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Inside: ▶



5
Youth: Fast food won't replace traditional dishes



8
Pregnancy problems and cats: Few facts, mainly fiction



10
All in the name of War on Terror

EDUCATION
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Yemen calls on Interpol to return unique smuggled artifact

By: Hamed Thabet

SANA'A, June 8 — The Yemeni government requested Monday that the International Police (Interpol) find an ancient bronze statue that was smuggled out of the country.

The General Authority for Antiques and Museums in Sana'a said that the ancient statue was taken to the United Arab Emirates (UAE) "by professional smugglers." He added that the statue was registered under the number 619.

Hesham Al-Thowr, the general manager for antique pieces in the authority, described the statue as "a unique [artifact] and extremely rare, as nothing like it has been found in Yemen before." The statue, which depicts a female dancer leaning on a rectangular base with an inscription in the mosnid (Himiyari) language, dates back to 3 B.C., during the

Himyarite period.

Al-Thowr asked Interpol, different organizations and anyone who finds the statue to return it to Yemen, as it is historically valuable to the country.

"We cannot study the statue properly to gain further information about it because we do not have it, and this will certainly lead to many missing links about ancient Yemeni history," Al-Thowr said.

According to the authority, the statue was found five years ago by a local Yemeni named Saleh Al-Baqari from Al-Jawf governorate, while he was digging at night at a historical site.

Although negotiations were made by the General Authority for Antiques and Museums in Sana'a to get the statue, Al-Baqari sold it in 2007 to a Yemeni trader called Basalama Ali Basalama in Sana'a for YR 20 Million.

Basalama then sold the statue to a person from the UAE and sent it to him by smugglers through the desert. However, he is now in jail under investigation.

"The sad thing is that Al-Baqari is still free...he is wanted by the security, and they are trying to catch him but with no success so far," Al-Thowr added.

The incident is not the first time that antiques were exposed to locals' looting and smuggling.

"Everyday there are complaints from the governorates of Al-Jawf, Marib, and Shabwa that people smuggled antiques there and no one can stop them. Every night locals start to dig in all the ancient sites and take whatever they can and sell it outside the country," said Al-Thowr.

"Locals in these places are like mice, and the problem is that we cannot do anything to stop and control them at all.

The military and the security must find a solution to stop this phenomenon as soon as possible," Al-Thowr added.

Abdulaziz Al-Jindari, the Director of the National Museum in Sana'a, said, "Smuggling of this sort is due to a lack of coordination between the concerned authorities and locals to help people care for the fields and keep historical places from being destroyed."

Yemen's cooperation with Interpol

Over the last five years, Interpol has helped Yemen to retrieve many Yemeni antiques smuggled to Oman, London, the United States and Saudi Arabia. For example, a statue called "Dhat Hamim" was stolen from the Aden Museum in the 1994 civil war, which Interpol took back from the U.S. and returned to Yemen.

Additionally, ancient Islamic graves



Antiques have been smuggled through Sana'a International Airport, officials say.

known as shawahed, which were smuggled to London, were found and given back to Yemen with the help of Interpol, said Al-Thowr.

Hundreds of antiques have been smuggled to other countries, many smuggled through Sana'a International Airport, officials say. Thousands of archeological pieces stolen from museums or sites were seized and returned to Yemen, but officials said that the exact number of smuggled valuables is not known.

Sana'a University lecturer Mohamed Al-Aroosi, former President of the Yemeni General Organization of Antiques and Museum, stated that Yemeni law does not have strict sentences for those who smuggle antiques and sell them to other countries, which encourages them to continue smuggling without fear of the government.

Houthis resort to guerrilla warfare in Bani Hushaish and Sa'ada areas

By: Mohammed Bin Sallam

SANA'A, June 8 — Houthi supporters have resorted to guerrilla warfare tactics in their fight with Yemeni military and security forces in Bani Hushaish district east of Sana'a and in various Sa'ada areas, reliable sources from Sa'ada said Sunday, adding that Sa'ada city is experiencing relative calm, with the exception of sporadic clashes employing light weaponry between Houthis and Yemeni army troops.

The same sources continued, "There's ongoing fighting between the army and Houthis in Al-Mahadher, Haidan,

Ja'amala and Al-Abqour areas, far from the provincial capital," pointing out that army personnel withdrew from their positions due to a Houthi lockdown while fighter jets continued striking Houthi strongholds in several areas.

They note that other battles are occurring on strategic Um Laila Mountain, which Houthis are seizing, as well as in Mirran district, while Houthi loyalists attempt to take control of a highway leading to Haradh city on the Saudi border.

The sources report that Houthis continue besieging a military position in Lahman after taking over Al-Fajam Mountain overlooking Saqain area,

which, according to the sources, Houthis have cut off from nearby areas. Additionally, Houthis raided homes in Mahdha area where Yemeni army personnel were entrenched, thereby driving them from these homes.

Bloody clashes have continued in Amran governorate's Harf Sifyan district for three weeks. According to witnesses from the district, Yemeni army forces hit with mines those homes belonging to Houthi gunmen who've been fighting with the army in Beit Qaood and Beit Jamina areas.

Clashes have expanded to Dhi Bain area, the home village of Amran Governor Kahlan Mujahid Abu Shawarib, as well as Rukya and Rour areas, which are affiliated with the Hashid tribe. The Yemeni Times was unable to obtain the exact number of casualties from fighting in these areas due to a government-imposed information blackout.

In Bani Hushaish district, locals say clashes between Yemeni army brigades and area tribesmen are occurring, adding that the tribesmen, who are loyal to

Abdulmalik Al-Houthi, are using guerrilla warfare tactics in their fight against the army. Houthi loyalists admitted last week that the Yemeni army now has control of the strategic Al-Jamim Mountain, which Houthis previously controlled.

Heightened security

Sana'a city and other governorates have been experiencing heightened security measures since confrontations between the Yemeni army and Houthis have intensified and terrorist operations targeted foreign residential compounds and vital installations in Sana'a.

Police are searching vehicles and their occupants at road intersections, as well as at the entrances and exits to Sana'a in an unprecedented manner.

Some police searching these vehicles are being joined by political security personnel. The heightened security measures are intended to prevent the entry of weapons into the capital.

Police also are checking the identity cards of road users amid fears of escalating fighting between the army and

Houthis, who have threatened to expand the scope of their armed operations against the government.

Security authorities claim that they are searching for 70 wanted individuals, circulating their names and photos to various security checkpoints in all Yemeni governorates, telecommunications centers and internet cafes, where individuals can't make calls or use the internet unless they show their identity cards for their whereabouts to be noted.

Houthi's parliamentary immunity rescinded

The Yemeni Parliament has approved a decree rescinding the immunity granted to Member of Parliament Yahya Badraddin Al-Houthi, who has been residing in Germany since early 2005. The government accuses the MP, who is the brother of Houthi field leader Abdulmalik Al-Houthi, of leading and inspiring the fighting in Sa'ada area, which has raged since June 2004.

Continued on page 2

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Minister of Social Affairs calls for amending marriage age

By: Hamed Thabet

SANA'A, June 8 — After Yemen Times broke the story about 8-year-old Nojoud's divorce case last month, the government is now looking for a solution to prevent early marriages in Yemen by creating a new law.

"Recently the case of early marriage in Yemen has come to light, especially after the divorce of the little girl last month," said Amatalrazaq Hummad, the Minister of Social Affairs. The minister said in a previous interview with the Qatari newspaper Al-Watan that members of Yemeni Parliament are aiming to change the personal status law by altering the minimum marriage age in Yemen. The current personal status law sets the legal marriage age at 15 years or above, but does not define any kind of punishment or consequences against those families who force their daughters to marry while they are under this age.

"The numbers of underage girls who get married in Yemen are increasing, [so] the government should pay attention and stop this phenomenon by changing the law," said Hummad.

According to a new field study conducted by the Women and Development Study Center affiliated with Sana'a University, girls in many parts of Yemen, especially in rural areas, get married on average between 12 to 13-years-old.

According to the same field study, the rate of child marriage among females is approximately 52 percent in Yemen, compared to less than seven percent among males. The study also made a statistical study based on a random sample of 1,495 couples, and concluded that there is a huge age gap between spouses. The study revealed that among these couples, the average marriage age is approximately 15-years-old for women and 21-years-old for men. It also indicated that the average marriage age varies from one geographical area to another. For example, it showed that girls in Hodeidah and Hadramout get married at an average age of eight, while in Mukalla the average age was 10.

