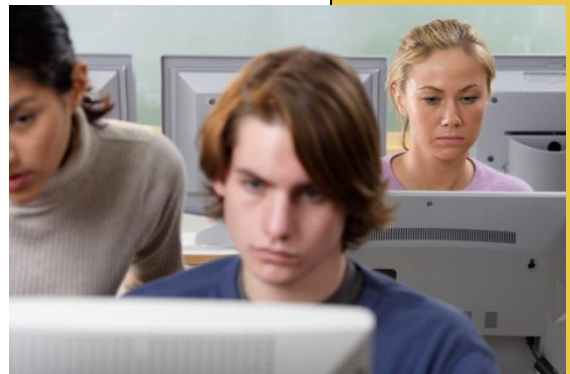


AMIDEAST Tunis



Overview of AMIDEAST

AMIDEAST (American Mideast Educational and Training Resources, Inc.) is a private, nonprofit organization promoting understanding and cooperation between Americans and the people of the Middle East and North Africa through education, information, and development programs. AMIDEAST was originally founded in 1951 and is headquartered in Washington, D.C. AMIDEAST now has a network of offices in Cyprus, Egypt, Iraq, Jordan, Kuwait, Lebanon, Morocco, Oman, Saudi Arabia, Syria, Tunisia, United Arab Emirates, West Bank/Gaza, and Yemen.

In 1972 AMIDEAST opened a small office in the Tunis medina. It began with an Advising and Testing department aiding students who wanted to study in the US. In 1994, AMIDEAST Tunis expanded to offer English Language courses, starting with about 400 students per year. Since then, it has expanded to more than 1,000 students per month.

In 2001, a branch office opened in Sousse, offering the same services as Tunis.

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22 Rue El Amine Al Abbassi
Cite Jardins, 1002 Tunis
Tel: 71.841.488
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AMIDEAST Sahel
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Menchia, 4011 Hammam Sousse
Tel: 73.324.098
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The Advising Center is also involved in many programs to aid Tunisians in going to the US.

Over the years, more than two million students have benefited from AMIDEAST's overseas Advising and Testing services. Here in Tunis, we have helped hundreds of students go to the states through US Department of State funded programs such as: the Fulbright Program, MEPI Legal & Business Fellowship Program for young women, MEPI Summer Programs for students, the PLUS Program, and the YES Program. AMIDEAST/Tunisia has also organized summer Linguistic Home Stay Programs and, in collaboration with the Ministry of Higher Education, the summer Learn & Serve Program. AMIDEAST also has helped many students search for financial aid and scholarships from universities in the USA as well as offering test preparation and all tests required for entry into an American institution of higher education.

The Advising department offers aid in various areas, including:

- Resource libraries on US higher education
- Professional advisors
- Orientation sessions
- Translations of educational documents
- Individual consultations
- Application support services

The Testing Center not only provides testing solutions.

The Testing department administers ETS official tests such as the:

- TOEFL® (Test of English as a Foreign Language)
- TOEIC® (Test of English for International Communication)
- ITP® (Institutional Testing Program)
- SAT® (general and subject tests for undergraduate study)
- GRE® (general and subject tests for graduate study)
- DSST® (to earn undergraduate credit in over thirty subject areas)
- TFI® (Test de français international)

For information regarding test registration, please contact the Testing department located in the Villa.

Preparation materials for these tests are also available for sale.

The American Corner was donated by the US Embassy and is managed & maintained by AMIDEAST.

The American Corner has many advantages for students of all ages and abilities, and is open for everyone, not just AMIDEAST students. For example, students can:

- **Study at the round table**
- **Practice their speaking and comprehension skills with fellow students**
- **Use the internet**
- **Participate in the Beginner/Intermediate English conversation hour—Tuesdays at 4pm**
- **Participate in the Advanced English conversation hour—Thursdays at 4pm**
- **Come to Movie of the Week—Fridays at 4pm**

With a membership fee of only 5 DT per year, members have access to:

- **A library consisting of a wide range of English-language materials:**
 - **Resource materials**
 - **Current news and culture magazines**
 - **A diverse fiction collection (which can be checked out for a period of two weeks)**
- **A film library with an array of classic as well as current box office films (which can be checked out for a period of two days one film at a time)**

The American Corner is located in the Annex. Hours are from 10am-6pm.

During the summer, American Corner hours change to 8am-4pm.

AMIDEAST Sahel is located in Hammam Sousse and is a branch of AMIDEAST Tunis.

AMIDEAST SAHEL offers the same services as AMIDEAST Tunis, with a few differences:

- **EL Department**
 - Young Learner classes are held on Fridays, Saturdays and Sundays
 - Adult classes are held mainly in the evenings
 - PBT TOEFL prep classes are offered as 20 hour courses.
 - Placement tests are given throughout the session by appointment
 - If a class has been taken in Tunis, students may take classes in Sousse the following session without retaking a placement test. Students need to bring in a Tunis receipt, certificate, or student report to verify the student's level. If none are presented, registration will be delayed due to verification through the Tunis office.

- **Administration**
 - Administration hours are from 9am-5pm. If necessary, an administrator can meet after 5pm by appointment.

- **Advising and testing**
 - The Internet based TOEFL is not administrated in Sousse. However, the paper based TOEFL is available—see administration for testing dates or visit www.ets.org
 - TOEIC tests are offered—see administration for testing dates.
 - Information sessions on Education in the USA are held once a month. See administration for dates.

