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EDUCATION
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Readers' Voice

Last edition's question:
 Do you think that any of the accusations against Al-Khaiwani are found?

I don't know (17%)
 Yes (33%)
 No (50%)

This edition's question:
 Do you think that Yemen is on its way to becoming Al-Qaeda's new regional stronghold?
 - Yes
 - No
 - I don't know

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Editor attacked

By: Yemen Times Staff

MARIB, July 3 — Security forces attacked Marib Press Managing Editor Mohammed Al-Salahi and confiscated his camera while he was covering the Marib bombing attack that targeted Spanish tourists, wherein seven tourists and two Yemeni guides were killed and about the same number injured.

Though he was practicing his job as a journalist within the frame of the effective laws, Al-Salahi was attacked by the chief of Marib's Security Department's guards and confiscated his camera which contained 30 photos taken following the incident and were meant for international news agencies.

In a statement released by Marib Press which Yemen Times received a copy of, the web site called the Interior Minister Rashad Al-Alimi to fully investigate the incident and punish those responsible for the attack.

It also demanded full compensation of the material losses incurred by the confiscation of the camera, which contained highly valuable photos. It also clearly stressed that if their demands are not met, they will sue those responsible for the incident.

Continued on page 3

Al-Qaeda resurges in Yemen, authorities call for help

By: Raidan Al-Saqqaf

MARIB, July 4 — A terrorism Attack against a group of Spanish tourists resulted in ten deaths and eleven injuries last Monday afternoon. The convoy of 13 tourists was driving on four vehicles 50 meters away from the Belquis shrine in, Marib, when a 1982 land cruiser fitted with explosives charged into the group resulting in disaster.

Among the killed were seven Spanish tourists, two Yemeni drivers, and the terrorist who attacked the convey, while the other Spanish tourists, Yemeni drivers and accompanying Police force were injured in the attack, only one of them is in a critical condition.

Security forces told YemenTimes that they had received intelligence indicating that a terrorism attack was likely to happen in four-days time, however, intelligence failed in narrowing down where or how the attack might take place. A source at the Ministry of interior stated that the authorities have raised the alert level, and enforced protection on all foreign embassies and establishments, as well as government buildings and other potential targets the

terrorists might attack, however, the Belquis historical shrine wasn't in their list.

President Saleh told the press that the terrorist who undertook the attack may not be a Yemeni citizen, indicating that the reemergence of organized terrorism in Yemen will be dealt with very seriously, adding that this attack was the work of Al-Qaeda, he also stated that security forces are currently rounding-up suspects and results of the investigation will be announced on due course.

Al-shoura.net opposition website has published a one-week old message from the newly appointed leader of Al-Qaeda in Yemen, Nasir Al-Waheishi aka 'Abu Basir', who is a fugitive escapee having escaped the Political Security prison last year in Sana'a, the message stated that Al-Qaeda will take revenge for the hunt down and murder of its leaders, it also listed four demands to halt its operations, namely the release of all its prisoners, to allow their followers to fight in Iraq, to cut all security cooperation with the international community, and that all government leaders should return to the righteous path.

Deputy Prime Minister and Minister or Interior Dr. Rashad Al-Alimi stated that this terrorism attack is the tax Yemen has to pay for its cooperation on the war against terrorism, he indicated that, given the limited resources, Yemen is doing all it can in combating terrorism, and that it need the help of the international community now more than ever in order to curb out the impact of terrorism on Yemen.

King Carlos of Spain has expressed his fury and condemned the attack, and also expressed his sympathy with the families of the casualties. On the same front, a Spanish delegation headed by the Spanish Minister of Tourism, Trade and Industry has visited Yemen to learn about the details of the incident, the delegation has met with Dr. Al-Alimi, and held a joint press conference indicating that this incident will not affect bilateral relations, but it can also help strengthen security cooperation and experiences in this regard.

Intelligence sources has linked this attack to another attack which took place last September in Marib governorate, that attack targeted an Oil refinery, investigations following the September attacks linked two names,



Although the authorities were expecting a terrorism attack, police forces accompanying the tourists failed to protect them.

Al-Waheishi and Qasim Al-Raimi. An audio cassette confiscated as evidence during the trail of the September attacks had a recording by Qasim Al-Raimi, promising to take revenge for the deaths of several Al-Qaeda leaders, as well as stating some of the demands which were also listed in the recent message from Al-Waheishi one week

prior to last Monday's attacks.

The same Intelligence source stated that the mechanism of the attack is 'imported' and can possibly have a far more devastating attack, indicating that it is the same strategy of the September attacks and it is worrying to think about the next potential attack, especially if more advanced explosives were used.

Three sit-ins staged in Freedom Square

By: Saddam Al-Ashmouri
 For Yemen Times

SANA'A, July 4 — Three different sit-ins were staged on Tuesday in Freedom Square across the Cabinet's headquarters. Masses took part in the sit-in including Journalists, University students, political activists, even Taxi drivers and kidney patients association.

This sit-in was the eighth in solidarity with Women Journalists without Chains organization and Al-Nass Establishment for Press and Publication. They also demanded that the Minster of Information stops suppressing, blocking and censoring media in Yemen.

The demonstrators also denounced the terrorist act that targeted Spanish tourists in Mareb and stressed the importance of freeing mass media in order to be able to fight extremism and extravagance.

They further voiced their solidarity with journalist Abdulkarim Al-Khaiwani who was abducted by security forces a week ago in violation of the law, together with trailing him in illegal and unconstitutional State Penal Court and fabricating fake accusations about him.

Chairwoman of Women Journalists without Chains Organization called on



Freedom Square has become a popular place for demanding rights. It could be Yemen's Hide Park.

demonstrators to continue their sit-ins till their demands are fully achieved and also announced the launch of the semi-annual report on press violations in Yemen.

Meanwhile, a second sit-in was staged in the same area by kidney patients who demanded the Health Ministry stop prescribing fake and uncertified medicines which are imported by particular businessmen in a corruption scam involving the ministry, as these medicines will result in catastrophic impact on the

health of patients.

The administrative assistant of Al-Rahmah Association for Liver and Kidneys Patients stressed that their demonstration aims to attract the attention of decision makers to the practices of the Ministry of Health that pays no attention to Yemeni citizens' lives; while its main concern is to buy fake medicines at low costs and thus saving the difference to their pockets and earning commissions on the expense of patients.

Continued on page 3

Saleh accuses foreign parties of disturbing security

By: Mohammed bin Sallam

SA'ADA, July 4 — In a press conference held on Tuesday, President Ali Abdullah Saleh assured there is no pact with Houthis and Qatar is just making its good offices in accordance with the resolution of the National Defense Council, maintaining Yemen accepts no mediation that interferes with its internal affairs. He added the deadline for Houthi loyalists to hand over their arms will end on Thursday, July 5.

President Ali Abdullah Saleh hinted that parties having enmity with Saudi Arabia and the regime in Sana'a wanted to settle their scores in Sa'ada, continuing that the Qatari mediation is pushed by other parties after their project failure in Sa'ada.

Sa'ada's tribal sources mentioned the situation is very tense despite the fact that Houthis are committed to the demands of Sa'ada ceasefire committee. Still, Houthi elements fear the treasury of military

leaders who try to hinder the implementation of the ceasefire agreement.

The sources added Houthis demands guarantee that a secure permanent peace and further evacuation of the army from the villages and cities in order to enable residents to return back to their homes. Moreover, they ask for refraining pro-government tribes from harassing or attacking them.

"There are influential parties trying their best to foil the peace agreement and Qatari mediation in implementation of foreign agenda," said the sources.

They went on to say Houthis fear such parties would betray them after they desert their strategic positions and hand in their arms and thus kill or arrest them.

Media sources revealed the committee including the Qatari representatives visited on Tuesday many areas in Magz, Sahar, Baqem and Qataber districts to make sure that Houthis had evacuated their positions in those areas.

Continued on page 3

Al-Khaiwani's crime was publishing Sa'ada war news

With the recent terrorist attack in Marib, the war against terror tide has taken a higher pitch in Yemen, sweeping a few innocent people in its way.

By: Moneer Al-Omari

SANA'A, July 4 — Abdulakrim Al-Khaiwani is a well known Yemeni journalist who had been in the news for quite a while between 2005 and 2006 because of becoming a prisoner of conscience for over 7 months. He was released with a presidential pardon, but now he is locked up behind bars again.

"You did not deserve the presidential

pardon bestowed on you, your place is in prison" said one of the five officers wearing civilian cloths who dragged him from his home after beating him in front of his family over two weeks ago.

Yesterday, Wednesday 4 July, the Penal Court presided by Judge Najeeb Al-Qadri held its first session in the trail of what is called "Sana'a Second Terrorist Cell". The cell which includes two women, contains 15 members. Of which, Al-Khaiwani is allegedly one.

Head of the specialized Penal Prosecution Sa'eed Al-Aqel pointed out the suspects used to distribute letters aiming to terrorize people and society, together with raising funds for buying medicines for Houthi followers and

attempting to shift war to the capital Sana'a.

The prosecution also accused Al-Khaiwani of providing media support as well as promotion of Houthi their concepts together with publishing Sa'ada war news. Although the head of the prosecution denounced the way security men arrested Al-Khaiwani.

During the session, Al-Khaiwani hinted the court is unable to quit him or even to convict him. He also refused to answer the questions directed by Judge until he consults with his lawyer and gets a copy of the case file. He also asked for including all the violations committed against him in the case file as well as setting him free until the [media] charges are proven.

Al-Khaiwani's lawyer Khalid Al-Anisi remained silent throughout the session in protest against the in way in which the board of judges and the prosecution deals with lawyers and suspects alike.

Armed gang

As for the other 14 members of the terrorist cell, they were accused of forming an armed gang to perform terrorist acts as well as planning to harm the country and its security. The cell is being tried for killing to military officers while on duty. The cell was also accused of planning to plant explosives in various important state institutions.

Continued on page 3

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In brief

SANA'A

Two new private newspapers
July 3 — The Ministry of Information has licensed the publication of two new private newspapers. Al-Ahali whose editor in Chief is Ali Al-Jaradi, former editor in chief of Al-Nass newspaper, and Yara to be run by Arwa Ahmed Al-Gharafi.

According to the Ministry's records, it has licensed 19 publications since the beginning of the year.

First online audio broadcast channel

July 4 — The Yemeni Youth Union, in cooperation with the international organization Youth Development Initiative "Naseej", started the first step in creating a radio broadcast for Yemeni youth. This step was a training program on how to create the online radio station in which 15 young trainees participated. The online station is the first of its kind in Yemen and the third in the Arab world. It will focus on youth cultural, social, health and sport issues. It is hoped that this channel would be converted to an FM in the future.

ADEN

Aden theatre in Cairo

July 3 — Fifteen members from Aden Theatre Association are designated to participate in the regional theatre festival to be carried out in Cairo – Egypt September this year. The participants will be flying to Cairo soon to participate in the trail of the festival with a play called "No" talking about the environmental pollution, the Ozone layer depletion and the global warming issues in the world.

Retired soldiers carry a peaceful sit in

July 2 — Retired civil and military servants carried out a peaceful sit-in in Lowder district of Aden governorate protesting the difficult financial conditions of the retired soldiers. Apparently, they accuse influential people of manipulating their records and accused them of taking their money.

IBB

Lightning kills 3, injures 7

July 2 — A lightning bolts hit a group of people in Al-Qafr district in Ibb governorate last Friday and takes the life of three while injuring 7 more in another area called Bani Mubariz. Since the beginning of this year, thunderstorms caused the death of 17 people in Hajja and Al-Mahwait governorates near Ibb.

SOCATRA

Defending women's rights

July 4 – Defending women's rights has reached the remote island of Socatra through the Yemeni Women Union Branch in the island. In a seminar on women's rights in education, health care, and other issues, as well as the risks of early marriage, active women lobbied for their rights and created an advocacy action plan for spreading the awareness in the society regarding women's rights in the various sectors of life.

TAIZ

Community based organisations discuss poverty

July 3 – The Islah Charity branch in Taiz organized a discussion on the Poverty Reduction Strategy funded by Oxfam. With the participation of 53 community based organisations and public association, the participants analysed the strategy and their role as civil society in particular in order to reduce poverty in Yemen. The discussion resulted in creating a steering committee made of four males and three females of the civil society leaders in Taiz. They will provide proposals to Oxfam-GB to translate the proposal into actual projects targeting poverty in the governorate.

Second generation locusts cover Hadramout and Shabwa

While locust spread in other governorates around the republic is hardly noticeable, the second-generation locusts cause a real threat in Hadramout and Shabwa. National teams are already in the field and international assistance is yet to come.

By: **Nadia Al-Sakkaf**

SANA'A, July 4 — With an average of 300 locusts per square meters, the desert locusts situation has become extremely serious at most summer breeding areas, said Dr. Abdu Al-Romaih director of the Desert Locusts Monitoring and Control Center. The center has already 14 survey and control teams sent to the fields. The teams are distributed in Shabwa, Hadramout and Marib covering an area of 81,186 hectares, while the infested area is estimated to be 37,386 hectares.

Summer DL breeding areas caused numerous hopper bands to form within large areas. New swarms will form and another generation of breed will occur in July that will threaten crops and pastures.

According to the center, the ecological conditions are considered favorable for DL breeding at those areas.

International experts will be arriving Friday 6 July, and hopefully the preparations for an aerial campaign would start, especially in Hadramout and Shabwa where the real threat exists.

Local response

So far the infested areas are of the natural vegetation, and the field teams have protected the economic plantation or crop fields in advance. However bee-hives and bee farms could be severely damaged. This is why the DLMCC

coordinates with the local councils in the areas and alerts bee farmers to evacuate the infested areas before spraying it with pesticides.

Dr. Al-Romaih praised the cooperation of the local councils and bee farmers in Hadramout. "We received excellent cooperation from Hadramout, but not so much from Shabwa. We would like to encourage the latter to excavate the bee farms urgently before the bee habitat gets affected by the locust control chemicals," he said.

As for the impact of these chemicals on the soil, he confirmed that it does not have lasting harm because the impact of the pesticides ceases within three days because of the sun and heat.

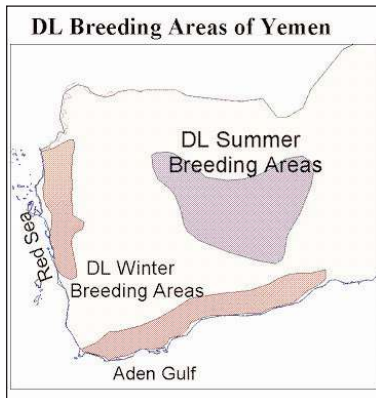
The teams are controlling the spread of the locusts through foot & vehicle transects. Aerial control is yet to come through the international assistance promised to Yemen.

Financial assistance

Since the very first alert, the government of Yemen has dedicated more than fifty million Yemeni Riyals (approx USD 250,000) to fighting desert locusts. The United Nations Emergency Fund has allocated US 2,600,000\$ for fighting the spread of the locusts.

The money is yet to arrive.

Dr. Al-Romaih commented that currently, the center has enough supplies to last for two or three weeks. Unless international assistance from the UN



A graph showing the infested areas in Yemen, most of the summer breeding areas are concentrated in Hadramout and Shabwa governorates.

and neighboring countries comes as promised and agreed, there is a great risk that they locusts would spread to economic farms and vegetation causing much financial loss.

The next destination for the locusts is most likely to be Saudi Arabia and UAE.

"Our hope is that we are successful at eliminating the locusts completely before a third generation appears. The problem is that with the unfortunate attacks in Marib, the insurance on planes has doubled 200% and this means that most of the dedicated fund from the UN would be spent on insurance rather than on the required chemicals or locust control equipments."

Dr. Al-Romaih added that Yemen acquired this funding through a detailed long process. He feared that for a new request to increase the dedicated amount to eradicating the spread of the insects is accepted, it could be too late.

WHO supervises medical tenders

By: **Abdulqader Al-Emad**
For Yemen Times

SANA'A, July 2 — The Minister of Public Health & Population, Dr. Abdulkarim Rasae stated that the former Government decisions of reducing the Medicine Fund's budget has affected the medicine policy negatively.

In a press conference held on Monday the minister said, that reducing the fund budget from YR 3.5 billion to YR 1.450 billion led the Ministry to change all strategies to supply the biggest possible quantity of medicine.

In the conference which was held in response to the press campaign on the Ministry's policy for the purchase of medicines and the process of choosing companies for supply of medicines, Rasa'a accused some big medical companies to be behind the press campaign against the Ministry because they were blacklisted as they had not fulfilled their commitments to supply kidney medi-

cines last year.

The Minister clarified that all the ministry's tenders, whose foreign aid constitute 60% of the Ministry's medicine budget, have been transferred to the World Health Organization and UNICEF for the implementation. "Concerning the Government budget, we will follow the same policy if we get an approval from the Ministry of Finance" he declared, considering this measure as "an un-precedent step in the history of the Ministry". He explained that the ministry followed such measures to be able to focus on making prescription drug plans and policies as well as issuing tenders for purchase of medicines.

Regarding the last medicine tenders issued by the Ministry, the Minister clarified that the Ministry concentrated on important points; the product quality, cost, biological formation and expiration period. For the implementation of the medicine policy the Minister said,

that the Ministry was being assisted by two foreign experts from WHO and the WB.

The Minister also said that there is a misunderstanding about the types of different medicines in Yemen, "People think that they are original and or fake types of medicines, which is not true. It is just a difference in the trade name but the scientific name and quality are the same."

After the Minister's speech the Representative from WHO Dr. Ghulam Rabani confirmed the Minister's points stated above and has said that WHO has a list of top quality companies from which medicines are purchased.

In an answer to Yemen Times' question whether the medication policy is comprehensive in the sense that it is not limited to the medicine purchase tenders he says" It is an inclusive policy that follows up the medicine from the purchase stage until it is in the reach of the patients.

Task Force Commander in Sana'a

By: **Moneer Al-Omari**

SANA'A, July 4 — The Commander of the multinational Task Force 150 (TF 150) Admiral Alain Hinden held a conference on Tuesday in the house of the French Ambassador to Yemen Gilles Gauthier in Sana'a. He tackled many subjects and answered the different questions raised by journalists. Other aspects were touched upon by Gauthier who speaks fairly good Arabic.

Hinden made it clear from the beginning that he did not come to Yemen in an official visit, rather it was within the tasks of the TF 150, hinting he came in a large force onboard French tanker Somme now docked at Aden Harbor.

As part of his program visit, Hinden met with Aden governor Ahmed Al-Kuhlani as well as the commander of the Southern Military Division Mohammed Ali Mohsen and the commander of coast guard forces in Sana'a.

He further pointed out the multinational forces 10 warships, which most of them are not French. They are to comb the international waters in an effort to limit the terrorist acts and operations as well as securing the waters from fishermen and tradesmen. Maintaining their task is made even more successful through the cooperation of the countries overlooking their

area of responsibility.

This area covers about 2.4 million nautical square miles and the ships operate throughout the Red Sea, the Gulf of Aden, the Indian Ocean, the Gulf of Oman and the Arabian Sea.

Other tasks of these forces are to preserve the free and secure the use of the world's oceans by legitimate mariners with set conditions for security and stability in the maritime environment as well as complement the counter-terrorism and security efforts of the regional nations. They also help fight piracy and their illegitimate acts, together with assisting mariners in distress at sea.

As for the security situation in Yemen, Hinden noted Yemen, excluding the recent attack on tourists in Marib, is a secure country and the operation will not prevent them from remaining in Aden for sometime.

