124	Reading: Missing sentences- Understanding linking words Speaking: Making a decision- Arriving at joint decision	Vocab: Education/technology, phrasal verbs, collocations, expressions	Writing: Article- Varying your language 1 & 2	Grammar: Relative clauses, Participle clauses	Listening: Multiple matching - Listening for ideas that match options
Unit 9: Better Together p.125-138	Reading: Multiple-choice/ four texts- Questions referring to 2nd sections Speaking: Helping solve a problem- Narrowing down your choice	Vocab: Relationships, phrasal verbs, prepositions, expressions	Writing: Opinion essay- Organizing ideas, ordering points in paragraphs	Grammar: The passive voice and impersonal/personal passive structures	Listening: Multiple-choice/pictures- Listening closely to conversations
Unit 10: It's Just Science! p.139-154	Reading: Multiple matching- Matching key words in questions Speaking: Discussion questions- Developing your answers	Vocab: Science/innovation, collocations, easily confused words	Writing: Article- Avoiding repetition, reviewing your writing	Grammar: Causative forms, Clauses	Listening: Multiple-choice Listening for cues

Assessments	
Oral Assessments (10 marks)	
Listening Assessment (10 Marks)	
Writing Assessment (15 Marks)	
Activities (5 Marks)	
English Midterm (20 marks)	
Exact Date and Time will be announced by SAHSS officially and the material will include Units 1, 2, 3, 4 and 5	
Passing Requirements:	English Language Proficiency Examination B2.1 (60\ 100)
Requirements for the Proficiency Examination	A minimum mark of 30 out of 60 in the semester work Semester work marks are not included in the calculation of the course grade for the Proficiency Examination. The student's course grade is based solely on the result of the Proficiency Examination.

4. Advanced Track Courses

The advanced Track is intended for students who achieve a score of 71 or above on the English Placement Test, demonstrating strong English language proficiency and a solid foundation in the core language skills. As these students have already attained a relatively advanced level of English, the track focuses on developing higher-level competencies required for academic study and professional communication.

The advanced Track consists of the following courses:

- **Academic English**
- **Professional English**

These courses are designed to enhance students' ability to use English effectively in academic and workplace settings. The **Academic English** course emphasizes critical reading, academic writing, research skills, presentation techniques, and the use of appropriate academic language. The **Professional English** course focuses on workplace communication, professional writing, business correspondence, presentations, teamwork, and other communication skills required in professional environments.

Through these courses, students further develop their language proficiency to meet the demands of university studies, international mobility programs, and future career opportunities, while strengthening their ability to communicate confidently and effectively in diverse academic and professional contexts.

Advanced Track Courses Passing Requirements

- Academic English

The passing mark for this course is **50 out of 100**, and the course grade is included in the student's cumulative GPA.

- Professional English

Students must achieve a minimum mark of **30 out of 60** in the coursework. Passing the coursework qualifies the student to sit for the **Language Proficiency Examination** at the end of the semester. The passing mark for the Language Proficiency Examination is **60 out of 100**. The coursework mark is not included in the Language Proficiency Examination grade, and the course grade is included in the student's cumulative GPA.

- Advanced Track:

Course Name	Academic English	Course ID	ENGL1003
Year Level	Second	Method	F2F
Prerequisite	-		
Course Description	This course develops advanced academic English proficiency from B2 to C1 levels according to the CEFR, with a focus on academic writing conventions, critical thinking, and effective communication in higher education contexts. Students learn to construct well-supported arguments and integrate sources using appropriate academic conventions while strengthening formal academic vocabulary and register. After completing this course, students will be able to write well-structured academic essays and research papers using appropriate formats, synthesize and integrate information from multiple sources with proper citations, develop coherent and well-supported arguments, use formal academic language accurately, and deliver structured academic presentations while participating effectively in seminars and discussions.		
Learning Outcomes according to Skill	Academic Reading and Research Identify, evaluate, and critically analyze relevant academic sources to support an academic research project. Academic Writing Write well-structured academic essays and research papers using appropriate academic conventions, organization, coherence, and cohesion. Critical Thinking Develop clear, logical, and well-supported arguments by analyzing information, evaluating evidence, and synthesizing ideas from multiple sources. Source Integration and Referencing Synthesize and integrate information from multiple academic sources using appropriate paraphrasing, summarizing, quotation, citation, and referencing conventions. Academic Language and Vocabulary		

Use formal academic vocabulary, grammatical structures, and an appropriate academic register accurately and effectively in written and spoken communication.

Academic Presentation and Speaking

Deliver clear, structured, and well-organized academic presentations using appropriate academic language and effective presentation techniques.

Academic Discussion and Interaction

Participate effectively in seminars and academic discussions by expressing ideas clearly, responding appropriately to others, and supporting viewpoints with relevant evidence.