"The sharia (Islamic Law) and the national law do not forbid [child marriage]; however, there is an increasing tendency to create a special law for girls

who get married at a young age," said Hummad.

For a number of years, studies have been made concerning early marriage in Yemen in order to stop it and create limitations for it, but so far there has been no success.

The constant attempts by the government-sponsored Women's National Committee, feminist organizations and civil society in Yemen, along with 61 Parliament members, resulted in a bill which would change the minimum marriage age to 18 for both males and females. However, Parliament's Evaluation and Jurisprudence Committee rejected the request, claiming there are no legislative grounds to impose such a law based on its understanding of Islam.

Eight-year-old Nojoud was the first female child in Yemen to obtain a divorce from her 30-year-old husband. The marriage was arranged between her father and her ex-husband, neither of whom were prosecuted. Nojoud's case received local and international media attention and became a hotly contested issue in Yemen.

Hundreds of kidney failure patients subject to death, doctors say

By: Saddam Al-Ashmori
For The Yemen Times

Shwiyah Ali, 25, died as soon as she arrived at the renal cleansing (kidney disease) center in Yemen's western Hodeidah governorate. Another kidney patient, Jumaah Ahmed, died at the same center because there was no treatment available for patients suffering kidney failure.

These are just two frightening examples from among more than 450 kidney failure patients coming to Hodeidah from Hajjah, Raymah, Al-Mahwit and Dhamar who will face certain death unless they receive more treatment, say doctors at the center.

The renal cleansing center, which performs dialysis on kidney failure patients using machinery, catheters and surgery, says it won't have enough emergency facilities for renal failure patients unless some are brought immediately from Ibb governorate.

Though the center received aid last week from the Ministry of Health and the Ibb and Dhamar hospitals, the support will only cover 10,000 dialysis sessions. "It will help us for the next six months, but this aid is a temporary answer," said Dr. Maher Suleiman Majjam, director of the renal cleansing center.

The center's doctors say they could rescue many patients if they had better access to medicine and dialysis machines, noting that the emergency



kidney patients protest for medical treatment

supplies they recently received were used up within three days.

Renal – or kidney – disease patients have only limited treatment options: several types of dialysis or surgery. Dialysis is a procedure that cleanses the blood of waste, excess fluid and salt when the kidneys no longer can perform these functions.

Dialysis is absolutely necessary for end-stage renal disease, also known as kidney failure. The only alternative to dialysis is a kidney transplant.

Hundreds of kidney failure patients staged a sit-in last Wednesday in front of Hodeidah governorate's leadership premises. Many of those at the sit-in were in extremely poor health and literally risked their lives to be there.

Previously, Yemen's Health Ministry

provided the center enough supplies for 20,000 dialysis sessions per year, but in actuality, Majjam says the center needs supplies for more than 40,000 sessions to accommodate the increasing number of kidney failure patients.

"We've told the Health Ministry about the increasing number of patients and in turn, due to its limited budget, it referred us to the Yemeni Cabinet," he said, adding that, "The Finance Ministry gave us extra funds for 9,000 sessions."

However, despite the center's new budget, Majjam still encounters new kidney failure patients by the dozens. "Last week, three people died – two women and one man – due to our lack of medical materials and tools," he noted.

Dhahban Institute biochemical lab inaugurated

By: Jamal Al-Najjar
For The Yemen Times

SANA'A, June 8 — A biochemical laboratory was inaugurated last Wednesday at Dhahban Technical and Industrial Institute in Sana'a, which aims to train and qualify technicians in the water and sanitation sector to test and analyze water quality.

The cost of the lab and the training program came to YR 30 million and was supplied by the German Technical Cooperation, known as GTZ, according to Peter Herrmann, team leader of GTZ's personnel development component.

Herrmann stressed the importance of providing Yemen's water sector with training in this field, as trainees have direct contact with local institutions so they can check and test water quality coming up with the results regarding water usage methods and disruption in Yemen. "The lab also can accommodate researchers interested in this field to test their samples," Herrmann added.

Yemen is one of several Middle Eastern countries suffering an acute water crisis due to massive overuse of water resources and a lack of required institutional framework conditions, according to the Water and Environment Ministry's 2005 National Water Strategy.

The inauguration ceremony was attended by Minister of Water and Environment Abdul-Rahman Al-Eryani, Minister of Technical Education and Vocational Training Ibrahim Omar Hajri, representatives from the German Embassy and GTZ staff members working in Yemen.

At the inauguration, Irene Fellmann, development cooperation counselor at



Dhahban Technical and Industrial Institute aims to train and qualify technicians in the water and sanitation sector

the German Embassy, confirmed that the laboratory will focus on two sectors: technical education and vocational training, and water and sanitation.

"It will increase the training capacity of the Dhahban Technical and Industrial Institute as one of the most advanced institutions," Fellmann said, adding, "It will serve the highly crucial water and sanitation sector in improving its management of dwindling water resources by building competence and establishing expertise."

She added that the project is part of the Yemeni-German water sector program, and if further needs arise to ensure optimum utilization and efficient management, German institutions like the German Development Services will be ready to assist by sending experts to train laboratory staff and assist in establishing operating systems.

GTZ Country Director Thomas Engelhardt maintained that the labora-

tory will help qualify personnel in local water supply and sanitation corporations in order to improve the management of Yemen's water resources.

"We're all aware that Yemen's water resources already are very scarce and shrinking at an alarming rate. This challenge calls for concerted efforts at various levels and by a multitude of players and actors," he said, noting that with the laboratory ready to serve, the challenge now is to maximize its usage and maintain it well via competent staff.

Al-Eryani said his ministry will work on providing the lab's operational budget to enable it to be used as planned.

He went on to say that Dhahban Institute's water sector graduates should have priority regarding employment, noting that the 20 students now receiving proper education and training will offer proper services in this field and train others in the future.

Gitmo detainees to represent themselves at U.S. military tribunal

By: Yemen Times Staff

SANA'A, June 8 — Two Yemeni prisoners at the U.S. Guantanamo Bay military detention facility, Ramzi Bin Al-Shaibah (sometimes spelled Bin Al-Shibh) and Waleed Bin Attash, appeared before a military tribunal hearing along with three other high-profile detainees this past week. The men told the tribunal, overseen by U.S. Marine Colonel Judge Ralph Kohlmann, that they desired "martyrdom" and that they wanted to act as their own lawyers in the upcoming proceedings. Though Bin Attash, Khaled Sheikh Mohammed (the self-confessed organizer of the 9/11 attacks) and his nephew Ammar Al-Baluchi have already been permitted by the court to represent themselves, it is unclear if they will present evidence or witnesses for their defense. The court is still deciding whether to grant Bin Al-Shaibah and Saudi national Mustafa Hawsawi permission to defend themselves. According to media reports from the hearing, Khaled Sheikh Mohammed rebuffed all of his lawyers, saying, "I will not accept anybody, even if he is a Muslim, if he swears by the

American Constitution." He added that he would only follow Islamic sharia law and that he refused to recognize the U.S. constitution "because it allows for same sexual [same-sex] marriage."

The Yemen Times attempted to contact a number of civilian lawyers who represent Guantanamo detainees, but none were available for comment at press time.

"It is normal for them to ask to represent themselves," said Khaled Al-Anesi of HOOD, the National Organization for Defending Rights and Freedoms. "After a long time enduring torture, there is no way for them to trust anyone."

Al-Anesi added that he understood why the detainees who attended the hearing would want to defend themselves. He stipulated that they had no chance to speak with their pro-bono lawyers and did not differentiate between military and civilian lawyers. He said that the detainees, along with human rights organizations, know that there will only be one possible verdict – guilty – and that other voices or evidence to the contrary will be stifled.

The military tribunals at Guantanamo

Bay set up to try the prisoners there have been called unfair and biased by observers such as the American Civil Liberties Union (ACLU) and Human Rights Watch, a non-governmental watchdog agency. "Unfortunately the military commissions at Guantanamo have none of the independence of U.S. federal courts, leaving them vulnerable to political influence," said Joanne Mariner, terrorism and counterterrorism director at Human Rights Watch.

HOOD's Al-Anesi also dismissed the military commissions. "We think this trial is fake," he said. "The prisoners don't have any guarantee to get a fair trial."