For his part, the French Ambassador expressed his condolences over the recent bombing of a tourist convoy which caused the death of seven Spanish tourists as well as two Yemeni guides and eight others injured, hinting it is a dangerous incident targeting civilians and guests in Yemen.

He also added he has for a long time expressed to his fellow citizens coming to Yemen that areas like Marib, Shabwa, Sa'ada, and Al-Jawf are not

safe enough and should not go there, elaborating that other Yemeni areas are 100% secure.

When asked about the assistance his force can provide Yemen, Hinden indicated his force is not there for securing Yemeni regional water, but to secure the trade routes and fishing activities, adding his force's existence in the blue water would help diminish the terrorists activities in the area.

He went on to say the existing forces of Yemeni coast guards are capable enough to protect Yemeni harbors; however, they are unable to comb the long Yemeni coasts stretching over 2,000 km as such tasks need more forces, boats as well as good training which needs years.

The French Ambassador went on the same line to assure Yemeni coast guards have a short age of just five years and much time and effort is still required to upgrade and develop the performance of such a force, noting what has been achieved by this force over the last five years is fairly good.

He further assured that increasing the security cooperation between Yemen, France and Djibouti would help preserve the security of Aden Gulf and Bab Al-Mandab Strait, together with preventing the illegitimate acts like trading in drugs, smuggling and terrorist activities.

Parliament demands prosecuting corrupt officials

SANA'A, July 3 — Several affiliates of the General People Congress bloc at the Parliament called for a complete investigation of the damages and faults incurred during the implementations of Ibb projects early to the celebrations of the 17th anniversary of Yemen's reunification.

They also called for referring those in charge of projects implementations to the prosecution as well as publishing the names of violating contractors and companies in media outlets.

Attending the session meant for discussing project violations in Ibb, Minister of Public Works and Roads Omar Al-Kurshumi noted that the dam-

ages in the exceptional plan projects do not exceed two percent, hinting most damages resulted from rains and the short period of implementation.

Asked about the reason behind halting the implementation of projects unready yet, Al-Kurshumi declared that the companies stopped working in order to have some rest and do maintenance work to their equipments before resuming the work.

However, the MPs insisted on punishing the violators and the Parliament delegated its services committee to follow up the implementation of the suspended projects.

Local authority demands removing chief district

RAYMAH, July 3 — Informed sources in Raymah's Al-Salafiyah districts pointed out that the local council, in the area, decided to remove the district chief.

In its last meeting, the majority of Al-Salafiyah's local council members decided to censure the district chief Hamid Al-Shaif. Therefore, they sent a letter, included the censure resolutions, to Raymah's governor, calling for Al-Shaif's removal.

The letter sent to the governor mentioned a number of his violations that

go counter to the law of the local authority. The top of his violations lies in wasting the local council resources and performing fake projects.

He further did not commit himself to the resolutions of the council as for importing spare parts and further erecting a private prison wherein he practiced blackmailing and arbitrariness.

It is worth-mentioning that several local council members across the Republic were removed from their positions and denied the membership after committing stark violations.

Religious leaders' Role in Children's Wellbeing

SANA'A, July 3 — Responding to UNICEF Country Representative, Aboudou Karimou Adjibade's keenness to take the existing partnership with religious leaders and imams to a higher level, Minister for Endowment and Guidance Hamoud Bin Abdulhamid Al-Hitar offered unequivocal support for the well-being of children.

This support boosted UNICEF's ambition to muster enhanced support of religious leaders and Ministry of Endowment. Judge Al-Hitar said his Ministry is "equally eager to bolster this partnership" as "Islam enjoins upon us the responsibility to take care, development and protection as a duty towards children".

The Ministry of Endowment and Guidance already works closely with UNICEF in the key areas of promotion of behavioral change for better health, education, protection of children from abuse, neglect and violence and awareness creation against HIV/AIDS. The new Country Programme Action Plan (CPAP 2007-2011) carries an important component for mobilizing the support of religious leaders and imams to help realize the rights of the child. UNICEF

Representative called on the Minister for Endowment and Guidance to brief him on the UNICEF Country Programme and the vital need for getting the "most influential leaders" on board to bring about a positive behavioral change for ensuring the best interests of the child.

The religious leaders are highly regarded and most influential in the community and their voice of support can foster a behavioral change in a sustainable manner, UNICEF Representative emphasized.

As a consequence, Judge Al-Hitar pledged his Ministry's increased support and said "Islam underscores the care, development and protection of children and urges parents to be responsible for their children". Senior officials of Ministry of Endowment and Guidance also attended the meeting and provided a succinct summary of the growing partnership with UNICEF. The UNICEF Representative presented a set of UNICEF publications including "Child Care in UNICEF"—A UNICEF supported publication that draws on the Islamic injunctions to support the survival, development of children.

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Continued from page 1

Saleh

The sources added that the committee embarked on visiting Dhahian city earlier heading to Al-Ja'malah, the crossroad of Najd Khalaf Yasnam, Rugafah, Baqem, Qataber and Om Lila, noting Houthis have already evacuated their positions in Al-Mazar'e in Dhahian's Al Watid. Moreover, the army replaced Houthis in all areas already evacuated by them.

Local source in Sa'ada mentioned a number of Houthi elements, unhappy with the recent peace agreement, attacked military sites on Tuesday in Al Shawkani of Sahar district's Al Ghubair Mountain. They also abducted two soldiers, one in Bani Mauth and the other in Ghamer.

Further, the same source pointed out armed clashes took place on Tuesday and involved the citizens and Houthi followers in Ghamer district and Haydan's Dhwaib, Al Miran and Gaza'.

26 September.net reported informed sources in Sa'ada as saying the committee in charge of implementing Sa'ada ceasefire agreement gave a three-day deadline for Houthi loyalists to bind

themselves to the articles of the agreement; otherwise the whole responsibility will be laid on them.

It added Houthis as of now refuse to hand in their heavy or medium-sized weapons, or to descend their mountainous sites in an effort to stall the implementation of the agreement. They also attack citizens and military personnel every now and then.

Sources in Hajjah revealed Houthis shifted the battles from Sa'ada to the neighboring Hajjah, wherein many villages of Washhah's Bani Hani witnessed bloody clashes between Houthis and the residents.

The sources went to say that over 700 Houthi loyalists infiltrated last Friday to Hajjah and seized four villages there and it is believed they are those who deserted their positions in Sa'ada according to the recent agreement.

Locals of these villages clashed with Houthis using light arms and guns; the clashes left behind 14 dead and 40 others injured but the losses among Houthis were unidentified.

However, the locals managed to restore back three villages while the fourth one is still seized by Houthis. The

sources also mentioned that over 400 locals fled their villages fearing the assaults of Houthi followers.

Local sources in Hajjah believe the clashes have nothing to do with the government war on Houthis, maintaining the war ongoing in Washhah district is linked with what he called as "war traders" and hinting influential personalities there are behind such clashes.

Islah Party's assistant secretary General Mohammed Al-Sa'adi assured the committee due to be performed by the Joint Meeting Parties will work on treating the causes and consequences of Sa'ada war as well as preventing its occurrence once again.

Al-Sa'adi further indicated when Sa'ada crisis's cause was doctrinal, it was not necessary to resolve it with arms and this requires the involvement of all political powers.

He went on to say his party rejects any politicization of sectarian or religious issues in way that creates an endless conflict, stressing that everything should be discussed with transparency and without resorting to military options.

Moreover, Al-Sa'adi held the regime accountable for Sa'ada events and

renewed Yemen in need for an objective study of all issues in order to make a national vision for the development of political process.

He added the wrong policies of the regime cause the problems to persist in the country, maintaining the existing regime depends on making the crisis in a way that ensures the continuity of conflicts; wherein the poor will pay for instability, underdevelopment, and the draining of the public money.

Sit-ins

He added we would like Parliament and the Cabinet to work in halting the deterioration taking place in the Health Ministry as well as halting the massacres against citizens resulting from replacing high quality and effective medicines just to boost the sales of the favored medicines.

The third demonstration was organized by taxi drivers and the unemployed and they demanded that the government takes serious actions in order to provide employment. Taxi drivers demanded that the police stops seizing the taxi vehicles that bear numbers from governorates other than the Capital an Sana'a

governorate, saying that any taxi driver should be able to drive his taxi anywhere in the country.

Speaking in the name of drivers, Ali Al-Aswadi of the Taxi drivers association noted they demand the immediate release of their vehicles from the Traffic Administration as these vehicles are only source for their income and livelihood.

Al-Aswadi questioned about the nature of such campaigns that target citizens, hinting it are enough for them to bear the price hikes and over taxation in addition to inflation?

"We are here to ask for our rights in a peaceful way. We are in a democratic country and every one should go with his car wherever he likes and without any restrictions or hindrances, its one unified country for god's sake, why the authorities is behaving in a separatist way?" cried Al-Aswadi.

The silence dominated the scene and the sadness was clear in the faces of the demonstrators over the incident of Mareb and they decided to send letters of condolences to the victims' families.

Editor attacked

Moreover, the web site asked all pressmen and political activists to stand by them in support and in search for more freedom of the press.

Following the unjust incident several journalists and political activists denounced the attack against the managing editor of Marib Press, asking for a complete return of his camera, photos and full compensation for the losses incurred on the website.

Al-Khaiwani

Among the terrorist acts the cell was accused of is using poisonous materials, secret ink, and telecommunication systems as well as explosives and arms targeting military and security personnel. Apparently the terrorists were going to add poison to the army's drinking water reservoirs.

Although Al-Khaiwani has only began his second ordeal with the state judiciary system, it sounds only too familiar to him. The trail was delayed until 18 July, and despite his lawyer's efforts he will remain in custody until then.

Yemeni Life Makers

By: Nisreen Shadad

SANA'A, July 3 — The International life makers Union Meeting was inaugurated officially on Monday July 2, under the custodianship of the Prime Minister Ali M. Mujawar with a maxim ;Together We Make Life. Mujawar praised life-makers foundations, which is represented by Amr Khaled; a Muslim activist and a preacher, a place of qualifying youths as well as exploiting their potentials.

The first thing Khaled stated in the conference is the Life Makers foundations' vision, "The aim of our creation, as Allah stated in the Holy Qura'an, is building the earth and improving the society. This call is not specified to the members of life makers, but for mankind," said Khaled.

Unfortunately, many people instead of interesting in building the society, they begin to conflict with each other, according to Khaled.

There are two reasons for holding this conference according to Khaled, "The first is to present four flourishing projects; one of them is in small projects; in economic field, the second is fighting drugs; in health field, the third is training and developing skills and the last is in technology."

"Because these projects have a great success, we want to present them and repeat them in the other countries," he added.

"The second reason is to establish and discuss the framework of the International Life Makers Union, which we announced its establishment two years ago," he continued.

For six months the international union will be in Yemen, according to Khaled. Ali Muhammed Gobari, the general manager of Gobari Investment group and the director of Life Makers forum, "Yemen is the only country that host Life Makers founders to put their dream true and establish the International Union. However, Yemen will be the main center for the International union for six months only, then they will move it."

"We refuse Yemen to be a transition, we demand headquarter of the union to be in Yemen. The Arab league was established in Cairo; therefore, it was headquartered in Cairo," Gobari added. "Any international union's place of establishment is its headquarter," he commented

The participants were from Jordan, Lebanon, al-Bahrain, Sudan, Egypt, Yemen, Algeria, Morocco, Germany, France, Britain, and Swiss. One of the representatives of life Makers from Sudan said, "We came here to form a common vision for life makers' members around the world."

Adding to that, many successful projects are going to be presented to exchange experiences and apply them in the other countries, "We came to know the idea of life makers existence from its founder; Amr Khaled. It is an opportunity for us to learn from the others' experiences. The idea of establishing International Life Makers Union will facilitate the coordination among all life makers' foundations projects which work around the world," the representative added.

"There are numerous obstacles and problems all countries faced, therefore

International life makers Union can find a unified mechanism and common solution to be applied in the countries. There are problems a particular country has, so that the union is going to work to find solutions that fit the country environment," said Assia Aissat, a member of the Life Makers foundation in Algeria. "The preliminary meeting of this union was held in Istanbul, and now we continue in Yemen," she added.

Nawal al-Sagheer, a member in Life Makers in Lebanon, said, "We are divided to six committees, and each one is interested in a particular field; human resources, Life Makers' members affairs, media and public relationships, central projects, as well as finance and training committee."

The reasons behind selecting Yemen as al-Sagheer said, "This conference is supported by Yemeni government. It is a blessing that Yemenis have. In addition, Abdul Wasee Hayel Saeed Ana'am, is powerful financier. Yemenis got the peace and money to begin their projects, and I don't think countries have a similar power people standing beside them."

Nabeal al-Sa'afi, the director of Life Makers foundation in Yemen, confirmed that Yemeni members are the highest number; since they are about 1100 members.

Mohammed Ubad, the Youth and Sport Minister considered this meeting as a loud voice against the darkness that the Islamic countries suffer from."

Life makers' members are people adhering to their tradition and culture, and keep abreast with modernism, according to Ubad.

marriage is a means for facilitating marriage before marriage seekers.

Al-Shaibani added the woman who is always kept in the house and whose voice was considered a blemish has turned to be Quran memorizers, maintaining they have now 70 female Quran memorizers who can read Quran in the 10 readings.

He also noted Hayal Sa'eed Anam

Group of companies, that sponsors schools teaching Quran, has set up many projects across the republic and not just in Taiz including building mosques, schools, water projects, and female centers as well as conducting religious competitions, summer camps and providing financial assistance to the poor and those seeking marriage.

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Destitute allocations received by rich people

By: Saddam Al-Ashmouri
For Yemen Times

Coinciding with the establishment of Ammran governorate, mid 1998, the Ammran-branch Social Care Fund, whose main task is to provide lump sums of money to the poor, the destitute, and the elderly people with no children, as well as the orphans, was established. On average, the fund provides each deserving citizen with about 6,000 every three months. Though very little, this sum could meet some of the basic requirements of destitute people.

However, some people assured that such sums of money do not reach those who actually in need for them. Additionally, they claimed that those allocations are taken by rich people. To make sure of that, we went to different areas in Ammran to investigate those claims. So, we come up with the following outcomes.

Some people, we met, stressed that there is no justice in distributing the allocations of the social care. They also hinted that those allotments are given to some rich and influential people in the area; however, those people declined to give their names

for fear that their relatives receiving money from the fund may be subjected to punishment by those in charge of the fund.

"The state does not neglect us; however, the problem is that these sums do not reach those who are actually destitute," Haj Saleh Sinan states. "I was not given any thing because I have no mediator and my voice does not reach officials. The one who has connections will receive money and the one who has none will receive nothing."

He added that the matter was left to mediators who are unfair as they distribute the allotments to those whom they know, not to those who deserve.

"I am an elderly man and I support six daughters and a young boy. I have no income. I used to work on daily payment and in different jobs. But now, I am an old man and I can not work. Life has become difficult for me," lamented Sinan. He further pointed out that there should be a committee to tour the different areas in the governorate in real search of destitute and poor people.

Lip service

Citizen Mohammed Yahya, who agreed with his fellow Sinan, believes that the money of social care is

allotted to rich and influential people.

"Social care money is distributed among the poor?! No. receiving such money is made through the registration by a member of the local council or the Sheikh. Most of those who receive the money from the Social Care Fund are the Sheikh's relatives. Speaking about the money of the social care is no more than a lip service" said Yahya.

He added that those who badly need such small sums of money do not quite often receive any money especially those who have differences with the Sheikhs of the area(s).

Fund officials' attitude

The director of Ammran branch Social Care Fund Mohammed Al-Dalwani indicated that the branch was established mid 1998. He clarified that the number of cases registered in Ammran and received money from the fund is 39,101, with a sum of around YR 196 million distributed each three months. Furthermore, he pointed out that the money is allotted through post offices and cashiers/paymasters in distanced and far governorate districts.

Right from the first quarter of 2006, the branch located the addresses of the beneficiaries and further makes field visits to different areas in the governorate. Al-Dalwani hinted that his fund provided all requirements for paying the money of beneficiaries without affecting their money whether via post offices or paymasters.

As for the mechanisms by which such allocations are distributed, Al-Dalwani noted that they work according to the law. Also, he indicated that the cases are being registered by the local councils as a first step. Then, the branch conducted a study of all the registered cases to see which one is more deserving. Such step is followed by a field visit by the fund's employees to make sure that the cases, being selected, are



Mohammed Al-Dalwani

worthy of the allocations.

Additionally, he pointed out that he had heard of the current allotments being taken by undeserving people, hinting that the officials in the fund have sent the registered name lists to the local councils to make sure whether the people on the lists deserve the allocations or not.

Moreover, he indicated that the fund will cancel any cases that proved undeserving and will empower the local councils to nominate new names to replace the cancelled ones. He also assured that they are ready to annul any case proved to be unworthy.

Al-Dalwani further pointed that the fund has published the names of local council members who do not play their role accordingly. In addition, he indicated that the local councils of the governorate were informed about some violations made by some local council members. He also declared that the social fund researchers and employees who violated the rules of the fund were referred to the prosecution, maintaining the fund has

set the required rules to face violations.

Many cases forged

A citizen, who preferred to remain anonymous, clarified that the cases are always registered by the names of women in order not to detect their forgery. "The cases are registered in the names of wives, because they are from different areas and have different names. We were offered such cases in return for our support of our candidate who offered us two cases and promised to offer more in the future," said he.

Another one, who refused to mention his name, hinted that he was offered two cases in return for YR 20,000 for each case. "We gave him YR 20,000 in advance and agreed to pay him the other 20,000 as soon as we receive the first payment."

He added, "I am not the only one who did so, several others did like me and they have three or four cases each. What is your business since the state pays for that?"

Local councils' attitude

I met with many local council members especially in Ammran district; however, all of them declined to give me any information.

A local council member, who conditioned anonymity, asserted that he did not submit any case though he is among those who won the membership of the local councils during the recent elections that took place in September, 2006.

Hussain Baker, a destitute citizen, believes that guilty conscience is behind the unjust distribution of social care funds, despite the fact that such sums are meant primarily for the poor, the destitute, the elderly, and orphans.

He added there should be honest and conscientious committees to be formed from different institutions so as to make field visits to evaluate and study all the cases and decide who deserves and who does not.

Citizen Abdullah Swaid, one deprived of social care allocations though deserving, declared that he chanted for new Yemen and better future, however, he received nothing.

"Believe me! We don't know who carried the registration process and when as all such measures are made in top secrecy. We knew nothing, only when we saw them tending to post offices with their female relatives to receive their allocations from post offices, we realized there is something going on. When we complain to an official, he refers us to some other official, and so on!" cried Swaid.

According to an official at the Ammran's branch, the fund tends to qualify its employees and provide loans to beneficiaries to make small projects and further exempt their sons from schools and health tuitions.

He concluded that he hopes that all people will cooperate to target those deserving. He further called upon local council members to verify and help the fund to accomplish its goals.

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Dedicated to the late Dr. Abdulaziz Al-Saqqaf

Media freedom is a must

By: Fuad Musa'ed Dhaifullah

People have to work very hard if they decide to take their rights from their oppressive rulers, who insist to remain on thrones. People have to continue struggling until all the community members are able to enjoy their legal rights. Otherwise, their struggle will be meaningless, be emptied from its real value and deviate from its specific objectives and sought goals. It will be merely useless speeches and essays composed at the time of nervous reactions.