Project Development and Management

Plan, develop, and complete an academic project through successive stages, incorporating feedback and demonstrating effective time management and, where applicable, collaborative skills.

Reflection and Self-Assessment

Reflect critically on the development of academic English skills and identify areas for further improvement based on feedback and self-assessment.

Assessment Method: Coursework marks are included in the calculation of the course grade

Assessment Type	Weight (%)
Project	30%
Listening	10%
Midterm	20%
Final	40%

Course Name	Professional English	Course ID	ENGL1004
Year Level	Second	Method	F2F
Prerequisite	ENGL1003		
Course Description	This course develops learners' English proficiency for professional and workplace contexts, targeting B2 to C1 levels consistent with the CEFR. It emphasizes English for Specific Purposes (ESP), focusing on effective communication across a range of professional settings and disciplines. Students completing this course will be able to write professional documents such as reports, proposals, and formal correspondence, communicate effectively in meetings, presentations, and workplace interactions, use appropriate professional tone, register, and field-specific vocabulary, present ideas clearly and persuasively, and adapt communication strategies to different audiences and workplace situations.		
Learning Outcomes according to Skill	Professional Writing Write clear, well-structured, and professional workplace documents, including reports, proposals, emails, formal correspondence, and other professional texts. Professional Reading and Information Processing Identify, interpret, and evaluate relevant information from professional documents and workplace texts to support effective decision-making and communication. Professional Communication Communicate effectively and appropriately in a variety of professional contexts, including meetings, workplace interactions, negotiations, and collaborative tasks. Professional Presentations Deliver clear, well-organized, and persuasive professional presentations using appropriate verbal and non-verbal communication strategies. Professional Vocabulary and Language Use appropriate professional tone, register, terminology, and field-specific vocabulary accurately and effectively in workplace communication. Persuasive Communication		

	Present and defend ideas clearly and persuasively, using logical arguments, relevant evidence, and effective communication techniques.	
	Audience and Context Adaptation	
	Adapt language, tone, register, content, and communication strategies to different professional audiences, purposes, disciplines, and workplace situations.	
	Interpersonal and Team Communication	
	Participate effectively in professional discussions and collaborative activities by expressing ideas clearly, responding appropriately to others, and demonstrating active listening and interpersonal communication skills.	
	Professional Project Development	
	Plan, develop, and complete a project-based professional communication task that integrates writing, research, presentation, and interpersonal communication skills.	
	Professional Reflection and Self-Assessment	
	Reflect on professional communication performance, respond constructively to feedback, and identify areas for continued improvement in English language proficiency and workplace communication.	
	Assessment Methods	
Assessment Type		Weight (%)
Project		30%
Listening		10%
Midterm		20%
Passing Requirements:		English Language Proficiency Examination B2.2 (60\ 100)
Requirements for the Proficiency Examination		A minimum mark of 30 out of 60 in the semester work Semester work marks are not included in the calculation of the course grade for the Proficiency Examination. The student's course grade is based solely on the result of the Proficiency Examination.

Project-Based Assessment Rubric

Assessment Component	Marks	Description
Research Topic and Proposal	3	Selection of a relevant academic topic, formulation of a clear research question, and definition of the project objectives.
Research and Academic Sources	5	Identification, evaluation, and appropriate use of credible academic sources, including correct citation and referencing.
Organization and Development of Arguments	4	Development of coherent, logical, and well-supported arguments using relevant evidence.
Draft and Revision Process	4	Submission of an initial draft and evidence of improvement based on instructor and/or peer feedback.
Final Academic Research Paper	7	Quality of academic writing, organization, coherence, critical thinking, integration of sources, academic vocabulary, formal register, and correct referencing.
Academic Presentation	5	Delivery of a clear, well-structured academic presentation using appropriate language and effective communication skills.
Participation, Discussion, and Reflection	2	Active participation in academic discussions and seminars, and reflection on the learning process and skills developed.
Total	30	

5. Certified Language Proficiency Certificates

The German Jordanian University awards English language proficiency certificates based on the following criteria:

- **B1.2 Certificate:** Awarded to students upon successfully completing **ENGL1001: Upper-Intermediate English** with a final grade of **85% or above**.
- **B2.1 Certificate:** Awarded to students upon successfully completing **ENGL1002: Advanced English** with a final grade **below 85%**.
- **B2.2 Certificate:** Awarded to students upon successfully completing **ENGL1002: Advanced English** with a final grade of **85% or above**.
- **B2.2 Certificate:** Awarded to students who successfully complete the **Professional English** with a final grade **below 85%**.
- **C1 Certificate:** Awarded to students who successfully complete the **Professional English** with a final grade of **85% or above**.