Course Levels

For Young Learners, AMIDEAST provide courses for three different age groups:

- **5-9 years**
 - Parade 1
 - Parade 2
- **10-13 years**
 - Connect 1A
 - Connect 1B
 - Connect 2A
 - Connect 2B
 - Connect 3A
 - Connect 3B
 - Connect 4A
 - Connect 4B
- **14 years-Baccalauréat**
 - Intro A
 - SuperGoal 1B
 - SuperGoal 2A
 - SuperGoal 2B
 - SuperGoal 3A
 - SuperGoal 3B
 - SuperGoal 4A
 - SuperGoal 4B
 - SuperGoal 5A
 - SuperGoal 5B

For General English courses, AMIDEAST offers the following:

- Level 1, 2, and 3 (Elementary)
- Level 4 (Upper Elementary)
- Level 5 (Conversation)
- Level 5B (Pre-intermediate Grammar review)
- Level 6 (Pre-Intermediate)
- Level 7 and 8 (Intermediate)
- Level 9 (Upper Intermediate)
- Level 10 (Upper Intermediate Conversation)
- Levels 11 through 15 (Advanced English)

For Business English courses, AMIDEAST requires students to place at or higher than a General English Level 3. The following courses are offered:

- **Business 1 (Elementary)**—equivalent to Level 3/4 in General English
- **Business 2A-2B (Pre-Intermediate)**—equivalent to level 5/6 in General English
- **Business 3A-3C (Intermediate)**— equivalent to level 7/8 in General English
- **Business 4A-4C (Upper-Intermediate)**— equivalent to level 9/10 in General English
- **Business 5A-5C (Advanced)**— equivalent to advanced courses in General English
- **Business 6A-6C (Advanced)**— equivalent to advanced courses in General English

AMIDEAST also offers DynEd courses that integrate both classroom work and computer software at home/in the office:

- English for Young learners
- General English
- Business English
- Hospitality English
- Aviation English

Test preparation courses:

- TOEIC
- TOEFL

New classes available include:

- Entering the business world
- Pre-intermediate grammar review

***Special interest groups can request courses in specialized areas with a minimum of ten students at the same language level.**

Class schedule

Regular school-year sessions for Adults

- Monday, Wednesday, Friday classes are available at 12:30, 17:30, and 19:30.
- Tuesday, Thursday classes are available at 12:30, 15:30 and 18:30.

Regular school-year sessions for Young Learners

- Wednesday afternoons from 14:30-17:00
- Friday afternoons from 14:30-17:00

Summer intensive sessions for Adults

- Daily classes are available at 14:15 and 18:00.

Summer intensive sessions for Young Learners

- Daily classes are available at 8:30 and 11:15.

* Times are subject to change.

Registration Procedures

- Registration always begins 10 days before the session starts. See our session calendar for details.
- If you are a new student, you must take a placement test first for a fee of 5TD to determine your language level.
- A customer service representative on the first floor of the main building will help you register for a class at a time that suits you.
- If you are a current student, a customer service representative will come to your class towards the end of the session to hand out pre-enrollment forms for the next session. You can sign up without paying, but need to return to pay before the due date, otherwise you will lose your place in the class.

Classroom Rules and Regulations

Attendance Policy

A minimum of 75% attendance of the scheduled class time is required to pass to the next level.

***Any tardy arrivals will be counted toward absences and accumulated. Anyone exceeding the allotted number of absences will not be allowed to take the final exams until the 75% attendance requirement is met.**

For adults exceeding the allotted absences, please see the Program Coordinator as soon as possible to arrange make-up classes during the session. If classes are ongoing at the time of make-up classes, students can be scheduled in same level classes in another time slot. Otherwise, should no classes be in session at the time of make-ups, students will be charged 20DT per hour of make-up time with an individual teacher. No final exams will be administered until the 75% attendance is fulfilled. Note: Attendance make-ups do not carry over from one session to another. Final exams of students fulfilling the attendance requirement can be made up after the session is over on the scheduled make-up test day. Otherwise there will be a 5TD fee for each test scheduled on other days.

For young learners, students are only allowed to miss a total of four classes. If the student exceeds this number, it is highly likely that he/she will not be allowed to go on to the next level.

Grading Policy

AMIDEAST requires students to pass the following exams with a score of at least 75%

- **Levels 3 and above or Business IIA and Business IIB:**
 - An oral midterm—30% of your overall grade
 - A written final— 25% of your overall grade
 - An oral final— 35% of your overall grade
 - A participation score—10% of your overall grade
- **Levels 1, 2, Business I, and Young Learners courses:**
 - A written midterm—25% of your overall grade
 - A written final—25% of your overall grade
 - An oral final—40% of your overall grade
 - A participation score—10% of your overall grade
- **Conversation classes: *conversation classes require an 83% to pass.**
 - An oral midterm—40% of your overall grade
 - An oral final—50% of your overall grade
 - A participation score—10% of your overall grade

Cheating Policy

AMIDEAST has strict rules against cheating. The following are considered cheating:

- Looking at another student's examination or answer sheet
- Talking or whispering
- Exchanging signals
- Looking at written material on your desk for reference

If the teacher believes that a student is cheating, this is what will happen:

1. The first offense will result in a warning.
2. The second offense of cheating will result in the exam grade being reduced by 10% of the maximum points possible on the exam.
3. The third offense of cheating will result in the seizure of the exam paper and the awarding of a grade of zero for the exam. This will also require the student to repeat the level.