The situation requires the group of people, who dedicate themselves to fighting injustice and resisting oppression, to concentrate on directing efforts toward a clear goal. It is important to work harder in this struggle because the ruling regime bets on weakening the community's memory, and makes it unable to recollect events, and hence to learn from the mistakes of the past.

As the ruler manages to seduce our memories from recollecting facts, it has become very easy for him to divide and rule by causing internal conflicts at various levels and in more than one issue. There are several forms of official violations against citizens who are supposed to be protected from any arbitrary practices in any democratic country. Other basic human rights have been abused in the country thereby causing a shock on the part of people who dream of living in a new Yemen moving toward a better future.

The veteran politician and academic

Mohammed Al-Dhahiri, who is a Professor of Political Sciences at Sana'a University, was shocked when seeing his name including in the list of people prevented from traveling abroad at the Sana'a International Airport. Asking the airport officials why he is included in the list, their answer was that he belongs to Al-Dhale' governorate, where President Ali Abdullah Saleh had the less number of votes, compared to other governorates, in the most recent presidential elections. Then the professor published an article in Al-Nass weekly newspaper saying, "We need Yemen to be a safe state and not a state of heightened security." Other personalities included in the list of people whom the government prevented from traveling abroad, said the same.

Inaugurating another series of human right abuses and the continued violations of laws and constitutions, as well as the international press conventions, which Yemen committed itself to abide by, the authorities suspended many newspapers and blocked news websites. Once, I asked the jailed journalist before he was arrested about his newspaper 'Al-Shoura Weekly and its website', surprisingly his answer was: "Which Shoura do you mean? The suspended, the confiscated or the kidnapped, I have not remembered how many Shouras suffered violations and arbitrary practices while the journalist didn't bear in mind that he will be one of the kidnapped victims once again, nor did he know that he will be thrown in prison on charge of attempting to put poison in the water tanks of the army.

Correspondent of Al-Sahwa weekly in Al-Dhale' governorate, Ali Al-Jaradi, was taken to prison on suspicion of having links with Al-Houthi followers. Al-Jaradi shouted, "Who rules Yemen?" And, before him, the prominent women journalist Tawakul Karaman said, "What a kind of regime do we have in Yemen?" In addition, before such events, a group of officers and mercenaries had been besieging the house of the well-known writer and activist Mohammed Al-Maqaleh.

But, what does matter here is our emphasis that the media must play a vital role in adopting any social issues and tackling them without any conducts that have no meaning. There should be neither chains nor restrictions that hinder media efforts from reaching possible solutions to any persistent issues in the Yemeni society.

We should concentrate on various issues that have been neglected for a single reason, which is allegedly 'the absence of a real media role to deal with such issues. But, these issues have been popularized and they found sincere people, who adopt and back them, thanks to the effective presence of media means. Remorsefully, the media mission in Yemen is simply represented by a limited number of newspapers and news websites with modest equipment and facilities. The situation necessitates those concerned to expend hard efforts to ensure the civil community its legal right to own visual and auditory media to voice public concerns and expectations in various areas. Now, I think that we are in an urgent need for gathering

viewpoints and directing them toward claiming the basic rights of Yemenis, and the advocacy should continued without any pause.

In case free media means exist in Yemen, it will be easy for the media to disclose and expose the aspects of fraud, fabrication and cheat. It will be easy for the media to identify weaknesses and shortcomings. The free media will be able to expose corrupt officials who waste the nation's wealth and resources and embezzle public money.

What we need is escalate our advocacy for free media to convey to people what happens in their country. We insist on lifting any chains and restrictions on press freedom while sincere efforts are required for the sake of the type of media that address issues of the Yemeni society without any fabricated facts or incorrect stories that mislead the public.

Last month, we commemorated the passage of 8 years following loss of the late Dr. Abdulaziz Al-Saqqaf, who led a life of struggle for the sake of making Yemen 'A good citizen in the world'. This was his slogan during his short but productive journey in life. As the newspaper humbly marked the passage of 8 years of the loss of its founder, the elder son of the deceased media pioneer congratulated the Yemeni pressmen after launching an electronic website, the first of its kind, concerned with the issues of Yemen and Yemenis. It is difficult for the pirates to block or harm this website. In the meantime, hundreds of the Late Al-Saqqaf's students had been advocating a Yemen of free press and a country free of corruption flu.

COMMON SENSE

As if things are not bad enough

Now the car bombs

If there is anything that could be said about the situation in Yemen, it is that there are a million ways that in which things could be a lot better. For some three decades now, we have seen the state of the country steadily evolve far away from the peaceful land of mainly good people, who were cloaked in a halo of innocence that simply did not exist anywhere else in the world. How this transformation was allowed to take place defies all rational reasoning: It was the doing of all those in this country, and overseas who thrive on evil, who found the good kindness of the Yemeni people easy game for them to unleash their ugly premonitions on the innocent society that used to be Yemen. There was not one evil that could not find its niche in our midst and to our present horror, we now have that dreadful phenomenon that tops all the dreadful phenomena: the scornful car bombs and the suicide terrorists, who have lost all sense of righteousness and conscience and truly have forgotten all human values and distorted the whole image of spiritual bliss. These heinous scientifically reared monsters of death are the worst development, which the current world has to live with and there is no telling where the end of their path leads to. For sure, however, since their appearance with the advent of the Third Millennium, it is clear that death has become a freely roaming ogre that our leaders have allowed to sustain itself and for which there is no panacea whatsoever.



By: Hassan Al-Haifi

This horrific fiend of death has found its home just where the planners and long term strategists of the international syndicate of evil, spearheaded by the International Zionist Establishment, want it to operate, a clear proof that those reared in suicidal mania surely have no interest or desire to see Moslems see peace and tranquility, although they attempt to fool the world otherwise, that they seek to liberate Moslems. If this liberation is like the peace, freedom and liberty that one is seeing in Iraq, then we have no desire to be drowned in a sea of blood as Baghdad has become. What Yemenis have long yearned for was a chance to be free from the follies of their leaders, who are directly responsible for just about every heartache, pain and absolute mayhem that has overtaken Yemen and of course even these car bombers and the suicidal nincompoops, such as the recent murderers of the Spanish tourists, of whom Islam is absolutely innocent of, even if the beards of these infidels sweep the floor they walk on!

For years now, many have warned of the many mysterious camps found throughout the country that have become breeding grounds for these horrible human carriers of death, and many have suggested that the Government open its eyes and stop welcoming the foreign residents of these camps. The Government goes and does the opposite. It allows these camps to operate freely and to carry out whatever activities their sponsors dictate to them from the Citadel of the Salafis in Najd, who in turn take their dictates from the real international axis of death led by the International Zionist Establishment and the American Military Industrial Complex that has spread havoc throughout the world over the last seven years.

No one is fooled anymore. This War on Terror is a war that in fact thrives on terror and is very astutely organized to produce a frightening aura of misery and hopelessness, as even the most modern security apparatus are baffled by the mysterious and almost untouchable masters of death these terrorists have become.

Apparently, Yemen is now the next country to fall into the quagmire of violent prone nations, where one's fate is bound to become unpredictable, with little to assure the heads of households that their siblings will return home alive, when they go to school or to play, if any of them would dare venture into such an oddity, which play has become in these parts of the world.

Mr. Bush your War on Terror is going just as planned and now Yemen has become enmeshed in a new aura of violence and bloodletting, our Government has helped to implant. The observer is reluctant to feel any sense of optimism anymore as the last terror attack in Mareb has destroyed the last remaining hope for rejuvenating the economy: a fledgling tourist industry that could help make up for the stolen revenues of oil most common Yemenis never have a chance to see, let alone feel.

I can assure the Spanish people that this murderous crime is no reflection of Yemeni hospitality and the Yemeni people are overwhelmingly saddened by it with their heartfelt regrets and sympathies to the families of the victims and to all the people of Spain. May God hold us harmless from any further acts by these murderers. Now, we remind our leader once again, go after those mysterious camps, or is it maybe too late?

Hassan Al-Haifi has been a Yemeni political economist and journalist for more than 20 years.

Safeguarding local economy from foreign invasion

By: Mohammed Al-Ariqi

It is our duty to defend our national products, while the government is required to utilize all the accessible means and tools to ensure that imported products are without defect, an issue that has gained significance with trade liberalization and increased access of the global marketplace to the national economy.

In order to safeguard domestic products from a complete overhaul by foreign imports, we have to understand that many imported products are substandard, expensive and don't meet the growing demand of local consumers.

It is the right of Yemeni manufacturers to express their viewpoints and to protest the flooding of local markets with foreign products, which are similar to the local products. Additionally, the government is required to protect the interests of

local manufacturers and businesses. One of the ways in which the government can intervene is through The Free Trade Agreement, which gives developing countries the right to enact the necessary procedures for protecting their products via raising customs tariffs on imports.

Many other countries are dedicated to protecting their local industries as they consider this sector a primary component in a country's economic and social development. These countries are aware that local industry helps reduce unemployment and limits the migration of domestic capital to other countries.

Therefore, tradesmen and manufacturers have to understand that the call for regulating imports does not lead to the monopolization of local industry, nor do these regulations put extra burdens on consumers to the sole benefit of manufacturers.

Competition which results from the opening of local markets to different

domestic and foreign products is a much-needed and highly beneficial step to which we have to acclimatize. At the same time, we should utilize the protective measures of The Free Trade Agreement in order to safeguard local production.

In order to remain objective, we have to acknowledge the moderate level of industry in Yemen and the fact that this necessitates that the government employ all the available means for the purpose of fostering the establishment of factories to meet the growing demand of consumers. The government is required to work harder to regulate those imported commodities that have a negative influence on domestic production. This includes preventing the flooding of markets with substandard, foreign foodstuff that is already produced by various factories within Yemen.

For its part, the government is not interested in fostering competition between main products that help drive

forward the wheels of economic development in the country. These products include construction materials, electrical tools and cement. The Yemeni market suffers a shortage of these products, thereby leaving a chance for a small number of tradesmen to monopolize the import of these products. This has led to a rise in the price of construction materials and electrical tools, which has negatively affected construction workers.

We are in need of a balanced vision to meet the growing demand of consumers for basic foodstuff that complies with quality standards and specifications and is sold at competitive, yet reasonable prices. Also, we need to regulate the local industry in a manner by which domestic production will be safeguarded while at the same time attracting foreign investment, creating multiple opportunities to expand the industrial base to be the pillar of the nation's comprehensive development. Source: Al-Thawra State-run Daily

Letters to the Editor

Technology of Uncle Sam

I don't know what's wrong with the people who seem to have been so impressed by the advanced technology of Uncle Sam. In my view, his technology and satellites are nothing but just watershed. Why? Because it badly failed to determine whether Saddam had developed or possessed WMD, and secondly whether he had had any link with Al Qaeda or not...but we witnessed that it was just a lie-cum-trick to occupy Iraq. Interestingly, his satellites are unable to focus on Israel's nuke programme. And now the same story he is repeating in the case of Iran's programme. But let's not forget that Iran has not had so nefarious designs as Israel has.

According to reports reaching here, Uncle Sam has badly stuck in Iraq and some say Bush has asked Demos to do something to get him out of where his

troops are fighting for their survival rather than retain their occupation anymore. Don't you believe that? Wait, wait, wait.... let me take you to what remarked and testified by Karvin Tillman, brother of US soldier, Pat Tillman, who was killed in Afghanistan, knowingly or unknowingly, by his own comrades. But on the contrary, Bush declared him as the martyr and hero of America nation.

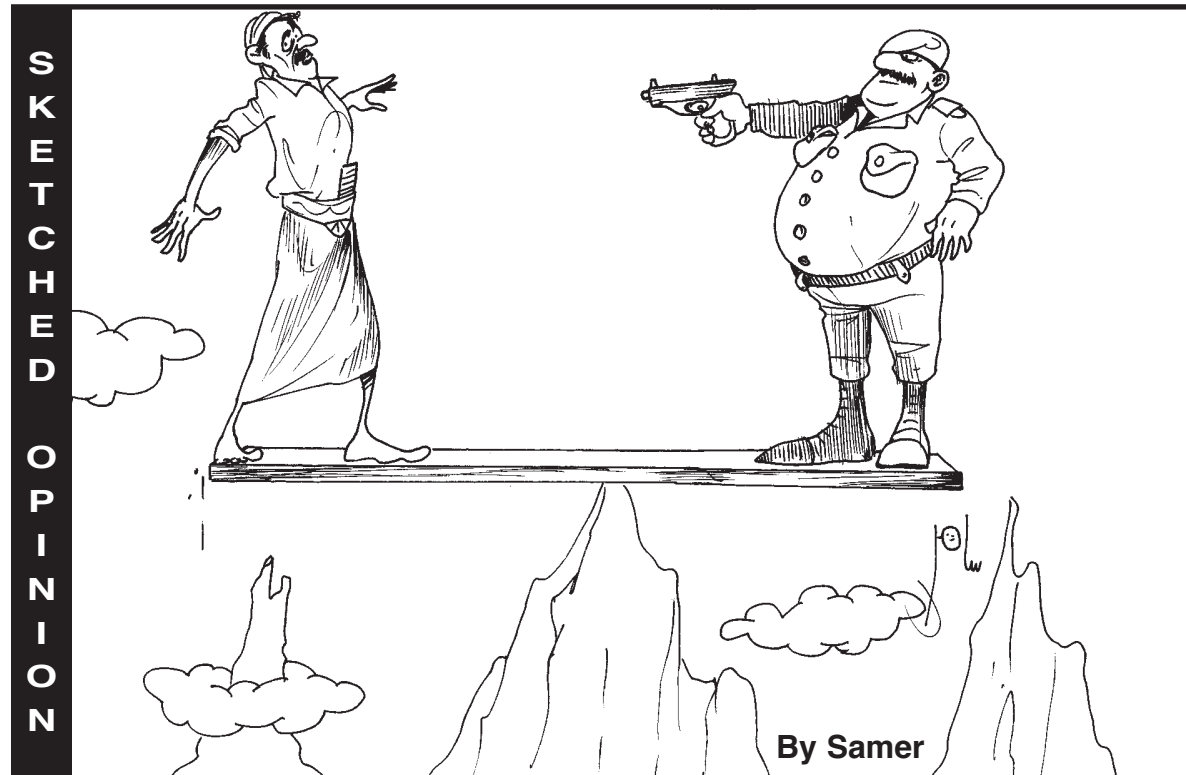
Likewise, every man and child in Iraq has turned out to be a staunch supporter to militant groups, no matter, they are Al Qaeda, local groups or whoever they are, but being fully backed by the common people. And the wall-diplomacy adopted by Bush is in fact to save his own troops from the open attacks by the said groups.

Three years back, Bush and his allies fully rejoiced the fall of

Baghdad and then Saddam's execution but he was unaware of the next move of hide-and-seek-and-shoot in the streets of Baghdad and that's what has given a tough time to Bush and his troops. They are reported to have been feeling unhappy at what's going on over there so far.

Hats off to those youth who are fighting for their national solidarity rather than surrendering to the vested interest of Uncle Sam. Let me ask only one question: When a Iraqi militant is killed, he is indeed a martyr but when an American soldier is killed, he is termed as heroic martyr. Is that what God wants them to fight, shed blood and get titles like that?

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By Samer

YEMEN TIMES

www.yementimes.com

First Political bi-weekly English Newspaper in Yemen. Founded in 1990 by Prof. Abdulaziz Al-Saqqaf

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Subscription rates:

Individuals: YR 7,000
Yemeni companies/corporations: YR 8,000
Foreign companies/organizations: \$ 80

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You say Shalom I say Salaam

By: **Rachelle Kliger**
The Media Line Ltd

The website of the Knesset, the Israeli parliament, makes a point of greeting its visitors in three languages: Hebrew and Arabic, both of which are official languages in Israel, and English for the benefit of foreigners.

But for a large number of Israeli law-makers, a third of this site is gibberish. No, English is not the problem. It's precisely the Arabic that's Greek to them.

According to the Knesset website, at least a third of Israel's cabinet ministers have no knowledge of Arabic at all.

While it may seem trivial, some argue that the lack of Arabic skills among Israeli politicians is one of the greatest impediments to peace.

If you think that is an exaggeration, ask Moshe Shahal, a former member of Knesset for the Labor Party and a former negotiator.

"In my opinion, 50 percent of the Israeli-Arab conflict is a problem of culture and language," the Iraqi-born Shahal says.

Shahal, who speaks Arabic fluently, cites a past incident to support his premise.

It was 1984. Israel and Egypt had signed a peace agreement five years earlier, but there remained a dispute over who should get Tabá, an Egyptian village in the Sinai Peninsula.

Shahal, who was Israel's energy minister at the time, recalls a conversation he had in Egyptian President Hosni Mubarak's house in Egypt.

Mubarak had been surprised to hear Shahal deliver a speech in Arabic at a reception a day earlier.

"Mubarak began by saying, in Arabic, 'I heard that you spoke Arabic with an Iraqi dialect.' Ten minutes later he put his hand on my hand – he was sitting on an armchair and I was sitting on the sofa – and he said 'Listen, you

are the first Israeli and the only minister I can speak with as an equal.'"

Shahal was stunned. After all, he was a low-profile cabinet minister, not a head of state.

"I thought, maybe I didn't understand his Egyptian accent," Shahal recalls with amusement.

Mubarak soon clarified.

"Every Israeli who comes to talk to us, it's as though they take us back to the British colonialism era in Egypt," Mubarak told Shahal. "They speak in English. They're condescending. They tell us what to do and they don't understand the language or the culture. But with you I can talk."

Arabic is taught in Israeli junior high schools but it is not compulsory in the matriculation exams and many Israelis graduate from the school system with no knowledge of the language.

Of course, one could argue that the Israelis are not the only ones who need to make an effort to bridge the language divide.

Sufyan Abu Zeida sits comfortably in a hotel lobby in Jerusalem and chats with familiar acquaintances, gliding effortlessly among English, Hebrew and Arabic.

When he was the Palestinian minister of prisoner affairs, Abu Zeida was frequently interviewed in Hebrew on Israeli radio and television stations. He believes this was not only beneficial to the Palestinian cause, but also for the Israelis viewers and listeners, who got a rare glimpse of the Palestinian point of view, in their own language.

"I think it's preferable for leaders on both sides to learn the other side's language," Abu Zeida says today.

There is no shortage of Israeli Arab-speaking politicians. Ten percent of the Israeli MPs are Arab or Druze and Arabic is their mother tongue. Of the Jewish lawmakers, some were born in Arab countries and speak the language from home. Others acquired Arabic through the intelligence services, as in

the case of Israel's Internal Security Minister Avi Dichter.

Every member of Knesset is allocated an annual budget of NIS 3,200 (\$800) to improve their language skills. The Knesset does not monitor how this money is spent and the spokesman could not specify what languages the MPs were choosing to learn. In fact, several MKs contacted by The Media Line had not used this money at all.

On the Palestinian side, many officials speak Hebrew or at least understand it. Before the era of satellite television, the Palestinians were almost dependent on Israeli media outlets for news updates and this improved their language skills. Some acquired the language through working in Israel or during time served in Israeli jails.

"The best colleges the occupation opened for us were the jails," Abu Zeida says.

Ayman Daragmeh, a Palestinian law-maker on Hamas' Change and Reform list, picked up a few words of Hebrew when he was in an Israeli jail, but he would like to understand more.

"I want to learn Hebrew, but the circumstances up until now have not enabled me to do it," he says. "It's the language of the occupation and it's important to learn in order to be able to follow the Israeli media."