The director of the ACLU told the Miami Herald newspaper that lawyers were not allowed to meet with their clients during their five years in prison, and as a result the lawyers were unable to convince the men to work with free civilian legal representation.

Now the military tribunal is looking into rumors that Hawsawi was railroaded into defending himself by the other four during the course of the hearing. The next court date for the five men is rumored to be scheduled for September.

JMP blames authority for worsening situations nationwide

By: Saddam Al-Ashmori
For The Yemen Times

SANA'A, June 8 — The Joint Meeting Parties are calling for helping Yemen get through its current crises and avoid potential collapse via a comprehensive national conference to be attended by all political parties, social dignitaries, civil community organizations and educated individuals.

The opposition coalition adds that such a national conference must be held under a slogan of "Unity and democracy." It blames the ruling party and its government for worsening situations and poor living standards nationwide.

At a news conference Wednesday in Sana'a, Yemeni Socialist Party Secretary-General Yassin Sa'eed Noman asserted that concept of dialogue by the ruling General People's Congress Party creates numerous obstacles to such dialogue.

Noman noted, "The GPC's concept of dialogue may not help suggest workable solutions to the nation's pressing political issues, even those discussed at previous dialogues. When the JMP insisted on serious dialogue during the last round of dialogues following the 2006 presidential and local elections, the GPC created various obstacles to these efforts. The ruling party didn't care about dialoguing to resolve pressing national issues."

The YSP secretary-general further described the ruling party's recent vision for dialogue as a "political statement" via which its leadership intends to make the JMP part of a problem that's symptomatic of the government's failed policies.

The opposition parties renewed their adherence to dialogue as a civilized means to settle notable issues and differences.

During Wednesday's news conference, the JMP accused the authority of creating obstacles to constructive dialogue with other political partners, alleging that the current government power holders only cares about helping corrupt officials retain their posts while allowing no opportunity for change or peaceful transfer of power.

According to the JMP, the authority makes dialogue a means to justify its announced and unannounced wars against citizens, leaving behind negative consequences at various political, economic and social levels. Thus, as a result of the government's failed policies, serious dialogues meant to suggest workable solutions to real problems always result in an impasse.

In a statement at the press conference, the opposition coalition held the authority accountable for aborting previous dialogue attempts during their infancy, as well as breaching agreements reached in past dialogues. The statement noted, "Had previous dialogues faced no obsta-

cles by the authority, they would've helped our nation avoid several catastrophes and calamities."

The opposition statement also cited the nation's current political, economic and security situations, criticizing the authority's "oppressive and arbitrary practices" against peaceful actions and struggle.

According to the statement, the country's current dire situations have exposed the government's failure and inability to help the nation overcome repeated crises and catastrophes. It went on to say that the current turmoil threatens the future of Yemeni people and may harm distinctive national achievements.

The opposition statement further criticized the authority for continually advancing in the wrong direction, thereby taking the nation toward further crises and congestions. Additionally, it slammed the government for green lighting security personnel's use of force against peaceful protestors in Yemen's southern governorates who voice their concerns and demands via legal means.

In response, the ruling party described the JMP statement as "irresponsible,"

asserting that the opposition parties aren't serious about tackling any national issues and accusing them of instigating violence and fragmentation with the intention of returning Yemen to imamate rule.

The GPC General Secretariat further accused opposition parties of absenting themselves from any serious dialogues intended to discuss and address notable issues within the nation. The ruling party reaffirmed its interest in continuing dialogue with all political parties, including the JMP and civil community organizations, according to the Yemeni Constitution and relevant laws.

Political parties in Yemen, represented by GPC and JMP members, signed an Agreement of Principles on June 18, 2007 to ensure free and fair elections in Yemen. The agreement also focused on dialogue as the most effective means to resolve any real issues.

On the 18th anniversary of Yemen's national unity on May 22, President Ali Abdullah Saleh stressed the necessity of resuming dialogue between the various political parties in such a way that serves the interests of the nation and its people.

Vacancy announcement

CoopI (Cooperazione Internazionale), an Italian NGO working in Yemen since 1998, in the frame of the project "Improvement of Food Security through women empowerment and capacity building in the Governorates of Taiz and Lahaj, Republic of Yemen", funded by EU, is looking for an economical analyst expert for the elaboration and interpretation of dates collected for a market survey.

Main skill requested:

- Economical Sciences Degree
- At least 5 years experiences with International Organization in the mentioned field of intervention
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Dr . Giangavino Milia: milia@coopi.org

or

COOPI Yemen,
P.O Box 1248 Tawahi, Aden,
TEL+967 2 204776, FAX +967 2 201662.

Deadline for submission of applications to COOPI Office is June 15th 2008.

Their News

UPDATE 3-Bin Laden firm plans \$200 bil Red Sea bridge, cities

(Reuters) - A property firm owned by a Saudi businessman from the bin Laden family plans to spearhead a \$200 billion project next year to connect Africa to the Arabian Peninsula with a bridge across the Red Sea, the region's largest infrastructure project by far.

Dubai-based Middle East Development, in which Osama bin Laden's half brother Tarek owns a majority stake, will begin work in 2009 on the project to build two cities in Djibouti and Yemen and a 28.5 km (17.7 mile) bridge, a company official said.

"The bin Laden family is originally from Yemen ... they want to fight poverty, unemployment and connect the Gulf Arab region with Muslim Africa," Issam Halabi, vice president for technical affairs, told reporters on the sidelines of a MEED conference in Dubai on Monday.

The group will invest at least \$10 billion in the project and seek to raise the remainder from other investors and financial institutions.

The bridge, to be the development's centerpiece, will carry vehicles, trains, natural gas and water, Halabi said.

The bridge aims to provide a safe route between the Arabian Peninsula and the Horn of Africa region as the waterway between them is highly dangerous due to Somali pirates.

Somalia has been without an effective central government since the 1991 toppling of a military dictator, allowing anarchy and violence to flourish.

Denmark's Cowi, the consultant on the world's longest, planned causeway linking Qatar with Bahrain, is advising on the bridge.

The bridge will cost \$14 billion, with construction of the entire scheme completed in phases over seven to 15 years, Halabi said.

"We will have seed capital of at least \$10 billion ... and \$190 billion in project finance," Halabi said, adding that private investors would also participate, primarily through build-operate-transfer contracts.

The project has attracted interest from companies including U.S. firms Bechtel and Hewlett-Packard, Sweden's Ericsson and Veolia Environnement of France, according to Halabi.

The company aims to house as many as five million people in Yemen and 1.5 million in Djibouti under the project.

The "Noor" cities will include residential, commercial, healthcare and entertainment areas, Halabi said, and would create about one million jobs.

Yemen, one of the world's poorest

countries, has faced unrest over unemployment and rising prices in the south and renewed fighting between government forces and Shi'ite Muslim rebels in the north.

Middle East Development Singapore (MDED.SI: Quote, Profile, Research) is a unit of Middle East Development.

The firm has projects in Syria, Dubai and Yemen, according to its website.

Freedom House Supports Democracy and Human Rights Budget with Amendments

The next U.S. administration will inherit a \$1.7 billion democracy assistance budget request for the next fiscal year that overall demonstrates a strong commitment to promoting democracy and human rights, according to a new Freedom House special report.

A Legacy of Support for Freedom, an analysis of the Bush administration's fiscal year 2009 budget request for democracy and human rights, urges Congress and the next administration to adopt the request with amendments in two critical areas.

"Freedom House applauds this request to increase funding for democracy and human rights by 20 percent," said Freedom House Executive Director Jennifer Windsor. "Approving this request will provide the next administration, whether Republican or Democratic, an opportunity to redefine America's role in the world and to reiterate our values as a people and a government."