Rules of Conduct

- Buildings are non-smoking premises. Central Park is located in the basement of the main building for smoking and coffee breaks.
 - *Young Learner students under the age of 18 are not allowed to smoke anywhere on AMIDEAST property. If caught, student will be warned and a parent will be notified.
- No food or drinks, except water, should be taken into classrooms.
- Please do not park in front of the garages in the neighborhood.
- Please use a pencil to write in student books for at least the first week of class.
- Please turn off cell phones during class.

Suggestions and Complaints

AMIDEAST is always interested in improving its English Language program and other aspects of the company. Any and all suggestions for its enhancement are welcome.

Suggestion boxes with appropriate forms are located outside the Customer Service area on the first floor and at reception on the ground floor of all three buildings (the Main building, the Annex, and the Villa).

Young Learners Course Objectives

The *Parade* series is geared towards Young Learners from the age of 5-9. At the end of each level, students should be able to do the following:

Parade 1: 40 hour course

- **Introducing oneself**
 - What's your name
- **Colors**
- **Numbers 1-20**
- **Wh question: What; how many**
- **Questions w/to be**
- **Verb: to have**
- **The alphabet**
- **Modal: can**
- **Parts of the body**
- **Descriptive adjectives: long/short**
- **Vocabulary for clothing**
- **Present progressive tense**
- **Rooms of a house**
- **Shapes: triangle, circle, square & rectangle**
- **Farm animals**
- **Verb: to want**
- **Days of the Week**
- **Vocabulary for food**
- **Prepositions: on, in under**
- **Vocabulary for toys**
- **Verb to be: I, you, he, she**

Parade 2: 40 hour course

- **Review of greetings**
- **Review of colors**
- **Numbers of numbers 11-100**
- **Present continuous**
- **Asking for directions**
- **Prepositions: *behind, in front of, on, under, next to, between***
- **Days of the week**
- **Simple present tense**
- **Telling time**
- **Countable/uncountable with *a/an, some***
- ***Can/can't***
- **Descriptive adjectives: *little/big, short/long***
- **Months of the year**
- **Frequency adverbs: *always/never***
- **Vocabulary for**
 - **The family**
 - **Rooms and items in a house**
 - **Places in the community**
 - **People in the community**
 - **Food**
 - **Animals**
 - **Celebrations**

The *Connect* series is geared towards Young Learners from the age of 10-13. At the end of each level, students should be able to do the following:

Connect 1A: 40 hour course

- Greetings
- Introductions
- The alphabet
- Possessive adjectives: *my, your, his, her*
- Wh-: *who, where, what, how*
- Subject pronouns: *I, he, she*
- Numbers 1-20
- Countries
- *This is/ that's + possessive*
- *This/that; these/those*
- Verb *to be*
- Questions with verb *to be*
- Prepositions: *under, in, on, at, across from, behind, between, in front of*
- Imperatives

Connect 1B: 40 hour course

- Numbers 21-100
- Months of the year
- Verb *have*
- *What's ... like* for description
- *There is/are*
- Telling time
- Wh- *when*
- Dates and ordinal numbers
- Verb *can*
- Colors
- Simple present tense verbs: *love, like,*
- Subject pronouns *we/they*
- Possessive adjectives: *our, their*
- Plurals

Connect 2A: 40 hour course

- *Be good at*
- Adverbs of intensity: *a lot, very much, a little*
- Simple present tense
- Questions with *do/does*
- Object pronouns: *her, him, them*

- *How much is/are*
- *Like + infinitive*
- Adverbs of frequency
- Object pronouns *him/her/it/them*
- Review verb *to be*
- Review Wh questions: *who when, where, what, how*
- Review *there is/are*
- Review imperatives
- Review telling time

Connect 2B: 40 hour course

- Present continuous tense
- Simple present vs. present continuous
- Verb *want + infinitive*
- Countable/uncountable nouns
- *Some/any*
- *Would like*
- Numbers 101+
- Review *What's ... like*
- Review *can*
- Language for
 - Physical description
 - weather,
 - countries
 - land forms
 - food

Connect 3A: 40 hour course

- Review simple present
- Review present continuous
- *Have to*
- *Would like to*
- Simple past tense: regular/ irregular verbs
- Simple past with *to be*
- Simple past questions with *did*
- Comparative adjectives
- Superlative adjectives

Connect 3B: 40 hour course

- Adverbs of manner
- Clauses with *when*
- *How often* + frequency expressions
- *Should/shouldn't*
- Future with *be going to*
- *Which one/which ones*
- Possessive pronouns
- Past continuous tense
- Past continuous vs. simple past
 - With *when*
 - With *while*
- Giving directions
- Review *some/any* for negative statements
- Making suggestions with *Why don't we/ We could/I'd rather*
- Clauses with *because*
- Language for
 - Health
 - Clothing
 - Commercial places

Connect 4A: 40 hour course

- Review simple past and past continuous
- Review *be going to, would like to, want to* and *have to*
- Clauses of time using *when* + simple past
- *Used to* and *not anymore*
- Future with *will* for predictions
- Future probability with *will probably*

- Future possibility with *might*
- *Will vs. be going to*
- Extending, accepting and refusing Invitations
- *Can/Could* for permission and requests
- First conditional *if ...will/might*
- Clauses of time with *before/while/after*
- Gerunds as subjects and objects
- Agreement with *Too/either*
- Clauses with *who*
- Tag questions with *be*
- Tag questions with simple present