There are plans to open a Hebrew language course at the Palestinian Legislative Council, Daragmeh says, but this has not materialized due to higher priorities.

Daragmeh's affiliation with an organization that does not recognize Israel poses no problem for him in learning Hebrew.

"There is nothing in our religion or in our language that should prevent us from doing that," he says.

Abu Zeida thinks it is more important for Israelis to learn Arabic than for Palestinians to learn Hebrew, given that Arabic is designated as an official language in Israel.

Shahal is inclined to agree.

Israel's neighbors have long been opposed to the idea of a Jewish state on the grounds that Israelis are out of place in this region, Shahal says. He believes the lack of Arabic skills among Israeli decision-makers further alienates them from their neighbors.

But not everyone believes Arabic skills are a necessity.

Efraim Halevy has an extensive career in diplomacy and the security services, including four years as head of the Mossad, Israel's overseas intelligence agency.

Halevy says he never spoke Arabic, and never felt he was at a disadvantage in his line of work. He does not believe diplomats need to know the language, either.

"It's more important to know the culture. There are ways of overcoming the language barrier," he says.

Negotiating With Dictionaries

It's at the negotiating table where matters of lingo can get complicated.

Historically, the language used in negotiations between Israelis and Palestinians was English. However, talks frequently shifted into Hebrew or Arabic, depending on the language skills of those present at the meeting.

"The most ridiculous thing is that we Jews and Arabs speak similar Semite languages," Shahal says. "Yet we require English for communication."

In business negotiations, the etiquette is to hold talks in the language of the host country, says Neil Payne, managing director of Kwintessential, a cross-cultural consultant organization.

But the choice of language during political negotiations is more symbolically loaded.

There is no "rule" on this issue, says Prof. Stephen Weiss, an international negotiations specialist.

It does not have to be an all-or-nothing choice, he explains. Negotiators can change the language depending on the language skills, the location and the



circumstances. There is always the option of using a third language, such as English, but this depends on how well-versed the negotiators are in that tongue and the parties will often resort to using interpreters.

"Language is essential for negotiations," he says. "It's not just a means of disclosing information; it's a way of influencing the other side, understanding their views and preferences. There are all types of nuances."

Jamal Zaqout, a former Palestinian negotiator, says he recalls that while the negotiations during the 1990s were conducted in English, the more informal day-to-day discussions with his Israeli counterparts were often conducted in Hebrew or in Arabic.

The main problem of using Hebrew or Arabic during negotiations is that the choice of language can give one side an upper hand. Neither side wants to be patronized by the other, but it is also important they all understand the nuances.

"My assumption would be there may be some resentment from the other side if everything is done in Hebrew or in Arabic," Payne says.

Shahal said he did not feel that he was capitulating if he chose to speak with his counterparts in Arabic.

"I don't see it as one side giving in to the other. Language is a means of communicating. It's unreasonable that we are all in the heart of the Middle East and the Arabic-speaking world and we don't know the language."

Abu Zeida also believes it does not put him in an inferior position if he speaks with his counterparts in Hebrew, rather than in Arabic or in English.

"It's not a disadvantage. It's an advantage for both of us. Some Palestinians are narrow-minded and think it's not good, but most Palestinians appreciate it. They hear me speaking Hebrew fluently with the Israelis and arguing with them. Most of them feel proud they have a Palestinian who can argue with the Israelis."

Oddly enough, Shahal pointed out a feeling of resentment among Israeli negotiators not towards the Palestinians, but towards their Arabic-speaking colleagues. They can feel left out because they do not understand everything being said.

Republic of Yemen

Ministry of Oil & Minerals

Geological Survey & Mineral Resources Board

(Project upgrading of the Seismic Network for Yemen)

Yemen Seismological Observation Center, Dhamar

TENDER ANNOUNCEMENT (TENDER NO: 5/2007)

The Geological Survey & Mineral Resources Board (GSMRB) invites manufactures or authorized dealers of specialized and experienced companies to participate in tender (NO:5/2007) for purchasing equipment for **Telemetric Seismic Network through VSAT communication system facilities.**

Qualified and specialized companies who wish to participate in tender can obtain the tender documents from (Purchasing section –Services and Supply Department, General Department of Financial &Management, Geological Survey and Mineral Resources Board located in Al Zubari St, Asier road, near Ministry of Oil and Minerals during working hours upon payment of a non-refundable fee of 100.00\$US one hundred dollar.

The tender offer should be accompanied with the following:

- Offers must be placed in two separate envelopes one for Technical classification and the other for Financial classification both envelopes should be submitted in third envelope sealed by red wax.
- A copy of valid Tax card (with regard to local companies or Agents of foreign companies), and the original documents must be brought for comparison.
- A copy of valid Insurance Card (with regard to local companies or Agents of foreign companies), and the original documents must be brought for comparison.
- A copy of valid Commercial Registration Certificate, (with regard to local companies or Agents of foreign companies), and the original documents must be brought for comparison.
- A copy of registration for the purpose of sales tax according to Yemeni law.
- A copy Al Zakatt Card, and bring the original for comparison
- The tender offer should contain all fees & taxes to handle equipment to purchaser warehouse.
- To facilitate evaluation and comparison, the Purchaser will convert all bid prices expressed in the amounts in various currencies in which the bid prices are payable, to Yemeni Rials to the selling market exchange rates established by the Central Bank of Yemen. Date of exchange rate of commercial bid opening.
- A bid Bond or check payable for 2.5% of the bid offer un-conditionally valid for three months.

The last day for the tender bid is 10.00 a.m on Saturday 21/07/2007. The tenders will be open in public at 11.00 a.m of the same day in GSMRB, in the presence of Tenderers or their representative who may wish to attend.

الجمهورية اليمنية

وزارة النفط والمعادن

هيئة المساحة الجيولوجية والثروات المعدنية

مشروع تطوير شبكات الرصد الزلزالي اليمنية

مركز رصد ودراسة الزلازل

إعلان المناقصة العامة رقم (٥) لعام ٢٠٠٧ م

تعليق هيئة المساحة الجيولوجية والثروات المعدنية

عن إنزال المناقصة العامة رقم (٥) العام ٢٠٠٧ م

والخاصة بشراء وتوريد أجهزة ومعدات شبكة رصد زلزالي عبر الأقمار الصناعية:

فعلى الشركات المصنعة أو الممثلين الرسميين للشركات المتخصصة الراغبة بالدخول في هذه المناقصة التقدم إلى مقر الهيئة الكائن في شارع الزبيري - طريق عصر جوار وزارة النفط والمعادن لاستلام نسخة من كراسة الشروط والمواصفات من الإدارة العامة للشؤون المالية والإدارية (إدارة الخدمات والتجهيزات - قسم المشتريات) وذلك في أوقات الدوام الرسمي مقابل رسم وقدره \$١٠٠ مائة دولار أمريكي لاترد.

ويشترط على المتقدمين لدخول المناقصة الآتي:

- ١- تقديم العطاءات في مظروفين منفصلين محتويين بالشمع الأحمر بحيث يحتوي الأول على المواصفات الفنية ويحتوي الثاني على العرض المالي ويوضع الطرفين في ظرف مختوم بالشمع الأحمر.
- ٢- إرفاق صورة من البطاقة الضريبية سارية المفعول (للشركات المحلية ووكلاء الشركات الأجنبية) مع إحضار الأصل للمطابقة.
- ٣- إرفاق صورة من البطاقة التأمينية سارية المفعول (للشركات المحلية ووكلاء الشركات الأجنبية) مع إحضار الأصل للمطابقة.
- ٤- إرفاق صورة من السجل التجاري سارية المفعول (للشركات المحلية ووكلاء الشركات الأجنبية) مع إحضار الأصل للمطابقة.
- ٥- إرفاق صورة من شهادة التسجيل لأغراض الضريبة العامة على المبيعات.
- ٦- إرفاق صورة من البطاقة الزكوية سارية المفعول (للشركات المحلية ووكلاء الشركات الأجنبية) مع إحضار الأصل للمطابقة.
- ٧- يشمل العرض كافة الرسوم والضرائب (توصيل مخازن).
- ٨- ولتسهيل عملية التحليل والمقارنة لعروض الأسعار فإن لجنة المناقصات سوف تقوم بتحويل قيمة العملات الأجنبية إلى الريال اليمني بسعر الصرف المحلي الصادر عن البنك المركزي اليمني وسيكون تاريخ تحويل العملات هو يوم فتح المضاريف.
- ٩- تقديم ضمان ابتدائي بواقع ٢.٥٪ من قيمة إجمالي قيمة العطاء بشيك مقبول الدفع أو ضمان بنكي غير مشروط وساري المفعول لمدة تسعين يوما.

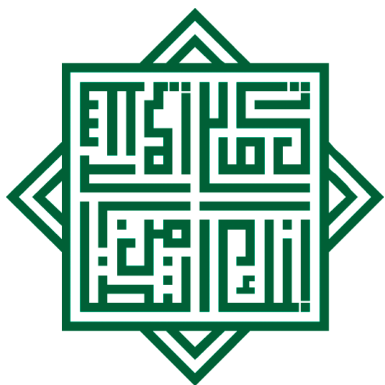
علماً بأن آخر موعد لقبول العطاءات هو يوم الأحد الموافق ٢١/٧/٢٠٠٧ م الساعة العاشرة صباحاً وسيتم فتح المظاريف في تمام الساعة الحادية عشر من نفس اليوم بحضور أصحاب العطاءات أو مندوبيهم

Huge potential for the Islamic Financial Services industry to Grow in Yemen

By: Mazidah Malik

The international Centre for education in Islamic Finance or INCEIF and the Tadhamon international Islamic Bank co-organized a Forum entitled The Islamic Financial Services industry: The Next Big Wave. The Forum, held at the Movenpick Hotel, was well attended by about 100 guests comprising staff of the Central Bank of Yemen, Islamic and conventional banks, insurance companies, scholars and members from the University fraternity in Sana'a. Mr. Ahmed Dameem Assistant Governor of the Central Bank of Yemen and Mr. Edi Irwin Mahmod, second Secretary from the Embassy of Malaysia to Yemen were guests-of-honor at the Forum.

The objective of the Forum was to highlight the phenomenal development of the global Islamic financial services industry that is growing at an annual rate of 15-20 per cent. The industry has gained acceptance by Western countries and



has evolved to become an integral part of the international financial system. The Forum discussed on the success of Malaysia in introducing phased development of the industry since 1983, Shariah issues in Islamic finance, Islamic capital markets and regulatory, tax and market environment to support the growth of the Islamic financial services industry.

Mr Agil Natt, President and Chief Executive Officer in an interview said that there is huge potential for the Islamic financial services industry to grow in Yemen, given that its

population is predominantly Muslim. Furthermore, Yemen's strategic location and its proximity to both the GCC countries and Africa could see higher investments and trade flows given the excess liquidity from high oil prices and strong economic growth in the region.

Mr Fathi A. H.Saeed, Deputy General Manager of Tadhamon international Islamic Bank welcomes INCEIF's flagship programmer, the Certified Islamic Finance professional (CEFP) which will help create the pool of Islamic finance experts needed to drive innovation in the industry, in the industry in particular the creation of Islamic competitive products. He agreed that human capital development is therefore very important and is investing in continues training and education for his staff.

At the sideline of the forum INCEIF signed a Memorandum of Understanding (MoU) with the University of Science & Technology (UST). The MoU includes mutual and joint cooperation in promoting and undertaking research, training and

education in Islamic finance. Dr Dawood A.AI-Hidabi, president of UST, said that INCEIF is the fourth Malaysian University that UST is associated with; UST is now working towards introducing INCEIF flagship program, the CIPF to the Yemeni market.

In highlighting the critical role of human capital development in global Islamic finance, Mr Agil said that "Human intellectual capital helps drive innovation and sustain market competitiveness in meeting challenges in the Islamic financial industry. The fast pace of innovation in global Islamic financial services sector has created a great demand for experts in Islamic financial services who have the right blend of deep knowledge in both the finance and the Shariah."

IMCEIF was set up by Bank Negara Malaysia, the central bank of Malaysia in March 2006 to serve as a catalyst in creating high caliber professionals in Islamic Banking and finance to meet the requirements of the industry, both domestically and internationally.

Will the Euro dethrone the Dollar?

By: William L. Silber

Much of America's dominance in world finance comes from the dollar's status as international money. America's commitment to free capital markets, the rule of law, and price stability confer credibility on the dollar as a store of value. But American spending habits have undermined the dollar's reputation, with the excess supply of dollars on world markets depressing its price. This spring, the euro's exchange rate against the dollar reached an all-time high, and central banks have increased the euro share of their international reserves. Is the dollar about to lose the crown of world finance to the euro?

History suggests otherwise, despite a vulnerable dollar.

American financial supremacy in the twenty-first century resembles Britain's position in world finance a century ago. Before the outbreak of World War I in August 1914, the pound sterling served as the currency of choice for international transactions, just as the dollar does today, and the world's borrowers visited the City of London to raise capital.

The British economist John

Maynard Keynes worried that countries would not use sterling to settle trading balances with each other if the pound were not viewed as a reliable store of value. The "future position of the City of London," according to Keynes, depended on the pound sterling continuing to serve the business world as the equivalent of gold. Britain maintained the pound's convertibility into gold at the outbreak of the Great War to preserve its credibility as the international medium of exchange.

The dollar could not challenge sterling's role as the world's currency without matching its reputation. August 1914 provided the opportunity. The biggest gold outflow in a generation imperiled America's ability to repay its debts abroad. Fear that the US would abandon the gold standard sent the dollar plummeting on world markets.

But Treasury Secretary William G. McAdoo secured American financial honor in August 1914 by remaining true to gold while everyone else, except for the British, abandoned their obligations. Despite the dollar's instant credibility, however, it took more than a decade for America's currency to match Britain's as an international medium of exchange. Payment habits melt at a glacier's pace.

Britain's transformation from international creditor to international debtor during the Great War gave the dollar a second wind in its battle with sterling. The British were forced to abandon gold convertibility in April 1919 – a tactical withdrawal intended to pave the way for Britain's return to the former \$4.8665 parity with the American dollar. Six years later, in April 1925, Britain confirmed its monetary credibility and returned to the gold standard. But the pound had already suffered irreparable damage.

The experience of 1914 implies that a credible alternative can replace an entrenched world currency, especially after an unfavorable balance of trade has weakened it. But even then, dethroning the reigning king of international exchange takes time.

Today, the euro – a currency without a country – lacks a long track record of credibility. Thirteen countries in the European Union use the euro as money. But the commitment of these independent political entities to the euro cannot match the history of America's commitment to the dollar.

The European Central Bank, established in 1998, has a mandate to manage the new currency to maintain price stability. But the ECB needs time to establish its inflation-fighting credentials. It cannot hitch a ride on gold, the way America did a century ago. So the euro must earn its reputation crisis by crisis to confront the dollar's dominance as the currency of choice for international transactions.

Recent experience with the euro as an official reserve asset is instructive. Between 2000 and 2005, the dollar lost more than 25% of its value against the euro. Meanwhile, the fraction of international reserves held in euros grew from 18% to 24%, and the dollar's share dropped from 71% to 66%. In short, the euro has clearly made some headway during this period of US balance of payment deficits, but this reflects an evolutionary decline in the dollar's dominance, not a revolutionary regime shift.

What might trigger a fatal run on the dollar in world markets? While a broad and abrupt sell-off by major foreign holders of dollars – for example, China – appears unlikely, a cataclysmic event, similar to the outbreak of the Great War in 1914, could prompt a search for a new international medium of exchange. In the modern era of automated payments, the upheaval might come from a terrorist attack that undermines the computerized transfer facilities of the world's banking system. A catastrophic loss of electronic records could surely destroy the credibility of the dollar as the international medium of exchange.

But exactly what would replace the dollar under such circumstances remains an open question. After all, a

loss of computer records would make the euro equally suspect. Perhaps gold, a store of value impervious to physical distortion, could make a comeback. Of course, one can only hope that such a scenario remains pure conjecture.

William L. Silber is Professor of Finance and Economics at NYU's Stern School of Business and author of When Washington Shut Down Wall Street: The Great Financial Crisis of 1914 and the Origins of America's Monetary Supremacy.

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Business In Brief

Yemen puts 10 Oil Fields up for grabs

Minister of Oil Khalid Bahah has stated that the Ministry will launch an international round of bids for ten oil fields next month. The ten oil fields will be offshore and are deemed to have substantial oil reserves.

Japan writes down US\$ 6.45 of Yemeni debt

Japan has decided to cancel over US\$ 6.4 of outstanding debts to Yemen in order to reduce the debt burden on Yemen. This comes inline with Japan's policy to help Yemen's development and improve the quality of life for Yemeni People. Japan has canceled over US\$ 31.5 during the years 2003-2006 of outstanding debts on Yemen.

Parliament approves revised International Trade Law

The Parliament has approved a revised international trade law that simplifies the export/import procedures and enforces an efficient monitoring mechanism that does not hinder international trade in Yemen. This revision was made inline with the perquisites of Yemen's joining the WTO in two-years time.

Swedish companies invest in Power Utilities in Yemen

Two Swedish companies have signed agreements in order to construct two factories to producing Power Utilities such as electric cables, power meters and transformers. The two factories will be constructed within two years.

Ministry of Trade Computerizes business registration

Minister of Trade Yahya Al-Mutawakel has recently launched the computerized program for registration of business enterprises. The program aims at reducing the amount of paperwork and time needed for registration of any

business and also limits redundancies in handling information. The system can also provide quantitative data around the number and nature of businesses operating in Yemen.

57 Enterprises microfinanced in Hodeida

Social Fund for developing Micro Enterprises has funded 57 small and tiny enterprises in Hodeida governorate, worth over 53 million Riyals. The enterprises would provide employment and livelihoods for around 250 workers, and aims at reducing the poverty levels in Hodeida, which is the country's poorest governorate.

Central Bank pumps US\$ 54 million to stabilize Riyal

The central Bank of Yemen has again interfered in the domestic market in order to control the devaluation of the Yemeni Riyal against the US dollar, through selling US\$ 54 million in the domestic market, the US\$ currently stands at 199.35 Riyals.

Yemen Steps up security

Sources at the Ministry of Interior indicated that security agencies are put on high alert in order to protect every business venture and substantial privet-sector investment against any threat of terrorism. The source stated that Yemen is keen on improving its investment climate and will do whatever it takes towards that end.

Hadi inaugurates telecommunications exhibition

Vice President Hadi has inaugurated Al-Jazeera 9th Telecommunications and Information Technology Exhibition last Monday in Sana'a. The exhibition showcases a number of the latest technological products including computers, hardware and software, and telecommunications. The exhibition will continue for around one week.

IMMEDIATE JOB OPENINGS

SAFER EXPLORATION & PRODUCTION OPERATIONS COMPANY ("SEPOC")

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Education crisis: What have we done?

By: Riyedh Ahmed
rm_keradi@yahoo.com

Education matter started rising and increasing in many countries as well as the modern countries such as: Germany, France, and USA while this case has become a main concern in their election process for the political organizations. It has also become ranked in their top priorities where they set resolutions and solutions for any crisis that comes up associated with the Education step by step to solve it permanently. While in the developing countries, education problems pile up which makes it extremely hard to work out because of the heavy load. The governments in these countries (ex. our country) attempt to draw policies and plans, aiming to develop and improve the education.