While the 2009 request shows marked improvement over last year's proposal, Freedom House has identified shortcomings that are inconsistent with a world in which freedom has declined for the second year in a row:

- U.S. Democracy Promotion Centers: The request to cut global funding provided by the U.S. State Department's Bureau of Democracy Human Rights and Labor and USAID's Office of Transition Initiatives should be rejected. The DRL and OTI budgets suffer a combined \$11 million drop from the previous year.
- Critical Countries: Requested funding cuts to Russia and China—countries with growing international influence and diminishing freedom domestically—will adversely affect the work of democracy and human rights advocates from these countries. Freedom House urges Congress restore funding for Russia to at least the fiscal year 2008 level

of \$40.6 million and increase funding for China to at least \$20 million. The report, the third in a series of U.S. budget analyses issued by Freedom House, also provides specific regional recommendations. These include:

- Europe and Eurasia: This is the only region in which the administration requested a cut in funding. In addition to restoring funding for Russia, Congress should earmark \$18.7 million for civil society in Serbia to help expand support for pro-European policies amid resistance after Kosovo's independence.
- Near East: Freedom House urges Congress to fully fund democracy and human rights assistance for Egypt and consider conditioning a portion of Egypt's military assistance on political reform. Country specific funding should be provided for democracy activists in the Gulf while Tunisia and Algeria should each receive \$1 million.
- Sub-Saharan Africa: The Bush administration requests a 37 percent increase over the fiscal year 2008 estimated levels for "governing justly and democratically." Freedom House recommends that Congress maintain this funding across the region and allow the administration reasonable budgetary discretion in adapting to dynamic political developments that arise on the ground.
- East Asia and the Pacific: In addition to fully funding China's democracy advocates, Freedom House recommends that Congress restore funding to Timor-Leste in line with the 2008 level of \$7.4 million and match the \$4 million in funding for North Korea called for in U.S. House authorizing legislation.
- Central and South Asia: The administration's request does not adequately acknowledge challenges that democracy advocates face in Central Asia. Freedom House recommends that Congress restore \$4 million in funding for civil society in Kazakhstan and \$4 million to democracy initiatives and civil society strengthening in Uzbekistan.
- Western Hemisphere: Freedom House welcomes the \$20 million requested increase in funding for the region, which recognizes increased challenges for human rights defenders and democracy advocates. However, Congress should add \$2.5 million each for Ecuador and Paraguay to fund rule of law, human rights and civil society

initiatives and appropriate at least \$1 million for human rights work in Venezuela.

Freedom House is an independent nongovernmental organization that supports the expansion of freedom in the world.

Fourth Sana'a International Exhibition hopes to promote investment in Yemen

The Apollo International Exhibition Company, together with the Ministry of Industry and Trade, held a press conference entitled "Real Economic Partnership – Yemen" about the fourth Sana'a International Exhibition for promoting commercial exchange between Yemen and other countries, in the presence of many journalists and local and foreign business executives.

The exhibition, which will run from June 8 - 13, allows local and international companies from different countries to display their products, goods, and commodities so as to open new markets in Yemen. In addition, it aims to create investment and competition among local companies and their foreign counterparts.

Omar Al-Nahmi, the Marketing Manager of Apollo Company for International Exhibitions, said, "The exhibition has great importance as it collects various products from international companies. We devote ourselves to drawing as many foreign companies as possible in order for them to find local agents for their products in Yemen."

He went on to say, "For the fourth time, it is considered an annual commercial and economic activity between the Yemeni state and the private local and foreign sector to exchange business and trade.

The show includes different sections like Kuwaiti, Egyptian, Turkish, Tunisian, Sudanese, Greeks, Jordanian, Syrian, Italian, and Yemeni banks and companies." Al-Nahmi called on all businesses to visit the show to meet their counterparts and discuss commercial exchange.

Fadhli Hussein, the General Manager of External Trade in the Ministry of Industry and Trade, mentioned that the ministry will organize and support the exhibition for the sake of international commercial exchange.

"The most important thing we do is that we facilitate private local and foreign commercial issues, such as tax, transport, promotion, and security," he said.

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Continued from page 1

Houthi resort to guerrilla warfare

This is the second time Parliament has voted to rescind the ruling party member's immunity, as the Qatari-brokered mediation late last year between the Yemeni government and Houthi rebels canceled a previous parliamentary decree issued in early 2007 that rescinded Al-Houthi's immunity.

This most recent decision came after Yemen's minister of justice submitted a letter to Parliament asking to rescind the MP's immunity, accusing him of participating in forming an armed gang, spurring armed disobedience and inciting noncompliance to the law.

For his part, Yahya Al-Houthi

describes the Joint Meeting Parties' position toward the nation's turmoil as both "national and honest." He says to the opposition coalition, "Because you favor national interests, you've refused to back the authority against us and you've refused to join the government-initiated dialogue, which is expected to be an exchange of accusations and nothing more."

He continued, "We support your position and we want to join you in peaceful struggle to persuade the regime to cancel its military dictatorship and acknowledge a peaceful transfer of power via free and fair elections."



Invitation for General Bid NO. (1) 2008 year

The TV and Radio General Corporation declared its interest in inviting for general bid number (1) 2008 year for designing, importing, supervising installation, checking, operating, confirming, submitting, and guarantee of Perfect Information Net with its stuff.

All the interested specialist companies, industries, and accredited agents apply with their written request for this bid during the official work time to the following address:

The TV and Radio General Corporation – General Administration for Projects - tel: (01/230751)

For buying and having the entire bid documents with receipt: (500 \$) non refundable. The deadline of selling the documents is: 16/7/2008.

The file should be enveloped and sealed with the red wax and submitted to the secretary of bids and out-bids committee of the corporation. The file should be addressed with name of the authority, the name of the project, the number of the bid, and the name of the applicant, and the file should include all the following documents:

- 1- Submitting unconditional banking warranty with amount 4.000.000 Y.R. valid for 150 days starting from the day of opening the files or by a payable check.
- 2- Submitting a copy of the taxing card valid 2008: all the foreign bidders, who don't work, submit a copy of the register documents for extra cost taxation from their countries.
- 3- Submitting a copy of the insurance card valid for 2008 year (the insurance cards are only requested from those companies which have assets in Yemen and have the right to utilize from the revenues given from the general corporation for social insurance in Yemen).
- 4- A copy of valid certificate of registration and classifications
- 5- The deadline of receiving the documents and opening the files at 11:00 am on Tuesday morning 22/7/2008 at the main branch of the corporation.

ATT. Conference will be held to ask for details and require about the tender at 11:00 on Saturday Morning 12/7/2008.



IMMEDIATE JOB OPENINGS

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SEPOC is the Republic of Yemen's leading national oil and gas Company. It is the upstream Operator of Yemen's premier Marib Block (18) and largest and second largest producer of gas and oil in the country respectively.

SEPOC is embarking on an aggressive growth plan. As part of its expansion project, SEPOC is currently seeking to expand its workforce by hiring the following talented, qualified and dedicated professionals who desire a fulfilling and rewarding career with a growing and outstanding organization:

1. Job Title: Mechanical Technician
2. Job Title: IT Analyst
3. Job Title: Application Project Team Leader

Job Details of the above and other positions are posted on 'Careers' at SAFER'S Website: www.sepocye.com.

To apply and process your application and CVs online for the above positions, please visit SAFER'S Website.



Company Profile

Felix Airways is a startup passenger airline based in Sana'a. Felix will serve the domestic Yemen market and some selected regional locations. The company is owned by the Islamic Corporation for the Development of the Private Sector and Yemenia Airlines. Felix will be launching its first flight in about three months. We are currently seeking candidates to fill three important positions within our Finance & Accounting Department:

Revenue Accountant

Job Description

- Responsible for all revenue accounting activities
- Research and audit unreported sales, duplicate usage, and other ticketing issues
- Make accurate corrections to the ticket database to insure proper accounting
- Audit tickets and issue debit memos.
- Ensure accurate and timely submission of reports

Requirements

- University degree in Accounting
- Comprehensive knowledge of revenue accounting procedures
- Minimum two years of travel industry accounting experience
- Airline revenue accounting experience extremely helpful
- Proficiency in Excel

Treasury Associate

Job Description

- Maintain proper bank balances and relationships; carry out bank reconciliations
- Forecast cash flow and effectively manage cash resources
- Handle petty cash
- Negotiate insurance rates and track claims

Requirements

- University degree in Finance or Accounting
- Three or more years experience in a corporate treasury role or at a commercial bank
- Proficiency in Excel, Word, and PowerPoint

Accounts Receivable Supervisor

Job Description

- Ensure timely collection of all receivables
- Track customer credit worthiness and initiate recovery actions as required
- Manage staff of one accounts receivable clerk

Requirements

- University degree in Accounting
- Previous accounts receivable experience
- Minimum three years accounting experience in the travel industry
- Proficiency in Excel
- Airline accounting experience helpful (but not required)

Other Criteria

- All three positions will report to the Accounting Manager
- Candidates must be fluent in written and spoken English

To Apply

- Qualified candidates should email their C.V. in English to alahmadi@felixairways.com or ibrahim@felixairways.com
- Please mention your salary expectations in your email and put the job title in the subject line
- Deadline for applications: 18 June 2008.