Connect 4B: 40 hour course

- Present perfect
 - For indefinite time
 - With *already/yet*
 - With *never/ever*
- Simple past vs. present perfect
- Tag questions with simple past and present perfect
- Review of superlatives
 - Irregular superlatives
 - With *...have ever*
- Formal and informal comparisons: *as ... as/ not as ... as*
- *Would/rather* for preferences
- 2nd conditional *if ... would/could*
- Infinitives to give a reason
- Indefinite pronouns: *anything, anywhere, anyone/something, somewhere, someone*

The *SuperGoal* series is geared towards Young Learners from the age of 14-Baccalaureat. At the end of each level, students should be able to do the following:

Intro A (see Interchange Intro A): 40 hour course

SuperGoal 1B: 40 hour course

- Review the simple present tense to:

- Make, accept, reject suggestions
- Express likes and dislikes using *like* + infinitive
- Using frequency adverbs: *always, usually, sometimes, never*
- Form Wh- questions
- Understand the order and position of adjectives

- Express time
 - With time expressions using: *before, after, then, every day, at, in, on*
 - With prepositions of time: *in, on*
 - With time expressions in the past: *last night, last month, yesterday*
- Understand present progressive tense
- Express ability using *can*
- Express future plans with *going to*
 - Using time expressions for the future: *tomorrow, next week, next month*
- Talk about clothing and colors
- Make compliments
- Express needs and wants
- Make invitations and excuses
- Use ordinal numbers
- Use object pronouns
- Use *need to + verb* and *want to + verb*
- Talk about the past
 - With the verb *to be*
 - With regular verbs
 - With irregular verbs
 - *Come, do, drink, eat, make, see, take, write*

SuperGoal 2A: 40 hour course

- Review the verb *to be* and Wh questions to:
- Review the present progressive tense
- Give commands
- Express approval and disapproval
- Use fillers to delay answering
- Review of present tense
- Use verb/noun suffixes: *-er, -ist, -or*
- Use *want + to be*
- Review adverbs of frequency: *always, often, never, usually, sometimes*
- Talk about abilities using *can* and *know how to*
- Use *go + gerund*
- State preferences with *would like*
- Make, accept or reject an offer
- Excuse oneself for misunderstanding and clarify
- Understand and use count/noncount nouns with expressions of quantity *some/any*
- Review the past tense :
 - Use *there was/there were*
 - Use the adverb *ago*
- Express opinions, regret & emotions
- Make suggestions using *why don't/doesn't*
- Give reasons using *why/because*

- Use prepositions: *inside/outside, out; into*
- Use of pronouns: *no one, nothing*
- Talk about parts of the body and ailments in context
- Use clauses with *when*

SuperGoal 2B: 40 hour course

- Use *should, let's* and *have to*
- Use possessive pronouns and adjectives
- Use the pronouns *one/ones*
 - With *Wh* questions
 - With *whose* for identifying possessions
 - To express preferences
- Use question words: *How much*
- Use the quantitative *too*
- Express possibility with *can* and *can't*
- Ask for directions
- Review the future with *going to*
- Review Wh questions using: *who, what, which, when, where, how* and *how long*
- Review the position of adjectives
- Use comparative and superlative adjectives
- Understand the future tense with *will*
- Use *can, could, will* and *would* for requests
- Use *I'll* and *let me* for making or refusing offers
- Use indirect objects
- Review count/noncount nouns using *a few* and *a little*
- Use *tell* and *ask + pronouns* and infinitives to give and take phone messages
- Understand the past progressive using *when* to tell narrative stories
- Differentiate the use of the present perfect tense from the simple past tense

SuperGoal 3A: 40 hour course

- Review the simple present tense to:
- Review adverbs of frequency
- Review expressions of quantity using *a great deal* and *a lot*
- Review count/noncount questions of *how much/how many*
- Differentiate the use of *do* vs. *make*
- Review the simple past tense

- Understand the use of the present progressive for present and future meaning
- Differentiate the future with *going to* and *will*
- Understand infinitives of purpose
- Use the modal auxiliary *may*
- Use expressions of quantity: *a few, a little, a lot of, much, many, enough*
- Put events in sequence using sequence adverbs: *first, then, after that, finally*
- Understand the use of clauses with *before* and *after*
- Review comparative and superlative adjective forms
- Understand indirect questions forms
- Understand indefinite pronouns + infinitives or adjectives
- Use prepositions: *through, over, above, below*
- Review the present perfect tense
 - with *for* and *since*
 - *ever* and *never*
 - *Just, recently* and *lately*
- Review of past participles
- Use the pronouns: *each other, one another, someone, anyone, everyone, no one*

SuperGoal 3B: 40 hour course

- Understand and use tag questions
- Use *can/be able to*
- Use conversation openers and endings
- Ask for something to be repeated
- Use modal auxiliaries: *must/mustn't; should/shouldn't*
- Use the structure *want/would like* + object pronoun + infinitive
- Understand adverbs of manner
- Understand relative pronouns: *who, that, which*
- Review the past progressive tense with *when* and *while*
- Use the modal auxiliary *may/might*
- Understand the past perfect with *already, yet*
- Use the structure verb + gerund
- Use indirect object pronouns
- Use two-word verbs
- Understand the use of the first conditional of cause and effect
 - Using *I'd rather*
- Use the structure verb + infinitive
- Use the structure verb + noun/pronoun + infinitive
- Use the structure *It* + infinitive