Most of these plans are not applied and locked in cabinets (put aside in boxes). What is spent in Yemen for the education sector is approximately 30% of the country budget overall. The big piece goes to salaries to instructors and staff working in the department who exceed 300,000 in total. In Yemen, for example, there is a big need for a national conference and a participation that involves all the academic personalities, political parties, and the local community organizations to study, research the educational situation, and to come out with a general view to develop our education foundations.

The size and the type of the problem can't be explained in this article in details but I will bring up a small comparison between secondary school sys-

tems here and in the United States, where I passed the exam with a 95% percentage, without the usual terrified and anxious experience the normal tester here experiences when taking the annual exam.

The injustice of the high school diploma grades is another factor for the fear and anxiety the students go through annually nowadays. As a result of the cheating problem that our testing system is facing, a majority of students end up with final grades that don't belong to them or a made-up grade that equals the amount they paid (you get what you pay for). By observing the amount of articles that many local newspapers, with diverse interests, write about this problem, the reasons, and the disadvantages indicate how sensitive it is to our community especially in the last month before the finals. Knowing that this problem is widely and publicly spread in the rural parts of the country, there have never been any real attempts to stop, and cure this infection as well as to prevent it from happening.

I wish very much from the administrative leadership in the ministry of education who visit continuously the modern countries such as the United States to benefit from the experience of these nations and implement it in the local level in our country. This implementation could change gradually either in the governorates capitals level or in some selected schools. Knowing how successful these countries in education will encourage this new experience and system to us to improve the Yemeni institutions.

In this article, I will talk about the American school system from my per-

sonal viewpoint and from different angles such as:

- Building and equipments: It provides a good and comfortable environment for students. Cleanliness and neatness of the building is a significant rule in all public schools. Each teacher has their own classroom where students go from a class to another each period. All classrooms are provided with necessary equipments that students might need such as: computers to print, internet as a source of information, writing utensils, books and a mini-library, and so on.
- Teachers: they come up with a personal syllabus and course outline for their students according to their department. They make their own rules and students are expected to follow them all.
- Core Curriculum: Students choose what to take in a degree plan that the student counseling department make for them. The choose whether to take art or science this semester or to have it later on. The more students take in the early high school years, the more chance to graduate a semester or a year earlier.
- Student activities: students are encouraged to do a certain amount of hours a week of service for the community. The students are to choose what to do with some regulations and planning from the school to be well organized. Any student can form his/her own student organization/club if it doesn't contradict with the school and state law.
- Grading system (evaluating the student): Final high school graduating

grade is calculated through the four years of high school. Unlike in Yemen, the final exam at the end of school is 20% maximum or even less of the student's year GPA (total). If the student didn't do well in a year, it would not decrease his GPA that much. That way, students try to student and do well in all the years so they end up with a good final over all GPA.

- Exams: They are not something to lose sleep worrying about them by students. Teachers try to evaluate their students by other tools such as: projects, homework, attendance, class questions, and behavior. By having many test in each semester, one test doesn't count too much against the student.
- Alternatives for the high school diploma: The schooling system in the states provides another good alternative for students to succeed in their education. They have the choice whether to study for four years or to pass an exam that's called GED which includes: Mathematics, Science, and English.

In the president Ali Abdullah Saleh's election program, during his campaign for the presidential elections last year, it stated the following regarding the education issues:

1. Develop the general education quality in all the educational levels
2. The good care and support of the excellent students in their study
3. Establish an independent national center to evaluate the educational projects
4. Develop and improve the school curriculum

THROUGH THE MIND'S EYE

By: Maged Thabet Al-Kholidy
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Waleed's candles and the bright future

"I would not forget to put candles in my suitcase."

Waleed Farea
New Mexico, USA.

Waleed is a regular reader of Yemen Times. He said the above statement when he heard the news about the last Cabinet reshuffle. His statement is clear. It, however, implies different meanings, which sound negative to some readers and positive to the others. It can be interpreted as a flash back of the past of Yemen's electricity, a spotlight on the present, and as a foreshadow on its future.

The statement can be understood as a flashback of the past status of the ministry of Electricity. During the period in which Mr. Mujawar was the minister of Electricity, almost all the cities evidently witnessed continuous power cuts. Since Mr. Mujawar could not solve such a critical problem, he would not act better as a Prime Minister. Because of this, candles would not be forgotten to be put in the suitcase when Mr. Waleed comes back home.

Mentioning only the candles indicates that the reader did really suffer a lot from the power failures or maybe from candles themselves.

His suffering from candles is either because of the unavailability of the candles which do not cover the exact needs of the everyday power cuts. Or it is because of the bad quality candles available in Yemen. More candles of higher qualities will be brought from USA. In both cases, I think, it is the ministry of Electricity to be blamed for not making candles of high quality available.

The statement can be also interpreted as spotlight on the present status of the electricity. The President once promised to constitute electricity stations using atomic energy. The new minister was the President's Consultant for the atomic power. Such a project might have been suggested by him and up till now nobody knows about it. Thinking about such a project, the new minister may neglect the old stations of electricity. This promises no betterment in the ministry, and more and more power failures.

If a 'normal project' is accomplished through out years, then such 'abnormal project' may need decades to be fulfilled. That means more and more candles would be needed. Nobody knows whether this is included in the new plans of the government or not. Because of this, that reader will not forget to bring candles for personal use and might be as gifts for the others.

The statement may be understood as a foreshadow of the future of Yemen's electricity. It indicates a worse status than before. In other words, Mujawar succeeded in the

Ministry of Electricity, but the new minister is expected to fail.

Mujawar has vowed to make 2007 with least power failures. This makes people hope that there might be no failures in 2007. But, replacing him means he is no longer responsible for the vow and, subsequently, the failures system continuous worse and worse.

Another instance of this is the use of the word 'candles' without a definite article, which means that no candles were used during Mujawar's ministerial period in the ministry of Electricity. Because of that, candles seem as if new things firstly mentioned with the declaration of Mujawar's Cabinet.

The statement can be also interpreted as a foreshadow in the sense that it is like a witness of Mujawar's success in the ministry of Electricity and his expected success as a Prime minister. At the same time, it seems as if telling that the new minister of electricity is not as qualified as Mujawar.

The statement may carry a different meaning. By "putting candles in his suitcase", Waleed may mean that he would not find any candles when coming back. He may think that there would be no power failures any more. And subsequently, no candles would be imported. The reader may foresee a better future for the ministry of electricity after Mujawar replacement. And because of that he would bring some candles just for remembering the days of dark nights that had accompanied him since childhood.

The statement can be understood as a more hopeful foreseeing of homeland. By bringing candles from USA, Waleed only wants to show consumers and manufacturers samples of foreign industries at times Yemen consumes only locally-made products. That is to say, Mujawar would encourage local industries so that there would be no imported industries. The candles from the USA would be only for contrast to encourage manufacturers to make candles of the same high qualities.

There might be other interpretations of Waleed's statement, but these are enough for justification since the general tone sounds negatively. This is only a single voice of someone abroad, so how would be the voices of a nation that is daily forced to drink the bitterness of darkness of the past and present situations. It is really hoped that this voice is heard by those 'to whom it may concern' to think through the mind's eye for practical solutions not for the past or the present but at least for the coming future of such a 'poor nation'.

Maged Thabet Al-Kholidy is a writer from Taiz, currently doing his M.A. at English Dep, Taiz Uni. He is an ex-editor of English Journal of the University.

Women's work

By: Amal Ahmed Al-Hamzi

Women represent an important component in life without whom life loses its balance. They are the real factor of civilizations, whenever and wherever these civilizations take place. Further, women are the most significant and indispensable pillar for the constitution of successful generations.

However, in the pre-historic age, that is the age of ignorance, women were regarded as slaves. They were marginalized and underprivileged. Incredibly and inhumanly, those ignorant people believed that woman is the devils companion; they believed so out of a blind and social tradition.

After a long period of downbeat

and darkness, the shining sun of Islam rose up and covered all the humanity by its justice. As a result of that, a new normal life revived in favor of women, who got all the rights they deserved, they worked in several fields such as households, trade, education, army, etc. As an instance, our prophet's wife, khadiga, was a great trader as well as a housewife.

Nowadays, after the revolution of knowledge, people in the Arab world ascertain the proverb that says "History repeats itself." They go backwards and behave as pre-historic men towards women. They insist that women should stay home.

In conclusion, we need not to forget that the freedom of speech, thought, and work is there for all to practice. Moreover, women must be taken into consideration to exploit their gifts and talents.

How beautiful it is!



By: Abdulnasser alabdali
abdul_nasser12@yahoo.com

To say it's name is to taste it!
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My Roots
Wearing beauty like a bride
Fresh from her wedding day
Be witching those who view her
To be separated from Taiz
Is like being wrenched from my lover
A place of learning.
Deep culture and thoughts

Reflected like Oynx
In the jewels of it's architecture
High in the mountains
Perched like a Gazelle
Crystal waters flow through it's veins
Life blood for this beautiful city
A gift from Allah's tears
To describe my home in just one page
Is an impossible task
So I leave you just a glimpse
A twinkling of smiling eyes
A sensual glance
The rest you wed to discover yourself

The problems with GUYS



By: Nasser Alhamami
hamamin20010@yahoo.com

- If u TREAT him nicely, he says u are IN LOVE with him;
- If u Don't, he says u are PROUD.
- If u DRESS Nicely, he says u are trying to LURE him;
- If u don't, he says u are from VILLAGE.
- If u ARGUE with him, he says u are STUBBORN;
- If u keep QUIET, he says u have no BRAINS.
- If u are SMARTER than him, he'll lose FACE;
- If he's Smarter than u, he is GREAT.
- If u don't Love him, he tries to POSSESS u;
- If u Love him, he will try to LEAVE u. (very true huh?)
- If u tell him your PROBLEM, he says u are TROUBLESOME;
- If u don't, he says that u don't TRUST him.
- If u SCOLDS him, u are like a NANNY to him;
- If he SCOLDS u, it is because he CARES for u.
- If u BREAK your PROMISE, u Cannot be TRUSTED;
- If he BREAKS his, he is FORCED to do so.
- If u SMOKE, u are BAD girl;
- If he SMOKEs, he is GENTLEMAN..
- If u do WELL in your exams, he says it's LUCK;
- If he does WELL, it's BRAINS ...
- If u HURT him, u are CRUEL;
- If he HURTS u, u are too SENSITIVE!! & sooo hard to please !!!!!
- If u send this to guys, they will swear that it's not true.....but if u don't, they say u are selfish.....

The moral of the story is.....
SEND THIS TO GUYS OUT THERE ANYWAY....
Send it to girls also, gives them some laughter.

A YES Program Graduate

By: Mohammed Jarhum
m.jarhum@gmail.com

To be a Yes Program student, I think, is a privilege for many students .That means we have the chance to take part in a preparation course here in Yemen, namely in the AMIDEAST, for few months before leaving to the USA, the dream of many people to visit , live , work, or study.

We were many students from different schools and from two governorates, Sana'a, the capital city, and Aden, the commercial port of the country, where good education is provided in comparing to other governorates all over the country. In fact, the competition was too hard to be selected to have the opportunity to study and live for one academic year in the USA.

Fortunately, I have been accepted to participate in this program. I remember that I had mixed feelings i.e. I was happy to pass the competition to be dis-

tinguished among many who wished to get the chance to study there. However, On the other hand, I was somehow worried and wondering about many questions, how can I live in a different society with a different culture? How are they going to accept me as a guy from a different world? Is it safe to live there because of the movies which I used to watch, and which show a very risky and unsafe society?

Anyway, last August With love and tears, we left our families and homes, 32 students, boys and girls fled to Washington DC via Frankfurt. It was not my first experience to travel abroad because for several times I have been outside to many parts of the globe but all that trips were with the family for vacations, just to have fun and to have rest after hard time of work or study, but this time it is totally different.

At the beginning in the airports, in the plane and in the hotels, it was fun; I was with all friends and fellowship mates. Later, they sent everyone to a different

State. That was the more suffering and painful part of the story.

I was supposed to go to Kansas, but, at the last day, the family which had agreed to host me apologized. Another family hosted me for a while in Virginia and then I have been sent to stay with another in West Virginia.

The Family has 5 children. The youngest one 10 years old, lives with his mother, the ex- wife of my host dad, and spends the weekends with us. It was not the first time that the family had host a student from the YES Program. Actually, I was the fifth one, I shared the room with Justin, 15 years old. At the beginning, we could not get well along but his father handled the matter equally

The purpose of the program is to spread peace between the United States and other Middle-eastern as well as Asian and African countries. This program was presented to the US Senate after the events of 9/11 by Senator Ted Kennedy, Senator of the State of

Massachusetts, and Senator Richard Lugar, Senator of the State of Indiana.

In fact, when I spent my year in USA, I had a lot of adventures, and I learned a lot about the American history, the American society, and the most important one is the peaceful American people. I am very proud of myself for representing my country as a young Ambassador, like we were taught in AMIDEAST's before-departure orientation.

And now that I've came back, I eagerly want to encourage as well as help the new pre-departure students to carry on. From my experience I think it's a very successful program, and we were told in Washington D.C. that the number of countries and students, participated in this program, increase every year. I wouldn't doubt it. For, it is very hilarious/ you learn a lot and you meet a lot of friends. So, all I have to say is that this program is an awesome program and it, for sure, did change my view of the west.

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مستلزمات كمبيوتر) للتواصل: ٧٧٧٩٠٩٦٩٠

• خليل العزاني - دبلوم صيدله - خبرة لمدة سنتين في هذا المجال - يرغب في العمل في مجال تخصصه (في شركة أدوية أو صيدلية).

للتواصل: ٧١١٨٢٣٣٤

• سليمان - مدرس متخصص بمادة اللغة العربية لجميع المستويات وخاصة الفصول من (٩-١٢) - يريد إعطاء دروس خصوصية وبأسعار مناسبة.

للتواصل: ٧٣٢٩٤٦٣٣٥

• فتاة ترغب في العمل في أي مجال نسوي ودون اختلاط - المؤهلات: تدرس حاليا في الجامعة - تخصص لغة إنجليزية - عدة شهادات في اللغة الإنجليزية - عدة شهادات في الكمبيوتر - دورات في السكرتارية - عدة شهادات في المهارات والأشغال اليدوية (كروشيه + سجاد يدوي) - تحيد الطباعة على الكمبيوتر باللغتين العربية والإنجليزية - تحيد استخدام الانترنت - خبرات مختلفة على مدى عشر سنوات في مختلف المجالات من أعمال سكرتارية إلي تدريس إلى ورش أعمال وأعمال تنظيمية

للتواصل: ٧١٣١٠٣٥٠٩

• عمار نعمان - بكالوريوس كيمياء - كلية العلوم - (جامعة صنعاء) - دورة تدريبية في وزارة النفط اليمنية (المختبر المركزي) وكذلك في المواصفات والمقاييس وضبط الجودة اليمنية.

للتواصل: ٧٧٠٤٨٦٧٠

• صبري محمد عبده - خريج جامعة عدن في علوم الكمبيوتر والبرمجة - خبرة أكثر من ثلاث سنوات في مجال

للتواصل: ٧١٢٣٨٦٠٥٨ - ٠١/٦٠٥٥١٠٠٨

• بكالوريوس هندسة الكترونية - تخصص اتصالات - مستوى جيد في اللغة الإنجليزية - اجادة استخدام برامج الميكروسوفت - يبحث عن عمل في مجال التخصص أو أي مجال مناسب

للتواصل: ٧١٢٧٨٩١٩٥ - • بك آداب انجليزي - دبلوم صيانة كمبيوتر - دبلوم برامج تطبيقية فوتوشوب - خبرة في المراسلات التجارية - السكرتارية - الترجمة - الكمبيوتر - الانترنت.

للتواصل: ٧١١٤٣٩٤٨

• عبدالإله - بكالوريوس هندسة حاسوب - يجيد اللغة الإنجليزية كتابة ونطقا - خبرة في المراسلات التجارية الإنجليزية - عمل لسنوات في تنصيب وبرمجة شبكات صيانة الحاسوب - من أهم البرمجيات التي صممها وبرمجها بلغة (Oracle - Visual Basic) : نظام شركة أدوية - نظام صيدليات - نظام مدارس - نظام محاسبي متكامل - نظام مخزني - نظام مكتبة - نظام

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مستشفى الجمهوري ت: ٠١/٢٧٤٣٨١/٨٧
مستشفى حدة الأهلي ت: ٠١-٤١٣٨٩
مستشفى الاماني الحديث ت: ٠١-٦٠٠٠٠/٢٠٢٠٠٨
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فنادق

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فندق شيراتون ت: ٠١-٣٣٧٥٠٠
فندق موفيك ت: ٠١-٥٤٦٦٦٦
فندق تاج سبا ت: ٠١-٣٧٣٣٧٣
فندق ريلاكس ان ت: ٠١-٤٤٤٨٧١
فندق وأجنحة الخليج السياحي ت: ١٠-٦٠٣٣٥٠-٦٠٣٣٥٠/٨

معاهد

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معهد اللغة الألمانية ت: ٢٠٠٩٥٥
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معهد كاروكوس ت: ٥٢٢٤٣٤/٥
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معهد لينك ت: ٢٤٠٨٣٣-٥١٠٦١٢
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مطاعم

مطعم ومخبازة الشيباني (باسم محمد عبده الشيباني)
تلفون: ٢٦٦٦٧٥ - ٥٠٥٢٩٠ فاكس: ٢٦٦٦١٩

الانظمة
IMPORTANT Numbers
للاشتراك في هذه المساحة الإتصال على
تحويلة ٢١١ ٣٦٨٦٦١

طوارئ الكهرباء ١٧٧، طوارئ الشرطة ١٩٩،
الطفاء ١٩١، طوارئ المياه ١٧١،
الاستعلامات ١١٨، حوادث (المرو) ١٩٤،
الشئون الخارجية ٢٠٣٥٤٤/٧، الشئون الداخلية ٢٥٣٧٠/١، الهجرة
٢٥٠٧١١/٣، وزارة المواصلا (تلفون) ٧٥٢٣٣٠٢،
الإذاعة ٢٨٢٠٦١، التلفزيون ٣٣٢٠٠/١/٢،
مؤسسة الباصات للنقل داخل المدن ٢٦٢١١١/٣،
وزارة المواصلا ٢٥١١٠/١/٢/٣، السباحة ٢٥٢٠٢٢،
الصليب الأحمر ٢٠٣١٣/٢، تليمن ٧٥٢٣٣٣٧

\$ البنوك

بنك اليمن والخليج فاكس: ٢٦٠٨٢٤ ت: ٢٦٠٨٢٣-١-٩٦٧
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يوروب كار ت: ٢٧٠٧٥١ فاكس: ٢٧٠٨٠٤
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عدن ت: ٢٠٢٤٥٢٣٥

مراكز تدريب وتعليم الكمبيوتر

آنيك لتعليم الكمبيوتر (تركيز على الانترنت، مناهج، تجارة إلكترونية)
شهادة ايزو ١.

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سيئون ت: ٤٠٢٤٦٩

الاعلانات
PRIME TIMES
مع قسم الاعلانات والتسويق
على رقم 268661 تحويلة 211

كوبون للاعلانات الشخصية المجانية (كل الاعلانات الشخصية بدون أي مقابل)

بيع شراء إيجار إستئجار طلب وظيفة وظائف شاغرة غير ذلك

تفاصيل الاعلان:

قص هذا الكوبون وارسله إلى صحيفة يمن تايمز على فاكس ٢٦٨٢٧٦ او على صندوق بريد ٢٥٧٩ صنعاء لمزيد من المعلومات اتصل ب (ت ٢٦٨٦١١/٢/٣)

It's money time for business children



A moment for a business child when he is busy with his customers. He happily presents them with his goods.