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Youth: Fast food won't replace traditional dishes

By: Hatem Qubati
hatemqubati@hotmail.com
For The Yemen Times

Most Yemenis prefer traditional foods, especially those in rural areas where they adhere more to their customs and traditions than others, but fast foods like hamburgers and pizza are gaining popularity among younger Yemenis.

Several young men surveyed preferred eating fast food for the morning or evening meal, often going to fast food restaurants just to spend time with their friends outside of the house.

Though some of the people surveyed remained loyal to their traditional foods such as malouj (bread), lahooh, aseel and salta and didn't know much about fast food, many of them liked the convenience of fast food, even if it wasn't healthy.

Younger women liked traditional foods and frequently cooked them for their families, but some said they like to eat fast food because of its convenience when they are burdened with other responsibilities. Young women also prefer eating fast food when gathering with their friends and families at parks and gardens.

Abdurabu Al-Salami, 22, student

I prefer traditional Yemeni foods like salta, fahsa and aseel because I've known them since early childhood. Also, it's better for me to eat these instead of fast foods like burgers, sandwiches, pizza, etc.

Nader Al-Qirshi, 24, student

I actually prefer both traditional and fast food. When I eat traditional foods, they are so delicious, but when I want a change, I eat fast food. Actually, both are delicious, but fast foods are no more delicious than traditional ones.

Abdullatif Ali Saleh, 24, recent graduate

If I talk about foods in general, traditional foods are better than any other food, but when I'm bored with traditional foods, I eat fast food.

For example, if I only eat traditional foods for a week or two, I feel that I want a change, and vice versa, because everyone wants to change his or her food, just as his or her style of clothing or lifestyle.

Abeer Hassan Al-Madwali, 22, recent graduate

I prefer traditional foods because they are cleaner and healthier than other foods. Fast food usually is full of cooking oil, so it may have bad effects upon the health.

I also prefer traditional foods because I have the ability to cook them well.

Naseem Ahmed Dhaifallah, 22, student

I think fast foods such as sandwiches, potatoes and broast (a meal of fried chicken, French fries and bread), etc. are better because they're easier to cook and take little time.

They're the best solution while I'm still a student and have more responsibilities.

Arzaq Jamal Al-Ansi, student

In some cases, I prefer traditional foods because I've loved and used to eat them since childhood.

However, I sometimes prefer eating fast food, especially if I go to a restaurant or park with my family, because it has a special taste.

Amal Mohammed Atia, student

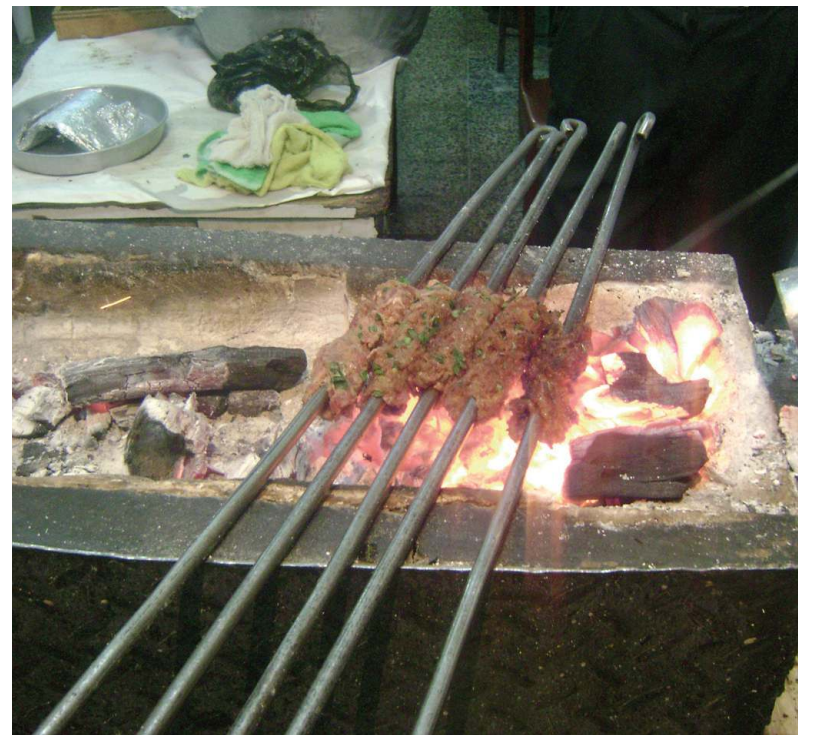
I prefer traditional foods because they're healthier than fast food.

Muna Abu Al-Nadish, 22, student

I prefer traditional foods because they're



Foods like hamburgers, pizza and candy might be quick and tasty, but are full of calories, cholesterol and fat. Photo courtesy of the Center for Disease Control at www.cdc.gov.



safer and cleaner than other foods. Some people may prefer fast food, but not always and only in necessary situations.

Zaher Abdu, 45, owner of Al-Zaher Salta and Fahsa restaurant on 20th Street

People come here to eat salta and fahsa, particularly on Thursday and Friday, because Yemenis prefer eating good food before going to chew qat. Most of my customers are male youths and elderly men.

We're only open at lunch because people don't eat salta or fahsa for breakfast or dinner, only for lunch.

Sedqi Al-Selwi, 30, owner of Al-Selwi traditional restaurant on Hail Street

Customers come to my restaurant every day at noon for lunch, which is the most important meal for Yemenis. However, for breakfast and dinner, they eat fast food such as khameer (fried bread), sandwiches, etc.

Mohammed Al-Odaini, 36, owner of Al-Baraka cafeteria on Al-Dhairy Street

My cafeteria is open all night because the number of customers increases at night until the morning. However, I close during the day because there are no customers because they go to restaurants.

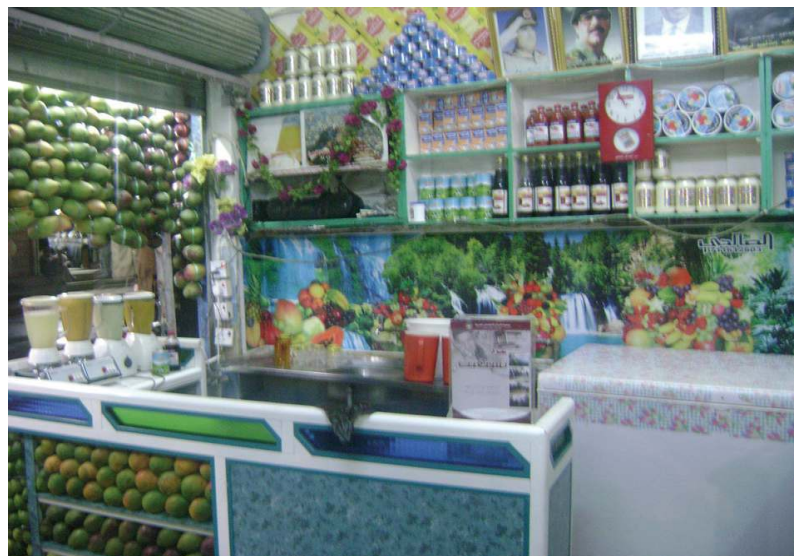
Eighty percent of my customers are Sana'a University students aged between 19 and 33.

Advertisement for Expressions of Interest (EOI) for Consultant Services for Tender No. 15 / 2008

Extension of the Deadline for Receiving EOI Documents

The Local Water And Sanitation Corporation Aden Governorate (LWSCA) has decided to extend the dead line for receiving documents for the expression of interest for the above mentioned tender to Saturday 14th June 2008. The documents will be opened on Sunday June 15th, at 11:00 a.m. at the office of the General Manager of the Local Water and Sanitation Corporation Aden (LWSCA) Crater – Aden, Queen Arwa Road. All other data, terms and conditions remains as per previous advertisements appeared in the following news papers on the dates mentioned.

- Al-Thawrah on 13th, 27th and 29th May
- 14 October on 12th, 13th, 25th and 26th May
- Yemen Times on 15th, 19th, 26th and 29th May



برنامج : المرأة المديرة

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Words of Wisdom



Gentlemen, Yemen does not need more money! It needs a system. Yemen needs accountable officials, and it needs people with some decency in the way they work. If the IMP, World Bank and other organizations pump loans into Yemen, where will it go? More importantly, how will it be paid?