- Review expressions of advice
- Understand the use of the subject *you*

SuperGoal 4A: 40 hour course

- Review the simple present tense
 - After *when*
- Review the use of the present vs. present progressive tenses
- Review the simple past tense
- Understand and use the adverbs of degree: *a bit/a little, extremely, not at all, quite, rather, somewhat, really, very*
- Review the present progressive tense
- Understand and use the structure adjective + preposition + gerund
- Review the future tense with *will* or *going to*
- Understand the use of the future progressive tense
- Understand and use the passive
- Review comparatives and superlatives
- Use the verbs *look, smell, sound, taste* with *like* + noun
- Use reflexive pronouns
- Differentiate the use of *because* vs. *so*
- Differentiate the use of *if* vs. *in case*
- Differentiate the use of *so* and *neither*
- Understand and use the structure verb + gerund or infinitive
- Review the modals: *should, ought to, might, could, had better*
- Use two and three word verbs to ask for and give advice
- Understand and use the infinitive of purpose *in order to*
- Use *so* and *therefore*

SuperGoal 4B: 40 hour course

- Understand and use the structure preposition + gerund
- Understand and use adjectives followed by prepositions
- Understand the use of the future in the past
- Differentiate the use of *although* vs. *in spite of*
- Understand the adverbs of degree: *so ... that*
- Differentiate the use of *can* vs. *could*
- Understand and use clauses of time

- Understand and use the second conditional
 - With *could* and *might*
- Use contractions with *would*
- Understand and use the verb *wish*
- Understand and use the structure *need to be done; get/have something done*
- Understand and use past participles as adjectives
- Understand and use the past perfect tense
- Understand and use the structure *can't be/might be/ must + be*
- Understand and use the third conditional
 - To talk about missed opportunities/regrets
- Understand and use the adverbs *whatever, whoever, whenever, wherever*
- Understand and change from direct to reported speech

SuperGoal 5A: 40 hour course

- Review verb tense aspects
- Review auxiliary verbs
- Become aware of frequently confused words
- Review narrative tenses: past simple, past perfect, past progressive, past perfect progressive
- Review negative and interrogative verb forms
- Review verbs followed by *-ing*
- Review verbs followed by *to* + infinitive
- Review the use of Infinitive vs. gerund
- Review future tenses *going to* vs. *will*
- Review present progressive tense
- Review simple present tense
- Review conditionals 1, 2 and 3
- Review imperative conditionals for advice
- Understand and use connectors: *and, but, so, because, because of, due to, although, in spite of, despite, however, therefore*

SuperGoal 5B: 40 hour course

- Review modals of deduction: *must be, can't be, may, might, could*
- Review past tense for reported speech

- Differentiate the use of : *used to* vs. *be used to*
- Understand and use *would* for past habits
- Review the simple present, present perfect and present progressive tenses
- Review the use of *for* and *since*
- Review the use of *gone* and *been*
- Understand and use stative verbs
- Review indirect questions with *if* and *whether*
- Review *What/Who* in subject and object questions
- Review the passive voice: an overview
- Review passive sentences with *it*
- Review Future tenses: future progressive, future perfect, future perfect progressive
- Review time expressions: *by, until, before* etc.
- Differentiate the use of past participles vs. present participles

SuperGoal 6A: 40 hour course

- Review tense aspects: simple and progressive aspect, perfect tenses, conditional structure, modal verbs, auxiliary verbs
- Overview of present tenses: present simple, present progressive, present perfect and present perfect progressive
- Overview of past tenses: past simple, past progressive, past perfect, past perfect progressive, *used to* and *would*
- Overview of future tenses: *going to, will, present progressive, simple present, future progressive, future perfect and future perfect progressive*
- Review comparative and superlative structures
- Review phrasal verbs
- Review the structure of sentences using the verb *wish*
- Review the structure of sentences using *if only*

- Review and use the structure *should have* and past participle

SuperGoal 6B: 40 hour course

- Overview of conditionals 0, 1, 2, and 3
- Understand and use mixed conditionals
- Review indefinite article: *a/an*
- Review definite article: *the*
- Understand the use of no article

- Review of modal verbs of obligation
- Be able to determine parts of speech: nouns, verbs or both
- Review modal verbs of deduction
- Review expressions of quantities
- Identify and understand embedded questions
- Review defining and non-defining clauses
- Review the passive voice

General English Course Objectives

In the general English classes, students should be able to do the following at the end of each level:

Intro A: 48 hour course

- Introduce yourself
- Comprehend classroom instructions
- Use time expressions; tell time
- Dictate word spelling
- Recite the alphabet
- Count from 1-100
- Use prepositions of place correctly
- Correctly use the verb *to be* in positive and negative statements, short answers, and questions
- Correctly use simple present verbs using correct conjugation
- Correctly use the present continuous tense
- Correctly use singular and plural nouns
- Correctly use possessive pronouns and possessive adjectives
- Correctly use definite and indefinite articles
- Correctly ask Wh- questions with the verbs *to be* and *to do*
- Talk about cities and countries
- Describe clothing and colors
- State a person's occupation
- Talk about means of transportation
- Describe appearance and location of a home
- Correctly name family members' relationship to the student

Intro B: 48 hour course

- Name the days of the week
- Express the ability with *can* and *to know how to*
- Express talent with *to be good at*
- Talk about likes and dislikes
- Be able to use *some* and *any*
- Accurately use adverbs of frequency
- Make, accept, and decline oral invitations
- Use the future tense *be going to*
- Use vocabulary for body parts; health related topics
- Use prepositions of place accurately
- Understand the simple past
- Use phrases with *do you want to.../would you like to...*
- Dictate telephone numbers, make a phone call, leave a message
- Be able to give directions
- Use ordinal numbers from