By: Fatima Al-Ajel
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Every day when he goes to buy sweets and chocolate from the neighborhood store, Aziz dreams to earn so much money that he could one day buy the whole shop. Although Aziz Qanaf is barely 12 years old, he decided to make his dream come true even if partially. This summer, Aziz embarked on the first step in his way to becoming a businessman.

During summer vacation, children have more free time in their hands. Many Yemeni children enjoy the summer in playing and entertainment. But others especially in the old areas, try to use their time in doing some thing of benefit to them. In the first days of the summer vacation, they start brainstorming about what they can do. "To be a Businessman" is the most attractive idea for many children who are actually from the middle or poor families' incomes.

This is the starting bud of summer business-children. But this however is

somewhat limited to boys who are more business oriented than girls.

Once the idea is concrete, with assistance from their parents, kids start to plan the implementation. While, girls are happier with either playing or staying home helping their mothers in domestic chores.

Thinking business

These projects make children think about their future in an organized and serious way. They spend time planning for what to do and how to start the project. Some times, they ask their parents for advice, while some go directly to the real businessmen in their neighborhoods, such as the shopkeepers.

Identifying the business location is the first step in the project. Some can rent or build a small shop for starting their business. While others who can't afford such luxury use card wood boxes to put the goods in them and launch off their career as street vendors. The later business-children limit their goods to one or two things such as eggs or potatoes.

Emad Ali, 13 years old, started his

business with his father's support who gave him 10 thousands YR to finance the project. Emad used a small room in his neighbor's house. "Every day I pay 20 YR as a rental for the room and now I earn every day about one hundred." Emad proudly said.

Social relations and strong competition

It is amusing to see children competing amongst each other in the business world at a very early age. They open their small shops one next to the other and strive to win the customers. They use many attractive tactics through making discounts or luring people at an early hour. There is also publicity and badmouthing the competition.

Business children realize that by building relations they can ensure a successful business. Hence, they lobby in groups, each group promote their young businessman. Some enthusiastic business children start off an early hour of the day and go from door to door knocking on their neighbors and offering their goods for sale.

"Some time, I ask my brother to

sneak a peak a look in other shops and see what goods are not there, and I go to buy them to be get an edge over the others by selling unique goods," an amused Emad said.

Sociology studies indicate that imitating older people is considered a behavior children acquire from their environment especially from family and friends.

"The nature of the child is to be curious about what is going on around him or her. A child always likes to investigate new things in his life and tries to practice them." Qyaid Al-Sharjabi, professor in sociology at

Sana'a University, Art collage noted.

He added: "Unconsciously, a boy uses his father or an older masculine figure as a role model. And all the time, he tries to imitate him."

"Children who like to create businesses and spend their free time generating income are likely to have a bright future and their families have to give more attention to them.

Parents have to encourage their children through both education and developing their talents and skills." Al-Sharjabi advised.

However, many children prefer to spend the holiday improving their

skills through studying a new language or gaining computer skills. Such children are generally the customers of the business children.

Luckily for the real businessmen, children practice do business only during holidays. At the end of the holiday, Aziz and the other business children conclude their business and close their shops until the next holidays, when they may start their next projects with new ideas and dreams.

"I only like to spend holiday doing business, but when school starts, I focus on my studies," Aziz concluded.

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By using simple tools, a business child sells his goods which he keeps in a card wood boxes.

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Education

A free monthly Supplement offered by Yemen Times and presented by Dr. Ramakanta Sahu

No. 17

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Improve Your English: 305

I. What to Say

Situations and Expressions (97): 'Thank you' wishes

More than a mere expression of gratitude, thanks imply the giver's humility, responsiveness, sense of appreciation and largeness of heart.

- This message comes to thank you in a warm and special way because the kindness you've shown is appreciated more than words can say
- A note to say 'Thank you' for your help at the time when it was most needed - All I've to say is 'I'm touched.'
- Thanks for putting my benefit before your comfort. Thanks a ton.
- A special 'Thank you.' You make lots of people happy by showing that you care, by being warm and thoughtful and truly glad to share. You make lots of people happy by being full of fun, by always doing your part when there's something to be done, by keeping promises you make, by always coming through. You make lots of people happy and this brings many thanks to you.
- This brings the warmest 'Thank you' that a greeting can express to tell you that your kindness brought so much happiness.
- All that you've done for me... and all the concern and thoughtfulness you've done it with... only proves that you're one of the few selfless people, who are very hard to find in today's times. What you did was truly incredible. Thank you very much.
- Thank you for being the reason for so many smiles, in our organization.
- A warm note of thanks being sent your way. There's something about you that sets you apart, a special something that lives in your heart called thoughtfulness. You have a certain way of pleasing others very much, a certain way of doing things with just that special touch... The pleasure that you've brought is more than you could ever know. That's why this brings more thanks to you than words could ever show. Thanks a lot.

II. How to Say it Correctly

Correct errors, if any, in the following sentences

- Applications have risen this year by as many as 50%.
- I see often my friend.
- Dr. Ezaz is in Yemen a teacher.
- We had always to wear a uniform at school.
- I very admire her innocence.

Suggested answers to the previous issue's questions

- 'How are you?' 'I'm very **well**, thanks.'
Note: When 'fine' means 'well', it is an ungradable adjective.
- The agitation was mainly concerned **with** working conditions.
- I felt confident **that I would pass the exam**. Or I felt confident **about my passing the exam**.
- He was not sufficiently aware to understand the situation. Or He was not **aware enough** to understand the situation.
- I haven't got enough cash on me **to pay** the bill.

III. Increase Your Word Power

(A) How to express it in one word

- The heavens and all that is in them
- Of public revenue
- Splitting or division of one cell into new cells
- Tailoring or dressmaking person who cuts out, fits, and alters garments.
- Abnormal emotional attachment to a person.

Suggested answers to the previous issue's questions

- Apparatus for holding back solid substances in an impure liquid passed through it: **filter**
- Closing scenes of an opera: **finale**
- Gay and elegant dress or appearance: **finery**
- Artful or delicate way of dealing with a situation: **finesse**
- Not yielding when pressed: **firm**

(B) Words often confused

Bring out the difference in meaning of the following

- impunity, immunity
- haggle, higggle, hassle
- compose, compile
- exhausted, exhaustive
- incapable, unable

Suggested answers to the previous issue's questions

- naturism** (n) (the practice of living without clothes. It is also known as **nudism**): Naturism is inconceivable in civilized societies.
- naturalism** (n) (the idea that art and literature should show the world and people scientifically and exactly as they are): Naturalism was one of the characteristics of the 20th century American novel.
- wife** (n) (married woman): My wife teaches English in India.
waif (n) (homeless and abandoned children or animals): They have set up a charitable trust for waifs and strays.
- vacation** (n) (weeks during which universities and law courts stop work): I travel to India during the summer vacation.
vocation (n) (special aptitude for something): He has great vocation for teaching.
- exceptional** (adj) (unusual; out of the ordinary): Such cold weather is exceptional for June.
exceptionable (adj) (that which can cause someone to take exception): The film is quite suitable for children to see; there's nothing exceptionable in it.
- ceremony** (n) (a special formal, solemn, and well-established act used for marking an important social or religious event): The wedding ceremony was attended by many guests.
function (n) (a large or important gathering of people on some special occasion): The President has to attend many official functions on the Unification Day.

(C) Synonyms and Antonyms

i. Synonyms

Choose the word that is closest in meaning to the one given at the top

- | | | |
|-----------------------|-----------------|-------------------|
| 1. stable | a. uniform | b. fluctuating |
| | c. permanent | d. unvarying |
| 2. explicit | a. clean | b. implied |
| | c. obvious | d. unambiguous |
| 3. advocates | a. lawyers | b. experts |
| | c. recommenders | d. loyalists |
| 4. managed | a. performed | b. maneuvered |
| | c. trained | d. organized |
| 5. pretensions | a. claims | b. access |
| | c. apathy | d. permissiveness |

Suggested answers to the previous issue's questions

- | Word | Synonym |
|--------------|-------------------|
| 1. insinuate | suggest |
| 2. leonine | lion-like |
| 3. model | paradigm |
| 4. nightmare | frightening dream |
| 5. stable | unvarying |

ii. Antonyms

Choose the word that is most opposite in meaning to the one given at the top

- | | | |
|----------------------|----------------|------------------|
| 1. oversight | a. omission | b. observation |
| | c. inattention | d. dishonesty |
| 2. pedestrian | a. equestrian | b. driver |
| | c. hawk | d. none of these |
| 3. protract | a. retrace | b. distract |
| | c. curtail | d. expose |
| 4. poignant | a. sharp | b. sweet |
| | c. dull | d. sad |
| 5. perennial | a. occasional | b. permanent |
| | c. frequent | d. rare |

Suggested answers to the previous issue's questions

- | Word | Antonym |
|------------|-------------|
| 1. marine | land |
| 2. modesty | ostentation |
| 3. nervous | fearless |
| 4. overt | secret |
| 5. obese | thin |

(D) Spelling

Choose the correctly spelt word

- | | |
|----------------|-------------|
| 1. a. abnormal | b. obnormal |
| c. abnurnal | d. abnormel |
| 2. a. abaulish | b. abolish |

- | | |
|------------------|----------------|
| c. abollis | d. abolise |
| 3. a. obominable | b. omomeenable |
| c. abominable | d. abauminable |
| 4. a. aubortion | b. abaurtion |
| c. aborshion | d. abortion |
| 5. a. obreast | b. abrest |
| c. abraest | d. abreast |

Suggested answers to the previous issue's questions

- | | |
|-------------|---------------|
| 1. abdomen | 2. aberration |
| 3. abeyance | 4. abhor |
| 5. ablution | |

(E) Phrases and idioms

Use the following in sentences

- paddle one's own canoe
- off one's trolley
- make (someone's) day
- quick off the mark
- the fast lane

Suggested answers to the previous issue's questions

- run (something) up the flagpole** (to put forward an idea to see how people react to it): I would like to run my ideas about a cultural fete up the flagpole in the next staff meeting
- play for time** (to delay a decision or action to see if conditions improve): He is playing for time before accepting the job.
- over the top** (too much, excessive): Using such harsh words for students is over the top.
- be rushed off one's feet** (to be extremely busy with no time to rest): He was rushed off his feet on occasion of his daughter's marriage.
- that's flat** (that is final, there is to be no more discussion or argument): The exam dates have been announced, and that's flat.

IV. Grammar and Composition

A. Grammar

Choose the correct prefix from the following list to make the opposite of the words below

non- un- in- il- mis- im- dis- ir-
pack, sense, expected, cooked, agree, legal, spell, probable, proper, regular, possible, correct, likely, lucky, dependent, usual

B. Composition

Expand the central idea contained in the maxim
123. IT'S NEVER TOO LATE TO LEARN

Suggested answers to the previous lesson's questions
122. HE WHO HESITATES IS LOST

Single-minded determination coupled with consistent effort is the hallmark of a vibrant, dynamic and integrated personality, which lead him on the path of success. On the other hand, qualities of brooding, wavering and procrastination are symptoms of a sick mind, a split personality lacking the vital qualities of self-control. For instance, Shakespearean tragic hero Hamlet is gifted with passion and vitality, but is plagued by a brooding intellect which breeds hesitation. His famous soliloquy "To be or not to be, that's the question" clearly expresses height of his indecision about "Whether it is nobler in the mind to suffer the slings and arrows of an outrageous fortune. Or to take arms against a sea of troubles and by opposing end them" reflects his divided mind and contains the seeds of tragedy. So we should take a sound decision, carefully fix our objectives, taking into account all relevant aspects of the matter, stick to it boldly, firmly and passionately, and then advance without looking back. There may be difficulties, barriers, stumbling blocks. But given an iron will, all these would soon melt away like mist in the morning sun. But if one is divided in his mind, then one is likely to lose the battle of life. In the ultimate analysis, focused, undeterred action constitutes the core of a healthy life force, whereas hesitation signals a dismal disease and is the root of a downfall.

V. Pearls from the Holy Quran

Now then hath come unto you a clear (sign) from your Lord, - and a guide and a mercy: then who could do more wrong than one who rejecteth Allah's Signs, and turneth away therefrom?"

—S6:A157

VI. Food for Thought

"Peace is more important than all justice: and peace was not made for the sake of justice, but justice for the sake of peace."

— Martin Luther King

Teaching listening for better communication



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Teaching listening skills is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired by second language students over time and with lots of practice. It is frustrating for students because there are no listening rules, as in grammar teaching, for becoming a good listener. Even speaking and writing have specific exercises that can lead to improved skills. This is not to say that there are not ways of improving listening skills. However, they are difficult to compute.

For effective listening, one of the greatest inhibitors is often the students' own mental block. Many times it so happens that while listening, a student suddenly decides that he or she doesn't understand what is being said. At this point, many students just tune out or get caught up in an internal dialogue trying to translate a specific word or expression. Some students convince themselves that they do not possess the ability to understand spoken English well, and thereby create listening problems for themselves.

The key to helping students improve their listening skills is to assure them that at the initial stage of ESL listening, it is alright if they do not understand everything. This is more of an attitude

adjustment than anything else, and it is not easy for many students to accept this. A lot of teacher support is essential to convince students that they need not understand everything that is said in English. Another important point is that the students need to listen to English as often as possible, but for short periods of time.

Let us use an analogy: Imagine you want to get in shape. You decide to begin jogging. The very first day you go out, you plan to jog five kilometers. But you would very soon realize that it is not an achievable target. If you somehow manage the five kilometers the first day, chances are good that you will not soon go out jogging again. Fitness trainers have taught us that we must begin with short distances. If you begin jogging short distances and walk some as well, over time you can build up the distance. Using this approach, you'll be much more likely to continue jogging and get fit.

Students need to apply the same approach to listening skills. Encourage them to watch an English movie, or listen to English programs on TV or radio, but not to watch the entire film or listen to English programs for as long as they continue. They should listen frequently, and listen for short periods - ten minutes or so. This should continue for some time. Even if they don't understand anything, ten minutes is a minor investment.

However, for this strategy to work, students, and teachers as well, must not expect improved understanding too quickly. The brain is capable of amazing things if given time. Students must have the patience to wait for results. If students continue this exercise over two to three months, their listening comprehension skills will greatly improve.

The most important thing is to listen, and that means as often as possible. The next point is to find listening resources which are interesting and appropriate for the students.

Continued on page 2

Teacher-student relationship



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A simple teacher tells,
An average teacher explains,
A great teacher inspires.

Are teachers the makers of the nation? Is teaching giving or taking? A teacher is like a parent in the elementary school, a brother in the intermediate or high school and an elder brother or a father in the university. Teaching is a mission, not a job. Teacher's role is to care and educate through observing, organizing, imparting and facilitating knowledge and life-based skills and abilities.

A good teacher is the one who maintains warm relationship with students, listens to them carefully and respects their views and ideas. As an eternal learner, a successful teacher finds the topic he teaches everywhere. He cares for them as relatives of today and friends of the future. He never belittles them or underestimates their abilities.

This may vary according to students' race, sex and grade level. Because students look at the teacher as a model to be followed, a teacher has no choice but to be careful of every word or gesture for learners scrutinize their every move. They take a test once a month but he is under a daily test.

Teacher-student relationship emerges out of the multidimensional facets of the role of the teacher as a social worker, a teacher, a preacher, a consultant, a guide, a leader, a researcher, etc. Teachers surpass parents with their words and behavior that remain as signposts for students and form turning-points in their life. Teachers shape learners' personalities, leave a lasting impression on them and affect their achievement. Research findings indicate that students' perceptions of teacher behaviors affect learning outcomes. Teacher talk, as part of teacher-student interpersonal behavior, affects students' likes and dislikes of the topic and correlates positively with their achievement. Praise, acceptance and criticism that harm learners' "face" or honor. Teachers who have strained relationship with students tend to show negative authority, ignoring, belittling, harassing, shaming, and excluding students' participation and involvement. Teachers sometimes say 'yes' while they mean 'no' only as a form of politeness to save 'face' which misleads the students.

Continued on page 2

ELT Panorama

Cultural correlates of translation



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It is now a cliché that 'Translators must be bilingual and bicultural.' As a matter of fact, there is a great relationship between translation and culture. Cultures indeed affect translators and make them keep in touch with the nature of languages which they work on. Before knowing this relation, we must ask ourselves 'What is a culture?' In fact, culture is what people have to learn as distinct from their biological heritage. It is not a material phenomenon as some people may suppose. Culture doesn't only consist of things, people, behavior, or emotions. It's rather an organization of these things. Culture then is the form of things that people have in their minds, so culture is the totality of knowledge, proficiency and perception. It is the connection with action, events and behavior. I remember a definition suggested by the great translator Peter Newmark in which he differentiates between three types of language: personal, universal and cultural. Newmark (1988) states, 'I define culture as the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression'.

In this sense, culture is the umbrella

under which come many things in a society, including language. That means culture depends to a large extent on language use. So language is, obviously, an integral part of culture. In other words, no language can exist unless it is rooted in the context of culture; and no culture can exist without the structure of the language. Translators must, therefore, know this strong interconnection between language and culture.

Let us examine the following English sentences and understand their literal meaning:

'It rains cats and dogs'
'I'm totally broke'
'He is a boy of today'
'Lend me your ears'
'I know him like the back of my hand.'

If we try to translate these five sentences literally, we will be completely wrong. Sky can't rain cats and dogs, but it rains heavily. No one can be broken like a piece of stone. The man of today is an inexperienced man or a man who lacks experience. When you know someone like the back of your hand that means you know him well. When someone is totally broke, that means he is totally bankrupt.

In our Yemeni culture, people say someone is in his uncle's house, and that means he is in prison.

It goes without saying that translation is controlled by culture, and when we translate we transport not only words from one container to another, but from one culture to another. Translators are basically required to make culture familiar to readers, by means of changing the foreign language culture into the native language culture in translation. As Robinson emphasizes, culture is untranslatable, which implies the impossibility of a total translation.

Let me say something



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When the second semester begins, students of level-4, Education start moving from pillar to post in pursuit of validity of their research instruments which is, in a way, a test of their competence and professional equipment. Why do they intend to be validated? Do they, thereby, like to be sure of their knowledge and expertise? Are they of the opinion that this validity will enable them to encash the market which is completely based on the materialistic attitude to life? When the students of Education are found bewildered, forlorn, hunting for their imposed supervisors. I am, sympathetically, reminded of these words of T.S. Eliot:

"I have lost my passion: why should I need to keep it

Since what is kept must be adulterated?

Then, what is the use of this validity? It is quite essential rather inevitable before you face the challenges of time; you must check your validity. Validate yourself! Life is tough; you must be rough; think of how to get enough. You had been in this University for the last four years. You met several teachers-Yemenis, Iraqis, Syrians, Sudanese and Indians. You have your own opinion - sometimes clear, sometimes blurred, sometimes certain,

sometimes uncertain. You are the future of the Republic of Yemen; you have to pose yourself as a successful teacher. The best teacher is he who knocks at the door of the mind. If the door refuses to have a ray of light; a teacher will either thrash himself or thrash you out. Hence, validity is a must. But the big question is how to validate? A student of Education has her own opinion, very smart and highly provocative. She came with her remark, "Shakespeare did not know English." Why do people or the teachers of English regard him the best dramatist? How? It's totally fabricated notion or a concocted myth. The girl says that Shakespeare writes "*To be or not to be*". Where does the grammar lie? No subject, no verb and no arrangement of complement. English is a very logical, scientific language. Perhaps Shakespeare never studied grammar. Another girl suffers from the problem of finding difficulties in understanding poetry. She remarks as to why the English poems have been prescribed if they are difficult to be understood. On the whole the scenario is very disturbing and the fact remains that the students of level-4, Education have to validate themselves. But, how? Time will validate them and they will feel proud how time came forward to validate them. But, what's time? An untold story without any conclusion, waiting for waiting's sake. Is it waiting for Mr. Godot? The answer again is found in T.S. Eliot when the poet concludes:

"I have lost my sight, smell, hearing, taste and touch:

How should I use them for your closer contact?"