Prof. Abdulaziz Al-Saqqaf,
(1951 - 1999)
Founder of Yemen Times



OUR OPINION

To be...or not to be?

The Yemen Times daily receives letters and mail from its readers, who sometimes also communicate by telephone, while others visit our establishment – not just to share their thoughts and issues, but also to comment and criticize.

Reader opinions are always the source and measure of any progress a newspaper has achieved, as many of these opinions are taken into consideration regarding the paper's short- and long-term planning, particularly those that can be applied to its budget and policies.

However, two comments recently attracted my attention strongly, not because they were direct criticism of the editorial management, for which I'm currently responsible, but because such comments caused me to think deeply about how readers (particularly those in the Arab world) receive, comprehend and analyze their media.

The first censure came from a Yemeni journalist who attacked the Yemen Times' "female management," saying that the two women's interests (meaning the editor-in-chief and myself, the managing editor) have negatively impacted the newspaper's policies. He went on to say that the newspaper has become more interested in women and children's rights, thereby ignoring political coverage, which he considers more important.

Regardless of this journalist's view of our "female management" and regardless of his lack of information (by the way, he doesn't speak any English) regarding the Yemen Times' constant coverage of political events such as the Sa'ada war and political strikes – regardless of all of these, his emphasis on the importance of political issues over human rights issues made me think about the role of the media in our country.

Unfortunately, focusing on political events such as government achievements or opposition parties' criticism occupies huge space in Yemeni media coverage, while humanitarian issues are relatively few and far between. Moreover, some newspapers politicize such humanitarian cases by blaming the government or the president, who is supposed to be responsible for everything.

I'm not saying that politics isn't important, but journalists should bear in mind that they aren't merely tools in the hands of politicians. Additionally, they should cover such issues to help those people whose voices are barely heard, not by taking a political position or attitude, but by adopting these cases and addressing the real problems, whether social, cultural or legal.

The second comment came from a Sana'a university student who visited the Yemen Times with 24 other students. After touring the premises and discussing journalism, the 23-year-old stated that he noted an "insignificant error in the Yemen Times' news coverage which may influence its credibility."

Such a statement not only attracted my attention, but also alerted my senses to discover what this "insignificant error" was that's threatening our credibility.

"When your reporters cover a news story, they keep quoting other sources instead of telling us who we should believe or what's right or wrong," said the student, who later understood that the Yemen Times is an independent newspaper that doesn't take sides in its coverage.

Additionally, professionally speaking, a news reporter's mission isn't to give his or her opinion, but to cover and report an event objectively.

This student's comment came from his appreciation of some Yemeni newspapers' coverage of certain news events.

I don't blame the student, who has the right to choose and appreciate any style of writing; rather, I blame our nation's media, which takes readers' right to decide and attempts to direct them to become receivers of information that can easily be manipulated.

It's healthy to have government, opposition and independent newspapers, which promotes the democratic concepts of freedom of speech and expression. However, being a journalist doesn't mean that will make you a judge who can impose his or her rule upon readers by adding opinion in news items, considering such opinions as a perfect analysis of the situation.

Such attitude by opposition journalists, and even journalists work in the official media, not only is unprofessional, but also exposes the journalist's bias.

While these two comments don't necessarily reflect the thoughts and opinions of all Yemen Times readers, they do highlight the relationship between the media and their audience and how each one can influence the other's attitudes.

Amel Al-Ariqi
Managing Editor

Ongoing conflict eliminates solutions to pressing issues

By: Abdulbari Taher

The opposition and authority share the same issue, as their conflict remains open and not limited to certain national issues that may ultimately lead both sides to sit on one table and discuss these pressing issues with the aim of coming up with a national vision to resolve the current political turmoil. People have become frustrated as no notable progress has been made on the front of suggesting solutions to the pressing national issues.

In December 2008, Joint Meeting Parties (JMP) presented a broad vision, which appeared to be similar to a political speculation, and named it 'Comprehensive Political Reform Project'. JMP demanded the authority converse with its leaders in light of this project, but as both sides showed differing viewpoints over the project, it remained unimplemented until people seemed to be outperforming the opposition in listing demands for the government to meet.

As a result, the opposition coalition found itself obliged to announce what it called 'National Deliverance Initiative', which it distributed to its regional offices as an initial step for having this

initiative declared.

The initiative remained secret, which is why it failed to achieve its sought-after objective while JMP leaders ignored it. On the other hand, President Saleh presented a presidential initiative, which he viewed as a presidential precedent that may represent a radical change, not only in the political system's form, but also in its tools. This is what hadn't been considered by JMP, which was heavily influenced by the Islah Party for reasons that have nothing to do with other JMP members.

The presidential initiative evaporated and was replaced by the gubernatorial election, which though modest it is, some opposition Parliament members took part in drafting its law but refrained from voting for it.

Rejection means willful waste of time and effort:

An absolute rejection without any ready-made alternatives means willful waste of time and effort since it leads to creating further crises not to suggesting workable solutions, thereby limiting the number of available options. The JMP member parties unanimously called for numerous sit-ins and



By: Abdulbari Taher

protests in solidarity with South Yemen's issue. Despite dissimilar enthusiasms for the call on the part of the Islah Party and other members in the opposition coalition having realized that massive arrest campaigns are launched against their leaders, JMP-organized sit-ins turned to protest against detention of opposition activists.

In this regard, one can notice that the arrest campaigns targets Yemeni Socialist Party (YSP) leaders and members, as well as peaceful protest activists while Islah leaders escape such arrest campaigns. Even if some of the Islah party leaders or members are held captive, they are hurriedly released under the so-called public pressure like what happened in Dhalea and Taiz governorates. This pressure did not help release detainees who don't affiliate with the Islah Party.

At this point, it is impossible to

talk about redlines, which the relevant sides agreed not to exceed their limits. Consequently, other detainees are not considered strugglers. They are secession instigators, who should be punished not defended.

YSP is lying between hammer of the authority that spares no effort in an attempt to divide the party and anvil of those whom YSP Secretary-General Yasin Saeed Numan named as 'small project proprietors'. Although Numan never submitted to pressures exerted by both sides, he continued talking about the unity as a historical project of the YSP and defending it since he sees it as the cornerstone of a better future for Yemen.

Like states, when parties grow, their burdens and responsibilities multiply and their accounts increase. This applies to the Islah Party whose concessions made to the authority are less harmful than escalating protests that may lead to bad consequences.

In addition, the Islah Party is no longer that introvert group of which the fans and grassroots obey their leaders in all the circumstances. Within this party, one can realize the formation of contradictory visions, interests and directions between Salafi groups extremely engaged in extremism and other enlightened groups

having strong faith in politicization as one of the instruments to achieve a long-term goal. In the meantime, the authority has notable influence on both groups.

The Islah Party leaders seemed to be perplexed by positions adopted by other leaders, which they see as never serve the new liberal thinking. Therefore, Senior Islah Party leaders expend great efforts in introducing the new liberal thinking to their allies inside the country and friends in the outside world. Of these examples is that Islahi leaders constituted groups to 'promote goodness and prevent evilness'.

Extremism shown by Islah affects the party's relation with influential tribal leaders, particularly those who receive regular salaries from the government. The tribal leaders predict that the Islamists' extremist behaviors may harm their interests. This fact obliged the Islamist party to encourage these tribal leaders to join the National Solidarity Council, chaired by Sheikh Hussein Al-Ahmar, which may generate income for the tribal leaders.

Abdulbari Taher is a Yemeni Journalist and the former chairman of Yemeni Journalists Syndicate.

Source: Al-Wasat Weekly

School of National Wrath

By: Jamal Al-Awadhi

In Yemen, we hear many people talking about the democratic course. They say: "Yemen is a democratic country." However, this implies a kind of exaggeration that may not be in favor of developing such a democratic course. So, we have to make sure that Yemen's leadership had chosen such a course toward democracy, based on the "democratic experience", which in turn requires much time to be established, as well as to implant its roots deep in the process of economic, political and social development.

In a country like Yemen, which suffers the consequence of illiteracy, backwardness, ailing economy and rare resources, coupled with the spread of financial and administrative corruption, it is good to deal with the Yemeni progress toward democracy in the framework of the democratic experience. All the developing countries, which announced the democratic course, exercise the democratic experience, however they are not democratic in nature.