Level 3: 40 hour course

- Have successful introductory conversations
- Ask Wh- questions, give short responses
- Describe work and school

- Talk about habitual activities, describe your daily schedule
- Use time expressions accurately
- Use demonstratives in questions and statements
- Understand and make comparisons
- Use shopping-related vocabulary, talk about prices, colors, materials
- Talk about likes and dislikes
- Give invitations and make excuses with the modal *would*
- Ask questions using *what kind*
- Talk about family and family relationships
- Review the present continuous
- Use adverbs of frequency accurately
- Use the past tense correctly for questions, short answers, and statements
- Correctly use subject, object, and possessive pronouns
- Describe locations of place, talk about neighborhoods
- Talk about count and non-count nouns with *how many and how much*
- Use *there is/there are* in questions and statements

Level 4: 40 hour course

- Describe a person's appearance, ask questions about appearance
- Talk about the past
- Understand and use the present perfect; use *already* and *yet, for* and *since*
- Correctly use past participles
- Review adverbs of frequency
- Accurately use conjunctions (*and, but, though, however*)
- Use infinitive compliments
- Talk about traveling, make suggestions
- Talk about health problems; ask for and give advice about health
- Express likes and dislikes fluently; agree and disagree with someone accurately
- Place an order at a restaurant, know food vocabulary
- Express ability with modal verbs
- Review phone vocabulary
- Use *would* and *will* for requests
- Make comparisons, use the superlative correctly

- review the future with *be going to*; use the present continuous to talk about the future
- Describe changes using the past, present, present perfect, and comparative

Level 5 conversation: 40 hour course

- Increase fluency through review of levels 1-4 vocabulary and grammar in conversation
- Simple present & simple past of the verb *to be* in affirmative, negative and question forms
- Present continuous tense
- *Be going to* for expressing future tense
- *Wh- questions*
- *Comparative and superlative adjectives*
- *Countable and uncountable nouns*
- *Present perfect tense in affirmative, negative and question forms*
- Increase vocabulary on a variety of conversational topics
- Express personal opinions clearly

Level 6A: 40 hour course

- This level is for students who receive an 82% or below on their final grade for Level 5's conversation course
- This level reviews and strengthens basic elementary grammar structures in preparation for the pre-intermediate levels
- By the end of this class you should be able to use all grammar reviewed

Level 6B: 40 hour course

- Be able to use *used to* to talk about habitual actions in the past
- Talk about transportation
- Use adverbs of quantity with count and non-count nouns (*too many, too much, fewer, less, more, not enough*)
- Talk about housing; positive and negative features, comparing lifestyle in regard to housing
- Talk about likes and dislikes
- Express wishes

- Fluently use comparisons and evaluations; understand comparisons using not... enough,
- Use appropriate vocabulary to discuss technological advances
- Use infinitives and gerunds for uses and purposes Make requests and responses using would you mind...?
- Use relative clauses of time and adverbial clauses of time to discuss holidays, festivals, customs, customs, celebrationstoo, (not)as...as, not enough..., too much/many, (not) as much/many....as
- Make requests, , invitations, accept requests, make complaints, apologies, and give excuses

Level 7: 40 hour course

- Talk about change fluently using time contrasts, past, present and future tenses
- Use the first conditional
- Fluently use gerunds, short responses, clauses with *because*
- Talk about jobs and vocabulary fluently
- Discuss landmarks, monuments and road signs
- Use the passive with and without *by* (simple past and simple present tenses)
- Use the past continuous
- Use the present perfect continuous
- Talk about entertainment (film, theater, literature), using participles as adjectives to describe entertainment
- Use modals and adverbs for degrees of probability, permission, obligation and prohibition
- Use the 2nd conditional
- Use the 3rd conditional/past modals
- Correctly form and use relative clauses
- Use reported speech for requests and statements

Level 8: 40 hour course

- Use vocabulary to describe personalities
- Agree and disagree fluently
- Use relative pronouns as subjects and objects
- Use adverbial clauses with *when*
- Make indirect requests, requests with modals, *if* clauses, gerunds, and the conditional
- Fluently use the past continuous
- Understand and practice the past perfect

- Use noun phrases containing relative clauses
- Talk about expectations with regard to customs and culture
- Use past participles as adjectives and with nouns to describe problems; use *keep/need* + gerund, *need* +passive infinitive to talk about problems and causes, discuss solutions and repairs
- Correctly use prepositions of cause
- Make complaints, identify and describe problems
- Use the passive in the present continuous and present perfect tenses
- Use infinitive clauses and phrases correctly
- Talk about preference with *would rather* and *would prefer*

Level 9: 40 hour course

- Properly use *have* or *get something done*
- Make suggestions with gerunds, infinitives, modals, and negative questions
- Talk about the past using adverbs and prepositions
- Predict the future with *will*, future continuous, and future perfect tenses
- Describe turning points, regrets, and wishes in life
- Use time clauses fluently
- Describe purpose fluently with infinitive clauses
- Use past modals for degrees of certainty, opinions, recommendations and advice
- Use the passive to describe processes
- Use complex noun phrases containing gerunds
- Fluently use defining and non-defining relative clauses
- Use complex noun phrases with gerunds
- Talk about accomplishments using the present perfect and simple past
- Talk about future goals using the future perfect tense
- Talk about challenges, frustrations, and rewards in life

Level 10 conversation: 40 hour course

- This class is designed to increase fluency by reviewing the grammar used in levels 6-9.
- Students should be able to produce complex thoughts fluently and clearly
- Students will increase vocabulary through the addition of new terms to discuss a variety of topics