Nobody knows or everybody knows:

"For I have known them already, known them all:

Have known the evenings, mornings, afternoons,

I have measured out my life with coffee spoons".

A letter to the learners of English: 4
Reading is infectious

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Dear learner friends,

In the last letter I suggested a few things such as reading the name boards, watching and listening to English broadcasts in order to better your learning. You should do them in addition to attending classes regularly and participating in all the classroom activities. Sometime ago, when I visited the Social Welfare Basic Education School in Taiz with my friend, Mr Abu Taleb, who teaches there, I was pleased to see how a few blind learners participated in the classroom activities in order to learn English. Another important thing you should do to better your learning is to read in English. There is no substitute for reading. Read anything and everything. Read in Arabic and English.

Even a scrap of paper on the roadside with something printed in English can be your reading material; take it and read it. Once when I was walking on the street, I found a scrap of paper on the way with a picture and I picked it up; it was a torn piece of an English newspaper published in Singapore, probably used for parceling a sandwich. Surprisingly, the scrap had the address I

was looking for a long time; it was the address of an institution where one of my teachers was working. See how rag picking helps! It doesn't mean that you should pick up all the scraps on the roadside.

Read whatever comes your way, good, average, excellent materials. One of the biggest advantages students in private institutions have is that they read a lot. I have seen very young children reading comics on their way to schools on the buses. One of the western traditions most of us have picked up is to read to our children bed time stories. Educated mothers can be of great help in this regard to their children; they can read a page from a comic or story to their children everyday before they go to bed, a nice way to learn, is n't it?

Reading, if practiced for a long time, becomes infectious; you can't but read. In India, it is often told that retired officials lose their cool if they don't have their morning coffee and the newspaper to read; some of them get upset if the newspapers don't appear at their doorstep early in the morning. Believe me or not, one of my colleagues in India has a small library in his toilet; such love for reading!

Reading is the best way to learn English for Yemeni learners, because you hardly have the opportunity to listen to or speak English that too with good users of English, but you can read good/native English as much as you like and as and when you like. More in my next letter. Good luck.

Let your learning make you richer than those that haven't learnt.

Yours affectionately,
Dr M N K Bose

School inspectors: Valid for no use

There is no second opinion that assessment and evaluation of the pedagogical process is of vital importance. Some educationalists argue that in the absence of functional assessment education is meaningless. Some go a step further and say that a well formulated education incorporates an effective process of evaluation which acts as washback on the enterprise of teaching and learning. Yemeni schools are characterized by a process of evaluation called inspectorship. If we cast a cursory look at the functional aspects of this system, we are appalled by a dismal scenario. Many of those so-called inspectors have rendered themselves useless and have proved themselves to

be invalid for use.

It is a paradoxical situation. Who evaluates whom? Many of those inspectors lack experience and evaluation skills. Luckily for them, they, for one reason or another, managed to escape into this convenient mould to avoid the work as school teachers. Some of them don't even hesitate to work as bus drivers, some as qat sellers, and so on. They are no more educators worth their names. How come such a person, who left education behind, goes into a classroom and assesses the teacher who has been working hard with chalk and blackboard for a long time.

Hats off to the Minister of education who recently strongly asserted that those ill-qualified inspectors, and there



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are many, should go back to their schools and get experienced and mature enough to become valid for use as effective evaluators. Only by then can they

have the credentials to go into a classroom, observe the teacher and give remarks and recommendations that are dependable and taken as remedies for the ailing educational system. The field of education is in no need of such corrupt and invalid people. Only those who can bring some tangible learning dividend to the field of education can be looked upon and be considered to be veritable educators with a certain degree of professionalism.

What actually happens through the recent hotch-potch assessment system is deplorable. All the so-called inspectors manage to do is that they pay a visit to the schools, have snacks, a pleasant chat, and with an etiolated small hand-written note "seen with thanks" they sign on the

lesson-plan record of the teachers. Few go into the classroom and observe the class but seldom give remarks or suggestions aiming at improving the way of teaching or class management. I bet one to ten that teachers in the field are smarter and more reliable. Worse enough is the fact that some of the inspectors ask for cash or kind for transportation from the teachers. Otherwise, they negatively report to the head office. Poor are those pupils who stand up hailing such corrupt people when they show up.

As part of my work as an MA researcher, I met some English teachers in several schools who honestly told me that they had never been visited by any of those inspectors, particularly those

schools situated in the suburban or rural areas. They only meet at the qat market or at their homes and casually talk about their classes. It's ridiculous, isn't it? Assessment should be based on observation, meeting students and the teachers as well as positively participating in the activities of learning and teaching; not by writing reports sitting at home or in the souks.

To put it briefly, the process of assessment and evaluation of teachers has been given willy-nilly to a cadre of unreliable incompetent inspectors. They have brought in disgrace, tediousness and dullness to their job. They have had no regard for professional ethics, nor the progress of teaching and learning. They are really valid for no use.

Continued from page 1

Teaching listening for better communication

Strategies

Once the students have begun to listen on a regular basis, teachers and students both might still feel frustrated by limited understanding. What should you do?

Here are some pieces of advice I give my students:

- Listen for the main idea of the conversation. Don't concentrate on detail until you have understood the main ideas.
- Do not translate everything you hear into your mother tongue.
- Accept the fact that you are not going to understand everything.
- Keep cool when you do not understand - even if you continue not to understand for a long time.

I remember the problems I had in understanding spoken French when I had been to France for the first time. In the beginning, when I didn't understand most of what I listened to, I unconsciously started translating words in my mind. This approach usually resulted in confusion. After a while, I discovered two extremely important facts. Firstly, translating creates a barrier between the listener and the speaker. Secondly, most speakers repeat several times what they have said. By remaining calm, I noticed that even if I missed out many things, I could usually understand in general what the speaker had said. I discovered some of the most important things about listening comprehension.

Translating creates a barrier between the listener and the person who is speaking

While you are listening to another person speaking in a foreign language (English in this case), the temptation is to immediately translate everything into your native language. This temptation becomes much stronger when you hear a word you don't understand. This is only natural as we want to understand everything that is being said. However, when you translate something into your native language, you are taking the focus of your attention away from the speaker and concentrating on the translation process taking place in your brain. This would be fine if you could put the speaker on hold. In real life, however, the person continues talking while you translate. This situation obviously leads to less - not more - understanding. I have discovered that translation leads to a kind of block in my brain which sometimes doesn't allow me to understand anything at all!

Listen for the message

Think for a moment about your friends, family and teachers. When they speak in your native language, have you noticed that they repeat themselves? They, of course, don't repeat word per word. If you notice carefully, you would find that they repeat the general idea. When you speak in your mother tongue, you too do the same. That means that whenever you

listen to someone speaking, it is very likely that s/he will repeat the information, giving you a second, third or even fourth chance to understand what has been said.

By remaining calm, allowing yourself to not understand every word that is being said, and not translating while listening, your brain is free to concentrate on the most important thing: *understanding the message/ information in English.*

Listen to something you enjoy

The greatest benefit of using the media to improve your listening skills is that you can choose what you would like to listen to and as many times you would like to listen to it. By listening to something you enjoy, you are also likely to learn a lot of essential vocabulary. This is indeed a bonus.

Listen for the key expressions

Key words or key phrases help you understand the main ideas. If you understand 'Sana'a', 'university', 'course', 'last year' you can assume that the person is speaking about a university course in Sana'a last year. This may seem obvious here, but when you are actually listening to someone, understanding the main idea always helps you in understanding the details as the person continues to speak.

Listen for the context

Let's imagine that your English speaking

friend says "...I bought this beautiful *reesa* last week. It was a little expensive than most *reesas* I have but I bought it to wear it to my cousin's marriage." You certainly don't understand what a *reesa* is. If you focus all your attention on getting the meaning of the word *reesa*, you might feel discouraged. However, if you try to understand the word in context (i.e. the situation explained during the conversation) you probably will understand it without much problem. It demonstrates what you need to focus on: not the word/s that you don't understand, but the words you do understand. Using the known words, you can manage to get the meaning of the unknown words.

Summary

It might seem to you that my ideas on how to listen encourage you to not understand everything. This is absolutely correct. One hundred percent understanding is something to work *towards* and not to expect of yourself initially. Listening needs a great amount of practice and patience. Do not get scared when you do not understand. If you keep your cool, you will be surprised by how quickly you begin to understand natural spoken English.

Repeated listening is the most important way to improve your listening skills. Enjoy the interesting programs aired by the media, and listen to good speakers as often as you can.

Teacher-student relationship

A good teacher who maintains good relationship with students is the one who inspires students with his warmth, businesslike orientation, enthusiasm, flexibility, and pleasant personality. He motivates them with his consistency, organization, and focus on academic activities. He rarely comes late or unprepared. He expresses concern about the learning process through lesson planning. He looks at them as manifestations of himself. He has an ability to give a personal touch to each student. His course includes a variety of materials and learning opportunities that are life-based skills and strategies.

A good teacher does not treat the class as a whole but identifies individual students in order to help, and make them feel different. He is not grim but makes jokes (within the students' values and norms). He gives preferential treatment to group leaders, high achievers, creative artists, promising scholars, computer wizards to enhance individual differences.

A good teacher is careful to inform himself of students' previous knowledge before presenting new material. He establishes relationships between course material: theory and practice. He stimulates interest for the subject. He knows and presents the content well. He explains the principles and

basic concepts clearly with happiness and enthusiasm. He stimulates class participation and encourages personal reasoning and involvement. He is readily available to answer questions. He is punctual and fair in distributing grades.

Such qualities of a good teacher promote a strong teacher-student relationship. But too much warm relation is likely to breed unhealthy conclusions and misunderstanding on the part of students. Strong relationship is necessary, but it should not exceed the limit and become a sort of euphoria. While a teacher talks or answers questions, some students misunderstand teacher's affection or cordiality. Due to youth or immaturity, they tend to read meanings to any smile or leniency on the part of the teacher. Sometimes it goes to the extent of ending in marriage; at other times, it becomes a lifelong romance leading to building castles in the air on one or both sides. Young teachers at the beginning of their career may fall in such traps and may not be able to define precise limits of teacher-student relationship; they get carried away with their emotion. However, a great teacher remains the one who inspires, influences and strikes a balance in his relationship with students that lasts for a long time.

Multimedia: A curtain raiser



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The term "Multimedia" is often used extensively in our daily activities due to the advancement of modern technology in human life. Modern technology has utilized the concept of multimedia to facilitate human interactions with many electronic devices today. Multimedia technology has experienced huge development in parallel with other development of science and engineering disciplines. Multimedia is now utilized in various areas such as Education, Entertainment and so forth.

In general, multimedia can be categorized into any combination of text, graphics, art, sound, animation and video with links and tools that let the user to navigate, interact and communicate with the computer. Multimedia may be divided into linear and non-linear categories. Linear active content progresses without any navigation control for the viewer such as a cinema presentation. Non-Linear content offers user interactivity to control any progress on project or presentation as used with a computer game or in self-paced computer-based training.

Features of multimedia

Multimedia presentation may be viewed in person on stage, projected, uploaded to website or played locally with a media player. A broadcast program may be a live or recorded multimedia presentation. Broadcasts and recordings can be based either on analog or digital electronic media technology. Digital online multimedia may be downloaded or streaming.

The various formats of technological or digital multimedia may be intended to enhance the user's experience, for example, to make it easier and faster to deliver/convey information. Enhanced levels of interactivity are made possible by combining multiple forms of media content. Online multimedia is increasingly becoming object-oriented and data driven, enabling applications with collaborative end-user innovation and personalization on multiple forms of content over time.

Examples of these range from multiple forms of content of web sites like photo galleries with both images and title user updated, to stimulations, events, illustrations, animation or videos, allowing the multimedia "experience" to be altered without reprogramming.

Importance of multimedia

Multimedia is a fast emerging technology that will be extremely important to life in the twenty-first century. In fact, multimedia is changing the nature of reading itself. Instead of limiting users to the linear presentation of text as printed in books, multimedia makes reading dynamic by giving words an important new dimension.

In addition to conveying meaning, words in multimedia serve as triggers that readers can use to expand the text in order to learn more about a topic. This is accomplished not only by providing more text but by bringing it to life with sound, pictures, music, and video.

Multimedia in entertainment

Multimedia elements are currently being used in entertainment industry especially to develop special effects in movies and animations. In research

and development, virtual reality also uses multimedia content a lot.

Applications and delivery platforms of multimedia are virtually limitless. Multimedia games are a popular pastime and so are software programs which are available either as CD-ROMs or online. Some video games also use multimedia features.

Multimedia applications that allow users to actively participate instead of just sitting by as passive recipients of information are called Interactive Multimedia. In the Arts there are multimedia artists, whose minds are able to blend techniques using different media that in some way incorporate interaction with the viewer. Another approach entails the creation of multimedia that can be displayed in a traditional fine arts arena, such as an art gallery.

Multimedia in education

In Education, multimedia is used to produce computer-based training courses (popularly called CBTs) and reference books like encyclopaedia and almanacs. A CBT lets the students go through a series of presentations of text about a particular topic or subject and associate them with illustrations in various information formats.

The development of multimedia technologies offers new ways in education today, in which learning can take place in school, college, university or at home. Multimedia techniques enable teachers to have access to multimedia learning resources, which support constructive concept development. This will allow the teacher to focus more on being a facilitator of learning working with individual students.

Such provision has the potential to reduce the need for subject-specific teacher expertise and reduce the need for the traditional transfer of students from primary to secondary schools. Extending the use of multimedia learning resources to the home represents an educational opportunity with the potential to improve the students tremendously.

Multimedia will also help in spreading the information age to millions of teachers / learners who have not yet used the computer. Multimedia educational computing is one of the fastest growing markets in the world today.

Some of the great benefits of using multimedia techniques in learning are

- Students are allowed to function as designers.
- Multimedia tools are used for analyzing the world, accessing and interpreting information, organizing their personal knowledge, and representing what they know to others.
- Multimedia applications engage students and provide them with valuable learning opportunities.
- Students are empowered to create and design rather than absorb representations created by others.
- Students are encouraged to have a deep reflective thinking in learning.

Distance Education: Yemen needs it

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Distance education or education through correspondence is not new in Yemen, there are a few universities offering courses through correspondence. Though I am not fully aware of these programmes, I would like to point out that Distance Education, (hereafter DE), is an immediate need for Yemen, because of the facilities it offers and the advantages it has, especially for Yemen. The Hon'ble Minister for Higher Education Professor Bassurah has rightly stated in his recent article in the Yemen Times (12 March 2007) that each university in Yemen can concentrate on one special area of knowledge depending on the needs of the people and the resources available in that area; this will enable each university to pool all its resources and human power to offer the best programmes in that area of knowledge, leaving the other areas to other universities. There will be a few inconveniences such as cost effectiveness of courses and students, especially the girls, wanting to specialize in an area traveling to farther places where such courses are offered. But the quality of the courses available in each university in this system overrides all considerations of inconveniences.

DE can offer a solution to this problem. The universities can offer science courses such as Marine Sciences, Agricultural Sciences, Space Sciences, Nuclear Sciences etc, each university concentrating on one of them whereas the humanistic or social sciences such as Language and Linguistic Studies, Islamic Studies, Quranic Studies, History, Geography, Sociological Studies, Psychological Studies etc can be offered through DE by an Open University, as it is done in several countries successfully. It is possible to offer these courses through distance mode as they do not involve the use of laboratory to a large extent and a large number of students can be taught through DE. Moreover, DE will be less expensive and cost effective.

In most of the universities in Yemen, the Departments of English are the most populated ones, housing large numbers of students; this creates problems of space in most of the universities forcing the authorities to have classes till late in the evening. In addition, the recent 'muazi' attraction compounds the problem of space and most of these classes in the evenings or at odd hours. DE can be a solution to this problem, if these courses are offered through distance mode effectively.

DE has other advantages for Yemen. According to Professor Bassurah,

about 60% of the secondary school graduates discontinue their studies for some reasons, most of whom are girls. The main reason for girls discontinuing their studies is that they get married and settle down and most of these married girls are not allowed to continue their studies as they have to go to colleges for their studies. DE can be a panacea for them, opening up opportunities for them to study at home; if the courses offered through DE are job-oriented, the husbands of these girls would encourage them to study, as the recent trend in Yemen seems to be to send the wives to work to enhance the family income. In several surveys, it has been found that married women, who have discontinued their studies for some reason, are desirous of studying (according to the reports about illiteracy and women's education in Yemen Times) and DE will be a big help to them, as DE offers 'school at the doorstep'. The boys who discontinue their studies in order to find jobs because of the family needs will also find DE useful as they can study while working and improve their qualification, which will help them to get higher positions and increase in their income.

An Open School, if established, can provide learning opportunities to those who discontinue education at an earlier stage or those who, for some reason, cannot go to schools. The materials, if produced on a large scale for the Open School System, will be less expensive and can be supplied freely to the students by the government as a part of its policy to help the school students. This can reduce the number of 'street children', a social problem for the government to solve, as illiteracy is found to be one of the sources for this problem. In addition, the problem of ill-equipped schools can be solved, as the education is offered through distance mode and learners will have to stay in their own places most of the time.

DE, when offered, should make use of the radio and television facilities available in the country. Yemen Radio and Yemen TV can get suitable learning materials prepared by experienced teachers and experts and telecast them regularly for the benefit of the learners in order to back up the materials supplied to them. Telecastable programmes are available in the market in plenty at present and these can also be made use of, when necessary.

It's time the Ministries of Education take into consideration the advantages of DE and establish an Open School and an Open University for the benefit of the large number of Yemeni youth. The University System in Yemen is matured enough to accommodate open learning and the time is ripe for this next step in higher education in Yemen.

Sharpening your child's mental equipment

Six major thinking skills

One of the simplest and easiest ways to develop kids' thinking skills is by wording questions in the right way. When teachers and parents learn to ask questions that stimulate kids' thought processes, learning can be fun for children of all ages.

Whether we are conscious of it or not, different types of questions require us to use different kinds or levels of thinking. According to Bloom's Taxonomy, a widely recognized classification system, human thinking skills can be broken down into six categories. Click below to find out more about each category and what you can do to help your child improve her thinking skills.

Knowledge, comprehension, and application are more concrete thinking skills. Analysis, synthesis, and evaluation require more abstraction and are known as critical thinking skills.

Knowledge

Knowledge involves remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers.

Asking the right questions:

Use words and phrases such as: *how many, when, where, list, define, tell, describe, identify*, etc., to draw out factual answers and test your child's recall and recognition skills.

Sample questions:

How many eggs in a dozen?

When was Abraham Lincoln president?

Comprehension

Comprehension involves grasping or understanding the meaning of informational materials.

Asking the right questions:

Use words such as: *describe, explain, estimate, predict, identify, differentiate*, etc., to encourage your child to translate, interpret, and extrapolate.