In contrast with many countries that enjoy good democratic course, Yemen, with all its consequential sufferings, is labeled among the developed countries in the sense of its democratic experience that allowed a considerable scope for freedoms. As Yemen exercises the experience of growing democracy, this means that the country has not reached the limit of perfection. It still is in a difficult stage that necessitates solidarity and cooperation between all Yemenis including authority, opposition, civil community organizations and independents to help establish and develop the country's democratic experience.

Really, I don't agree with those who exaggerate in the description of political and economic situations as they say

these situations are good. I have a different viewpoint from those who describe situations in Yemen as gloomy leading the country to catastrophe. Such wrath is unbelievable.

Democracy requires hard work and joint efforts, and not merely frustrating words of praise or criticism. When we analyze the situation with logic not malice – with moderation not extremism, we find that we are in a phase with its special problems, like any other country going through a new stage and experience and facing the problems of each stage, part of them (problems) can be cited worldwide, another part is experienced in the developing countries while the third part is associating with the country itself.

In one of its articles about "The School of Wrath", the late Egyptian writer Ahmad Baha Addin said: "every nation and every generation should be enraged by everything in life until it obtains the motive to develop and progress forward. But when the matter changes into the black wrath with everything in our past, present and future, we have to seriously confront this ailing phenomenon and convert the way it is perceived and understood."

The writer gave a thorough description and applicable name to the enraged people who deal with the real-life situation and its requirements only with more wrath and malignance.

The one who reads the writings of pessimistic people or listens to opposition figures, he/she may bear in mind that Yemen was the worst country throughout the world, and that it is the only country that experiences corruption, illiteracy and poor economic and political development. They have forgotten the acceptable reasonability that Yemen is a poor and developing country suffering economic and financial corruption, and that the state work hard together with the society to

eradicate corruption with modest means. They have forgotten the fact that reaching progress is not impossible if everyone works hard with loyalty and seriousness.

Any progress has a value and each development stage brings new problems, but the situation requires the state and society to work hard to reach new solutions to these problems.

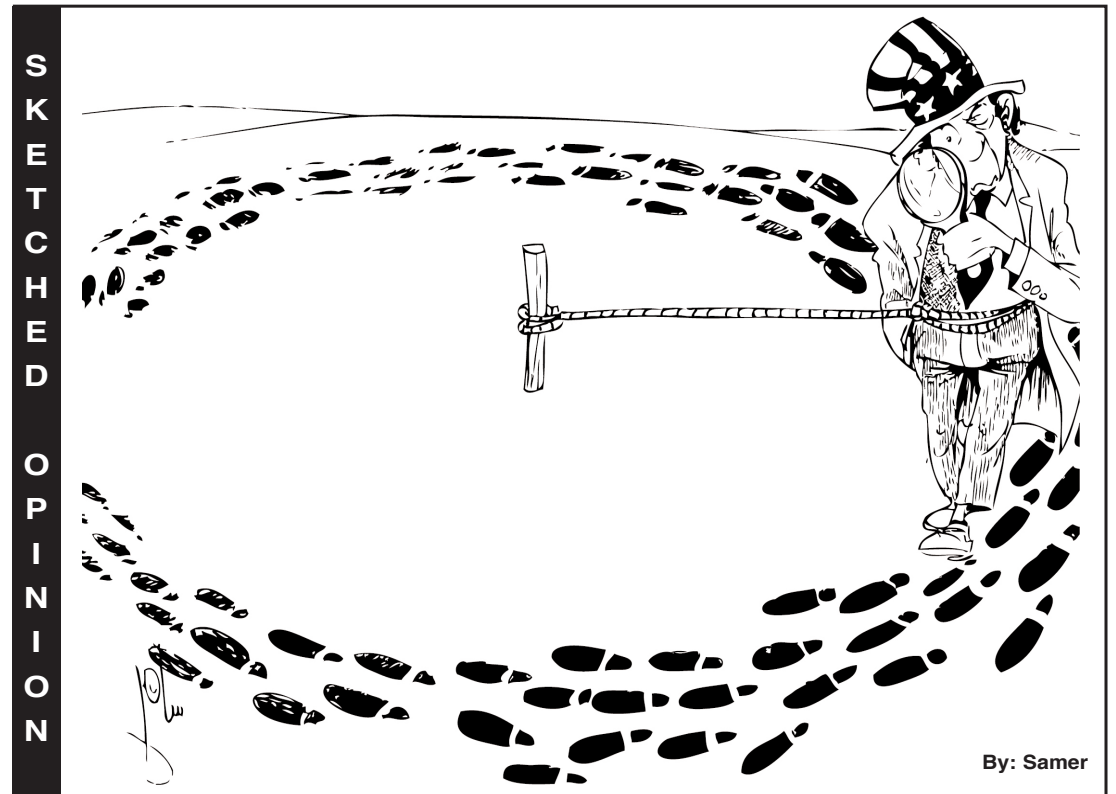
It is difficult to compare ourselves and situations with Europe and the U.S. that went through many difficult stages and hardships until they reach their current level of development. We should not forget that we have a poor and developing country, whose north part

was enslaved and south part was occupied for centuries and is currently passing through a hard stage toward democracy that necessitates solidarity and cooperation of all. Constructive efforts must be pursued by the state, opposition and civil community to help them all attain one goal and unified vision in the framework of comprehensive development to reach all citizens in rural and urban areas as well. During their hard work toward the one goal and unified vision, these entities (state, opposition and civil community) have to shift attention away from the schools of wrath and blind malignance.

We all admit our mistakes, but the

best thing is that we should correct these mistakes and deal with them with logic and reasonability to suggest convenient solutions. We must not display mistakes and increase them. Away from tension and malice, we don't want our youth to fell a prey to despair and frustration, which in turn lead to bad consequences that are not in line with the national interests and harm reputation of Yemen's peaceful society. It is not more than a simple call for a better future for us and the generations to come!

Jamal Al-Awadhi is Editor-in-Chief of YemenOnline.info
Source: Yemenonline.info



By: Samer

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Yemen Press Review



Al-Sahwa Weekly, Mouthpiece of the Islah Party
Thursday, June 5, 2008

Top Stories

- Head of Islah Party's Parliamentary Caucus: Supreme Commission for Elections doesn't concern Parliament, we will not take part in relevant amendments
- Passengers compelled to stay in Socotra for a longer time due to lack of flights
- Yemeni citizens detained in Guantanamo speaks to their families by phone for the first time
- JMP blames authority for failing to address pressing issues

The weekly reported that Yemen's main opposition coalition Joint Meeting Parties (JMP) has stressed the necessity of resuming effective dialogue between political forces, holding the Yemeni authorities responsible for failed results of talks which could have rescued the state from several tragedies and crises. JMP accused the authorities of closing constructive dialogue doors, clinging to power and not bearing responsibilities towards crises the nation is experiencing.

The opposition coalition further called for holding all-out national meeting including all political, social figures, representatives of civil society organizations and intellectuals have strong faith that political reforms can be achieved only thorough dialogue.

According to JMP, the ruling party's vision on dialogue with its members parties, which was released recently, is merely meant to declare a certain position in the face of political life in Yemen via which the ruling party wants to justify the current turmoil and dire situation in the country due to his unserious position about dialogue.

Responding to what is called 'General People Congress's vision on dialogue with JMP member parties, the opposition coalition said that the recent document released by the ruling party is merely a political statement via which the GPC leadership attempts to involve JMP in the problem, caused by its failed policies.

During a news conference held at the premise of Yemeni Socialist Party (YSP) this past weekend, JMP reaffirmed the necessity of the idea of dialogue generating from within the ruling party, which is responsible for the current crisis.



26 September Weekly, Organ of the Yemeni Army
Thursday, June 5, 2008

Top Stories

- President Saleh praises role of military and security institutions in maintaining security and stability nationwide
- Opposition parties not committed to Agreement of Principles they signed with ruling party
- World Food Program urges Yemeni government to control soaring food prices
- Al-Houthi promised to help us travel to the U.S. if we support him, say young rebels

The rebels who have surrendered themselves in to the Yemeni authorities in the district of Bani Huseish claimed that loyalists of Abdulmalik Al-Houthi told them they can travel to the US if they fight the

government forces, the Yemeni army's organ reported in a front page story.