Level 11 and up: 40 hour courses

- These classes are advanced and are geared towards better fluency and understanding of the English language
- These classes are not always offered every session due to low registration for advanced students

Business English Course Objectives

At the end of each level of Business English, students should be able to do the following:

Business 1: 40 hour course

- Correctly use the verb *to be*
- Correctly use possessives and adjectives
- Correctly use the simple present tense
- Understand and use comparatives and superlatives
- Understand and differentiate between count and non-count nouns
- Correctly use the present continuous tense
- Understand and practice the simple past tense
- Correctly use *can and have to*
- Use the future with *be going to*
- Have vocabulary to talk about the following:
 - Introductions, personal information
 - Talking on the phone, taking a message
 - Jobs, companies, careers
 - Directions
 - Networking and leisure activities
 - Technology
 - Travel, culture, food, news

Business II A: 40 hour course

- Fluently use the verb *to be*
- Definite and indefinite articles
- Fluently ask and answer with Wh- questions
- Recite the days and months of the year
- Fluently use the present simple tense
- Use adverbs and expressions of frequency
- Correctly use *have got*
- Fluently recite numbers and dictate the spelling of a word
- Correctly use *can/can't; there is/there are*

- Fluently use countable and uncountable nouns with *some and any*
- Correctly use the simple past and refer to past events
- Have vocabulary to talk about the following:
 - Introductions, socializing
 - Telephoning
 - Make bookings and checking arrangements
 - Entertaining
 - Presentations/ presenting a product

Business II B: 40 hour course

- Correctly use *will and be going to* to talk about the future
- Correctly use *should/shouldn't and could/would*
- Have the vocabulary to discuss the following:
 - Negotiating, dealing with problems
 - Meetings, participating in discussions
 - Presentations
 - Using the internet
 - Making arrangements, plans
 - Cultures, company cultures
 - Identifying problems and finding solutions
 - Job skills, interview skills

Business III A: 40 hour course

- Review modals for ability, requests, offers

- Review modals for necessity and suggestion
- Review two-part verbs
- Review the simple past tense
- Review the past continuous tense
- Have the ability to write emails, letters, proposal documents, reports
- Have the vocabulary to discuss the following:
 - Careers, ideas about careers
 - Shopping
 - Expressions for buying and selling
 - Companies, types of companies
 - Discussing ideas and successful meetings

Business III B: 40 hour course

- Review difference between the simple past and the present perfect
- Review multi-word verbs
- Review word partnerships
- Review asking questions
- Review future plans using *plan, hope, expect, would like, want, going to*, and the present continuous tense
- Have the ability to write reports, emails, sales leaflets, letters
- Have the vocabulary to discuss the following:
 - Stress, causes of stress, stressful jobs
 - Gender-related qualities
- Understand and practice the present perfect tense
- Understand the difference between simple past and present perfect
- Correctly use the present continuous
- Correctly use time expressions
- Corporate entertaining, eating and drinking
 - Socializing, small talk
 - Telephoning
 - Meetings and planning

Business III C: 40 hour course

- Review verbs and prepositions
- Review reported speech
- Review conditionals
- Word building
- Review time clauses
- Adjectives for products
- Review passives
- Have the ability to write reports and letters

- Have the vocabulary to discuss the following:
 - Qualities and skills of a good manager
 - Socializing and entertaining
 - Economic terms
 - Negotiating, dealing with conflict
 - Dealing with numbers
 - Conditions for starting new businesses, difference between public and private sector companies
 - Products, presenting products

Business IV A: 40 hour course

- Review the simple present and present continuous
- Review the future
- Review noun combinations
- Review the simple past and present perfect
- Have the ability to write emails, reports, and action minutes
- Have the vocabulary to discuss the following:
 - Brands and products
 - Discuss product promotions
 - Taking part in meetings
 - Difference between British and American travel vocabulary
 - Talk about travel experience, make travel arrangements on the phone
 - Socializing, networking
 - Rank status
 - Vocabulary relating to change
 - Attitudes that should be changed in general and at work

Business IV B: 40 hour course

- Review articles
- Review modals for advice, obligation, necessity
- Review conditional sentences
- have the ability to write emails, summaries, and letters
- Have the vocabulary to talk about the following:
 - Word expressions for finance, dealing with figures, attitude towards money
 - Word expressions to talk about advertising, authentic advertisements, good and bad advertising

- Presentations
- Idioms for talking about business relationships
- Cultural awareness, socializing
- Describe the recruitment process
- Important qualities for getting a job
- Best/worst experience at work
- Managing meetings
- International trade, negotiating, globalization

Business IV C: 40 hour course

- Review gerunds and infinitives
- Review narrative tenses
- Review relative clauses
- Review passives
- Review modals for probability
- have the ability to write emails, reports, short articles, and press releases
- Have the vocabulary to talk about the following:
 - Ideas of quality, quality control and customer service
 - Complaining on the telephone
 - Work ethics, unethical activities
 - Words associated with *honesty and dishonesty*
 - Problem-solving
 - Qualities of good leadership
 - Words to describe a person's character
 - Making decisions
 - Innovations in daily life and the twenty-first century, words associated with innovations
 - Presentation techniques
 - Idioms from sports to describe competition
 - Negotiating

Business V A: 40 hour course

- Review idioms
- Review noun compounds and noun phrases
- Review multi-word verbs
- Review prefixes
- Review present and past tenses
- Have the ability to write memos, sales letters, and press releases
- Have the vocabulary to talk about the following:
 - Describing good and bad communicators