Sample questions:

Explain how an egg becomes a chicken.

What important events occurred during the years Lincoln was president?

Application

Application involves applying previously learned information (or knowledge) to new and unfamiliar situations.

Asking the right questions:

Use words such as: *demonstrate, apply, illustrate, show, solve, examine, classify, experiment*, etc., to encourage your child to apply knowledge to situations that are new and unfamiliar.

Sample questions:

What do an egg and the shape of the globe have in common? Can an egg grow into a cow?

How did Abe Lincoln's personal views on slavery fit with the events of the time?

Analysis

Analysis involves breaking down information into parts, or examining (and trying to understand the organizational structure of) information.

Asking the right questions:

Use words and phrases such as: *what are the differences, analyze, explain, compare, separate, classify, arrange*, etc., to encourage your child to break information down into parts.

Sample questions:

What is one difference between eggs laid by a frog and a chicken?

Compare and contrast some significant contributions made by presidents during the 1800s.

Synthesis

Synthesis involves applying prior knowledge and skills to combine elements into a pattern not clearly there before.

Asking the right questions:

Use words and phrases such as: *combine, rearrange, substitute, create, design, invent, what if?*, etc., to encourage your child to combine elements into a pattern that's new.

Sample questions:

What might happen if a cow laid eggs? Knowing what you know about egg-laying animals, what could you say about animals that don't lay eggs?

What if Abe Lincoln lived today? What problem might he solve?

Evaluation

Evaluation involves judging or deciding according to some set of criteria, without real right or wrong answers.

Asking the Right Questions:

Use words such as: *assess, decide, measure, select, explain, conclude, compare, summarize*, etc., to encourage your child to make judgements according to a set of criteria.

Sample questions:

What do egg-laying animals have in common?

What might have happened if Abe Lincoln never lived? What are some ways that history might be different?

The use of critical thinking is one of the most valuable skills we can pass on to our children. Gifted children, especially, tend to take mental leaps and you might notice that they use synthesis and evaluation without teaching or prompting. Supporting and nurturing these skills is crucial to the development of strong academic and lifelong problem-solving skills.

Remember, the most important thing is to have fun with these skills. When kids enjoy discussions with their parents and teachers, they'll love to learn.

Source: school.familyeducation.com

ANY GUESSES?

- What is 'laconic'?
- What is meant by 'duck soup'?
- What does the phrase 'to speak with a forked tongue' signify?
- How is the expression 'off the wall' used?
- What is the meaning of 'germane'?

Suggested answers to the previous issue's questions

- When we call someone an egghead, it means we disapprove of him/her because he/she is much too interested in theory and abstract ideas rather than practical action.
- 'Piping hot' means very hot.
- 'Quinquennial' means 'lasting five years' or 'recurring every five years.'
- 'Nullipara' means 'a woman who has never borne a child'.
- The phrase 'between Scylla and Charybdis' means to be between 'two dangers such that avoidance of one increases the risk from the other.' If one is the frying pan, the other is fire. If you are between Scylla and Charybdis, you are between the devil and the deep sea.

SCIENCE QUIZ LINE

Tick (✓) the most appropriate choice

- The value of Avogadro number is
☐ 6.02x10²²
☐ 6.02x10²³
☐ 6.02x10²⁴
☐ 6.02x10²⁵

- The complete absence of a species from earth is called
☐ Threatening
☐ Elimination
☐ Extinction
☐ Depletion

- HCG is a hormone produced from
☐ placenta
☐ ovary
☐ pituitary
☐ pineal

- A phosphate, a sugar molecule and a base constitute a
☐ nucleoside
☐ nucleotide
☐ triplet code
☐ base

- Which planet has conditions similar to those present in Antarctica?
☐ Mars
☐ Venus
☐ Jupiter
☐ Saturn

Suggested answers to the previous issue's questions

- The study of fossils is known as **Paleobotany**.
- When DNA is transferred from a culture of capsulated bacteria to a non-capsulated bacteria, the latter is converted into the former type. This process is known as **Transformation**.
- It is known that anaerobic glycolysis pyruvic acid is converted to lactic acid. This occurs in **pancreas**.
- Albert Einstein** gave the Theory of Relativity.
- Vitamins are **organic compounds**.

POETRY CORNER

My Country by Elya Abu Madhi

Translated by
Nabila Mohammed Al Haddad
English Teacher
Ibb University

I have passed a beautiful land
I have heard the bird's songs
And I sang a song, but my heart doesn't sing
As my land's birds or my country's flowers
I have drunk the water of Nile
The king of the rivers

As I drank the water of Al-Kouthar
A river is blessed since the old ages
Fresh but it's not like my country
I read the good qualities of people
I thought they are disappeared

Or it is as a ghoul, no effect
And the manhood in our people
Once I have a portrait in my mind for beauty
This beauty is the kind of poetry

And I have sung, it hurt my mind
Till I looked at my country's girls
They said 'Is there beauty in all lands?'
Why you don't praise someone from other country

I replied, 'I love the most beautiful'
Never, I saw my country better

They said, we saw it, but we did not see virtue
And its youth and the beauty with youth
'Isn't my country beautiful?'
I answered I didn't like it as my country

They said; think how it is
It became bad and if hopes
Die — the age wanted its death —
Will it die? No, it will not be dead

It is like a small stream when the winter comes
Without murmuring
Or as a nightingale you seized it... but when
The spring comes it will sing

The bright planet will stay a planet
Even if it is covered by night and veiled
The clouds will not take the beauty of people
And no misery can pale the country's beauty

No power is as high as youth
Who raise people's hopes and morals

Script your success story (4)

Shaping personality through soft skills



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Soft skills are generally interpersonal competencies and are difficult to define due to their subjectivity, which consequently makes them difficult to measure. These skills are more important than hard skills. The term hard skills or technical skills are the skills acquired by an individual through academic learning, practical experiences etc. Soft skills include skills like effective communication, leadership qualities, time management

skills, self-awareness, writing skills and many more such things.

Soft skills are very important for students aspiring competencies in any field. An investment in students' soft skills ultimately affects the bottom line by building new dimensions of knowledge. A soft skill in a person helps him to choose the most suitable career and make appropriate decision effectively which is the key to a successful career.

Like hard skills require continuous regenerations, similarly the soft skills need to be carefully cultivated. Developing soft skills in your personality is always purposeful and functional. Professionally it will help you to express your feelings and to obtain or achieve something or to get someone to behave in a particular way.

Some of the major benefits of soft skills are:

- to recognize the mission of life
- to get acquainted with people and perceive how their minds work.
- to improve good relationships with others

• to help you to face difficult situations and problems with a composed state of mind.

• to convey your ideas and feelings effectively to others

Soft skills are usually innate qualities of a human being but can be cultivated to a large extent by making personal efforts. The following are the few ways to develop soft skills in your personality:

1- Indulge in good communication: Examine the true purpose of your communication. When possible, convey useful information. People remember things beneficial to them. Always try to support your words with deeds. Consulting with others can be a useful method of obtaining additional insights regarding how to handle communication.

2- Be a good listener: By concentrating on the speakers' explicit and implicit meanings, the person can obtain a much better understanding of

what is being said.

3- Develop effective interpersonal skills: Express your thoughts, ideas and concerns clearly so that your opinion and point of view is taken seriously by others. A person must know how to manage feelings and stress because it has a great influence on your ability.

4- Encourage team building: The team spirit develops a climate in which people feel relaxed and are able to be direct and open in their communications. A team has better options opened to develop individual abilities and skills.

Hence, a continuous renewal of soft skills in terms of teaching and training to students is needed as it will facilitate them to become successful and effective in every walk of life. Soft skills are as important as, and often even more important than technological skills as a person can achieve fulfillment if one has the combination of both hard and soft skills.

Cultivating self-awareness in young children (part 2)

Role of the family and the society



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Family plays a crucial role in chiseling out the total, essential or particular being of a child. It significantly contributes to the growth, development and enrichment of his/her individuality and helps him/her to be conscious of his/her own identity. Adults and older siblings help young children to make sense of the world, the environment, the relationships and sensitize them how to deal with them appropriately. In fact, the family teaches the child how to put the first step in the world.

Children lack exposure, experience and understanding of the affairs of the world. So they tend to be easily influenced by people in their immediate environment who include parents and siblings. Children naturally look upon the ones with whom they are familiar and imbibe their characteristics, the matrix of values and other systems of behavior of parents and other key adults. In this sense, parents become children's first educators. The kind of behavior meted out to the child helps in the child's understanding of who he/she is and how he/she relates to others.

This constitutes the child's initial phase of education or what is called 'primary socialization' during which the values, morals, prejudices, world view, stereotypes and attitudes are transmitted from one generation to another giving credence to the adage: "Charity begins at home."

When the child attains the age of four, he/she develops a stronger identity relating to his/her personal name and perceptions about his/her identity with respect to the larger society and the wider community. This process of socialization helps children to develop a sense of 'self' that broadly defines their personality which is otherwise known as their 'ego.'

The family influence on individual children can be both positive and negative depending on the kind of stereotypes held by the key members of the family. In certain social contexts, such as in India, parents sometimes make comments like, "You're only a girl, what can you do?" adversely affects the self-concept of the girl child whereas remarks such as "My boy will be the crown of the world" boosts the child's self-image. So, the family's role in the building up of the

child's self-concept can never be underestimated.

Role of the Society

The society plays the role of secondary socialization in nurturing the child's personality. It helps the child cultivate an awareness about the social demands, expectations, rules, regulations, constraints and so on. This process takes place outside of the family in the wider community. Children learn the established social values and conventions as a result of their interaction with peers, exposure to the media and so on. In the process they develop a sense of themselves and others around them.

Peer influence in the promotion of children's self concept merits a more detailed discussion. Children develop relationship with their peers effortlessly through one or more of the following stages

1. *Parallel play* or playing independently alongside another child.
2. *Coordinated play* or play that involves interaction with another child.
3. *Cooperative play* or play that is in cooperation with his playmate.

In course of their play, children develop a sense of self and an awareness of their gender identity. This interaction also helps them shape their attitudes to others along with their self-awareness.

According to Ramsey (1991), children can be classified into the following four categories according to the degree and nature of their relationship with other children. These are:

1. *Popular children:* These children easily and freely get along with other children. So many children like to play with them.
2. *Rejected children:* These children are interested in playing with others, but are spurned, or repulsed by the peers. As a result, they virtually become outcasts.
3. *Neglected children:* These children shy away from the company of their peers. They are withdrawn and choose to be loners. Since they don't try to interact with others, naturally their company is not sought by the peers who tend to avoid them.
4. *Controversial children:* These children are naughty and often break rules or show aggressive behavior to peers. They usually get mixed response from peers. Sometimes they are popular among peers and are sought after, but quite often their company is avoided as well.

To conclude, social skills of children do affect their sense of self. It is a bounden duty of parents and teachers to make conscious, coordinated and consummate efforts to promote a positive attitude and self-awareness among young children.

Reference:

Ramsey, p (1991) Making Friends in School. London: Teachers' College Press

English for Specific Purposes (ESP): Its origins (I)



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There are three main forces that converged together and led to the birth of ESP i.e. 1) The demand of a brave new world, 2) A revolution in Linguistics and 3) Focus on the learner. Let us look at them one by one.

The demand of a brave new world
After the Second World War, there were a lot of social, economic, socio-

political changes in the world as well as a lot of developments in science and technology. As a result of this, a number of business transactions were coming up. Thus, there was a need for an international language. The focus naturally was on English as it is the language of the USA and many western countries. Therefore, there was an absolute need for English. Moreover, it so happened that there was an oil crisis in the west which resulted in Western money flowing into the oil-rich countries (Gulf / Arab countries). The Arabs needed English to communicate with the Western experts. Because of the need of the market, the Arabs started learning English in a few weeks to satisfy the needs of the 'Brave New World'.

A revolution in Linguistics

Whereas traditional Linguistics set out to describe the language features, a revolutionary trend in linguistics began to focus on the ways in which language is used in and for real communication. In other words, there was a movement

from Structural Linguistics to Functional linguistics. It centered upon language as a product of the society. At that time arose the distinction between spoken register and written register. It was the time of different types of English in different situations. Therefore, there was a need for designing short-term courses. For designing these courses, it was important to study the linguistic features / characteristics of the situation (language in a bank, for example) in advance. The assumption was "Tell me what you need English for and I will tell you the kind of English you need".

Focus on the learner

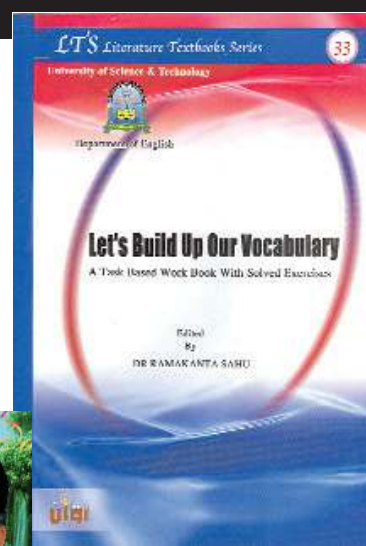
At this time, there was a move from behaviorism to cognitivism in psychology. Too much of attention was given to the ways in which learners acquire knowledge and the differences in the ways language is acquired. Here each learner was seen as an individual – their desires, wants, interests and attitudes to learning were given importance. Thus learners' motivation level,

learning styles / strategies to learning became of great importance. Designing specific courses to meet the learners' individual needs was a natural extension of this thinking.

What is ESP?

English for Specific Purpose is an offshoot of language for specific purposes (LSP) and a branch / sub-movement of ELT which began in the 1960s. It is a short term, need-based course for a group of learners pursuing a common goal for which they are likely to be more motivated. It is all about 'relevance' i.e. it is more concerned with a learner as an individual.

ESP can mean English for special or specific purposes. When we say *English for special purposes* the focus is more on English (special English). When we say *English for specific purposes*, the focus is more on the purpose i.e. the learners' needs. In both ways, it focuses on developing the learners' communicative competence in specific fields such as Medicine, Tourism, Business, etc.



Ramakanta Sahu, *Let's Build Up Our Vocabulary*. Publishers: Awan, Sana'a, 2007. Paper back, Pp 289.



Edinburgh University, U.K. and Ph. D. in Linguistics from Osmania university, Hyderabad, India has taught in different parts of the Republic of Yemen with a great amount of dedication in the service of such students for whom English is a foreign language. Dr. Sahu's present book, *Let's Build Up Our Vocabulary* is an outcome of his closer study of the tendencies and behavioral attitudes of non-native speakers of English. There are several books on vocabulary, but this book pertains to a particular class of people who the author targeted to brush up their word power.

The book begins with, "Warming up" consisting of "Odd man out", "Collocations", "Fixed Expressions", "Manias and Phobias", "Know your Doctors", "Discourse Devices" etc and closes with two appendices of "Three Hundred Useful Adjectives" and "Twelve Hundred Useful Nouns and Verbs".

The book, *Let's Build up our Vocabulary*, as the author proclaims is designed to provide material which can be used to develop general language skills in an integrated way and promote

vehemently articulate.

A book on vocabulary is subjected to prepare a foundation on which the building of the language is to be erected in such a manner that the passersby will have to make a pause to appreciate the design, architecture, and presentation of the structure. It is not a child's play; it is quite a task, engaging the designer, architect and planner. Besides, a future planning is required to protect, nurture and take care of the outlook of the mansion which will be used by several generations.

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not getting into a debate on the question of validity of the concept of Postcolonialism and the related notions of hybridity and mimicry. What I would like to suggest is that responsible scholars must justify their radical and dissenting views on concepts and movements that have attained a certain degree of acceptability by critics and scholars in the West as well as in India.

Basha at the Sisters' Arabic Forum, and loved the country and culture. Thanks again for the piece,

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lent and would be useful. Would like to have more tips like this.

E Venkateswaran
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Dear Anupma
I want to thank you for your good writing in Yemen Times. I'm weak at writing English. Please guide me how I can become a good writer.

Abdullah Saleh
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RESPONSE TO ARTICLES

Dear Dr. Sahu

"While Prof. R.S.Sharma's review of "Arundhati Roy: Critical Perspectives" edited by Dr. Murari Prasad (Education Supplement No. 12, dated 1 February) reflects Prof. Sharma's sound critical insight and judgment, I wonder if he is really serious about his statement that Postcolonialism is a pseudo-concept.

Isn't the very choice of English language for creative expression a post-colonial phenomenon? And doesn't this choice eventually reflect a distinct kind of perception of the world? I am

Dear Dr. Prasad,

I just read your piece about Kiran in the Yemen Times. Kiran is a dear friend of mine, and it's nice to see such glowing reviews of her work coming all the way from Yemen!! I visited Sana'a in 2004 to work with Ms. Amal

Dear Anupma

Thank you for every article that you have published in Yemen Times which benefit those who want to gain a new language. I would like you to go on in your efforts to help those who follow you.

Once again, thank you so much.
Yours faithfully

Nashwan Al khwani
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I read your article in the Yemen Times 'Tips for effective writing'. It is excel-

Let's Build Up Our Vocabulary

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Writing a book on vocabulary is an arduous task and it involves a lot of efforts and expertise. At the same time, it makes a man obsessive, compelling him to hunt for a situation, an occasion and the kind of achievement that will set the task as a source of original thoughts exceptionally different, logically isolated and

12 tips for clear and effective writing

Good, effective and vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. Learning to write is learning to think. Never be afraid to correct and rewrite your sentences, if required. Only the hand that erases can write the true thing. Remember in good writing 'less is more'.

A good writer is like a sculptor. They continually use less and less to express more and more. They cut away useless words and make every word count. I have 12 tips for clear and effective writing: We shall begin with the first two:

1. Use picture-words rather than abstract words, e.g. 'car' rather than 'vehicle', 'dog' rather than 'animal'.
2. Use one-syllable words rather than two-syllable words, two-syllable words rather than three, etc. Example: 'blood, tears, sweat, toil' rather than 'sacrifice, sorrow, perspiration, effort'. Not more than 25 per cent of your words should have more than two syllables.
3. Use the active voice rather than the passive (not: "The tyre was fixed by me", but: "I fixed the tyre"). Write as we talk.
4. Verbs are the action words in every sentence. Choose strong graphic verbs, e.g. "Ahmed wrestled with the



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problem for days." A well-chosen verb makes an adverb unnecessary.

5. Make each word count. Don't use two words where one is sufficient.
6. Sentences should generally be less than 18 words; vary their length as a good bowler varies his throws. Keep clauses short.
7. One paragraph, one idea. Clear writing comes from clear thinking.
8. Relate to the experience of your audience; e.g., if for fishermen, then your writing should be filled with fish, wind, nets, sea and sand.
9. Write, as Gunning says, not to impress but to express.
10. Writing is hard work: exert yourself. 'Good sentences are not written, they are rewritten.'
11. The reader's interest tires quickly; try to hold it.
12. Every language has its own music. Read your work aloud to see whether it has the correct 'feel'.

YOUTH FORUM

Bloom up

Hot and heavy, full of sorrow
Roll' down my face, night and morrow
Have not even a smile to borrow
Or sight of hope to light tomorrow.

Is this my life! Full of sadness
Oceans of tears drown my happiness
What made it so! Lack of kindness!
O' where to go! Tied in blindness!

It is difficult, hard and harmful.

Rocks of despair, sharp and powerful
Made hope barren, weak and doubtful.
It is terrible, harsh and painful.

I will bloom up in spite of all
For in my soul Faith has grown tall.

Eman Al-Kaokbani
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Mahweet