- Problem solving on the phone
- Marketing collocations
- International brands, brainstorming
- Business relationships, networking
- Success and mistakes in business, negotiating

Business V B: 40 hour course

- Review passives
- Review intensifying adverbs
- Review conditional tenses
- Review prefixes
- Review the modal perfect
- Review dependent prepositions
- Have the ability to write guidelines, reports, memos, letters, and emails
- Have the vocabulary to talk about the following:
 - Motivation, and how job titles affect motivation
 - Handling difficult situations
 - Risk in business, words relating to risk
 - How to reach an agreement
 - The use of the internet, internet terms
 - Presentations
 - Thinking styles, resolving conflict
 - Ways of raising money, financial terms, negotiating

Business V C: 40 hour course

- Review gerunds
- Review noun phrases with and without *of*
- Have the ability to write memos, reports, and action minutes
- Have the vocabulary to talk about the following:
 - Complaints, handling complaints, actively listening
 - Difference between a problem and a crisis, similarities and differences, asking and answering difficult questions
 - Do's and don'ts for managers, management qualities, putting people at ease
 - Pros and cons of takeovers and mergers, words associated
 - Summarizing

- Personal predictions, describing the future, language of prediction, getting the right information

Business VI A: 40 hour course

- Review the simple present and simple past
- Review the present perfect
- Review modals and related verbs
- Review infinitives and gerunds
- Review relative clauses
- Have the ability to write emails and read share prices
- Have the vocabulary to talk about the following:
 - Ground rules, creating a first impression
 - Telephoning, business jargon
 - Discussing ideas, problems with workspace, breaking bad news
 - Describing Managers and leaders, motivating staff, and delegating
 - Confronting problems, difficult meetings, working under pressure
 - Investments, raising money

Business VI B: 40 hour course

- Review the first, second, and third conditional
- Review future forms
- Review phrasal verbs
- Review reported speech
- Have the ability to write proposals
- Have the vocabulary to talk about the following:
 - Marketing strategies, selling
 - Business imagery, body language
 - Talking tough, proposals, negotiating
 - Finance, traveling, working in other cultures
 - Inventions
 - presentations

Test Preparation Course Objectives

TOEFL Prep: 40 hour course

The TOEFL preparation course is open to students scoring 500 or more on the TOEFL Placement Test.

Students having completed the TOEFL preparation course will:

- Understand the format of the test
- do practice activities for each of the sections of the test
- receive practical tips for enhancing their scores
- take 2 practice tests with corrections

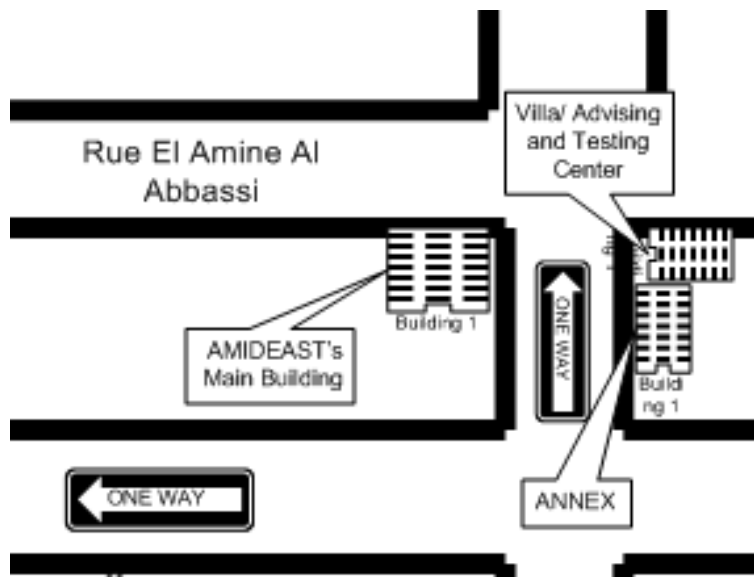
TOEIC Prep: 40 hour course

Until the new version of the official TOEIC test with the additional speaking component is applicable to the AMIDEAST/Tunisia testing

center, the TOEIC preparation course is open to students having completed the L8 general English course or scoring L9 on the placement test. Once the version of the official TOEIC test with speaking component is in force, TOEIC students, like TOEFL students, interested in a test preparation course will have to have completed L9 general English or scored L10 on the general placement test.

Students having completed the TOEIC preparation course will:

- Understand the format of the test
- do practice activities for each of the sections of the test receive practical tips for enhancing their scores
- take 3-4 practice tests with corrections



Main Building

Ground Floor

North Carolina
 Conference Room
 Lab B/CBT Lab

1st floor

Customer Service Area
 Suggestion/complaint Box

2nd floor

Kentucky
 Colorado
 Minnesota
 Louisiana
 Arizona
 Restrooms

3rd floor

Arkansas
 New York
 Alaska
 Women's restrooms

Annex

Ground Floor

American Corner Library
 Lab A
 Oregon

1st floor

California
 Montana
 Illinois
 Washington
 Restrooms

2nd floor

South Carolina
 Florida
 New Mexico
 Texas
 Restrooms

3rd floor

Kansas
 Nebraska
 Virginia
 Restrooms

Villa

Ground Floor

Advising and Testing Center
 University resource library

1st floor

Nevada
 Wisconsin

2nd floor

North Dakota
 South Dakota

Directions

AMIDEAST's three buildings are located off of Alain Savary, near the round-about at Place Pasteur.