The Saba-run alsysiah newspaper quoted those who surrendered themselves as saying they were also informed they would enter paradise if they were killed.

According to the weekly, those who surrendered said that Houthi loyalists came to them while chewing Qat and distributed publications and CDs inciting a rebellion against the government.

They said many of the rebels who fought the troops were youths who dropped out of school and their posts after the Houthi loyalists incited them against the government.

While being in security custodies, these youths, who were backing Houthis in their fight with government troops, have expressed their regret for fighting the forces and called on the rest rebels to hand themselves in.

The government forces have been fighting the rebels in the volatile northern province of Saada for more than four years.

Recently the military operations against the rebels and the loyalists of the rebel leader Abdulmalik Al-Houthi have expanded to two more provinces.



Al-Ahali Independent Political Weekly
Tuesday, June 3, 2008

Top Stories

- Transforming Supreme National Anti-Corruption Authority (SNACA) into a government institution will be real tragedy, says SNACA member
- Ruling Party parliamentary caucus head accuses Islah Party of supporting Houthis
- Parliament Speaker: No need for more charges between parties amid worsening security situation
- Tense relation between ruling party and opposition over Sa'ada crisis

The report touched upon reconciliation efforts expended by the neighboring governments of Qatar and Saudi Arabia to end ongoing conflict between the army and Houthis in Sa'ada and other areas in Amran and Sana'a governorate. The report also included information to engage Yemen's opposition parties in the mediation efforts in order not to fail.

According to the report, due to tense relations between the authority and government, efforts expended by Shoura Council Chairman failed to establish good communication with JMP leaders to resume dialogue after Dr. Abdulkarim Al-Eryani quit the job.

The ruling party held JMP accountable for evading the dialogue while Minister of Local Administration Abdulkader Ali Hilal stepped up serious efforts to bring opposition and ruling party's viewpoints together through his own style, the weekly went on to say.

The GPC General Committee held a two-day meeting during which participants slammed JMP leaders, particularly Yemeni Socialist Party (YSP) Dr. Yasin Sa'eed Numan. They harshly criticized the Islah Party that refused to be used against Houthi's crisis or make concessions with regard to governors' elections despite big offers to the party.

According to the weekly, "A security report was submitted to the ruling party's General Committee last Sunday disclosing JMP leaders' meeting in the presence of NDI Country Director at the Late Jarallah Omar's Forum on Friday, May 30." It

added that the report included instigations against NDI Director and depreciated his viewpoints made at the forum.

The report revealed that relations between Yemen and the United States are tense over the U.S. Administration's allegations that Yemeni government has signed a secret deal with Qaeda Organization. Following such accusations, Qaeda comrades fired katyusha rockets in Aden city but they missed their targets.

A few days earlier, European Union met JMP leaders to recognize their position about gubernatorial elections that took place on May 17. EU told JMP leaders that it did not release its final report on Yemen's most recent presidential elections of September 2006 because it has not obtained detailed vote results from governorates.



Al-Methaq.net, affiliated with General People Congress (Ruling Party)
Wednesday, June 4, 2008

Top Stories

- President Saleh attends funeral of great revolutionary Abdullah Fishi
- Government forms committee to diagnose public money wastes, suggest workable solutions
- Head of GPC parliamentary caucus: Supreme Commission for Election and Referendum will be formed within Parliament's current session
- GPC announces vision on resuming dialogue with JMP

General People's Congress (GPC), the

ruling party in Yemen announced Monday its vision on resuming dialogue with the Joint Meeting Parties (JMP) once again in light of the JMP response to a call made by President of the Republic Ali Abdullah Saleh in his address on the 18th National Day directed to the political parties, the website reported. It went on to say that Saleh stressed the adoption of dialogue as a civilized way for dealing with all the issues that concern the homeland according to the Constitution and effective laws placed in effect.

In its vision in this regard, GPC concentrated on certain determinants of the dialogue represented by standing as one rank by the constitutional legitimacy against the elements and secessionist calls and enhancement of the national unity. It also invited all the political parties and organizations to resolutely stand against the sedition inflamed by Al-Houthi, and those supporting him

internally and externally.

The GPC's vision regarding dialogue included a number of issues presented for dialogue, more important of which are the draft constitutional amendments, formation of the supreme commission for elections & referendum, and amendment of the elections law that would help create suitable atmospheres for holding the upcoming parliamentary elections on time.

According to the website, as part of its vision, the ruling party also stressed the necessity of unanimously agreeing on stopping the media campaign that would not serve the national interest. The GPC vision mentioned, "The GPC views the importance of commitment to the constitution and the effective laws, plus the implementation of the agreed-upon issues as part of the dialogue with JMP members and those issues that still remain unsolved.

إعلان عن فتح باب الترشيح لجوائز المرحوم الحاج هائل سعيد أنعم للعلوم والآداب ، الدورة الثالثة عشرة لعام ٢٠٠٩م

عليها اسم المرشح
٩ - أن يكون الإنتاج المقدم للترشيح مطبوعاً ، مع إرفاق قرص مرص CD
١٠ - لا يعاد الإنتاج المقدم إلى مرسله سواء فاز المرشح أو لم يفز .
١١ - لا تقبل الاعتراضات على قرارات المؤسسة بشأن منح الجائزة .
١٢ - تقبل الترشيحات لغاية ٢٣ نوفمبر ٢٠٠٩م كحد أقصى .
التحكيم :
يتم عرض الإنتاج المقدم للجائزة على لجان تحكيم من ذوي الاختصاص من الباحثين برتبة أستاذ أو من الشهود لهم بالكفاءة والخبرة الطويلة في مجالهم العلمي والأدبي وموضوعيتهم في التقييم والتحكيم وذلك بواقع ثلاثة أعضاء لكل مجال من مجالات منح الجائزة ، وتعتبر قرارات اللجان نهائية بعد اعتمادها من مجلس الأمناء .
الجوائز :
تخصص المؤسسة في كل مجال من المجالات المذكورة جائزة مالية بقيمة (٥٠٠,٠٠٠ ريال) مليون ونصف مليون ريال يعني ، كما تقدم مع الجائزة النقدية شهادة ودرع الجائزة للفاضلين في حفل يبرعها رئيس مجلس الأمناء وزاوية ويتم الإعلان عنه في وسائل الإعلام المختلفة ، كما تستضيف المؤسسة الفاضلين عند حضورهم حفل توزيع الجوائز وتتحمل تكاليف السفر والإقامة .

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مؤسسة السعيد للعلوم والثقافة
مجلس أمناء جائزة المرحوم الحاج هائل سعيد أنعم للعلوم والآداب
عناية: مديرعام المؤسسة ، أمين عام الجائزة
تنز - الجهورية اليمنية
ص.ب: ٥٩٦٢ - تليفاكس: ٢١٧٣٦٦ - ٤٠٩٦٧
البريد الإلكتروني
E.Mail: alsaeedlib@y.net.ye

٢ - أن يكون المتقدم لنيل الجائزة يمتياً أو عربياً
٣ - أن لا يكون المتقدم قد نال جائزة عن الإنتاج المقدم من أي جهة أخرى وتندرج ضمن هذا رسائل الدبلوم العالي والماجستير والدكتوراه .
٤ - أن تراعى الأعراف الأكاديمية والعلمية في الأعمال البحثية والإبداعية المقدمة للترشيح ، مع إعطاء أهمية خاصة للبنود التالية:-
أ- الأصالة والمنهج وأسلوب العرض .
ب - الإضافة إلى المعرفة إضافة جديده .
ج - اللغة ودقتها .
د - المصادر التوثيقية والمرجعية وحدائتها وعلاقتها بموضوع العمل .
هـ - مدى إسهام العمل على الواقع اليمني والعربي .
٥ - تقبل المؤسسة طلبات المتقدمين وترشيحات الجامعات والهيئات العلمية والإبداعية القائمة بالبحوث والدراسات العلمية والإبداعية .
٦ - يجوز للفاضلين بإحدى جوائز المرحوم الحاج هائل سعيد أنعم للعلوم والآداب في السابق التقدم للمسابقة في التخصص نفسه أوفي تخصص آخر مرة أخرى ، وكذا الذين لم يحالفهم الحظ فيقسم لهم بدخول المسابقة بشرط أن يقدموا نتاجاً جديداً غير الإنتاج السابق إضافة إلى توافر الشروط الأخرى .
٧ - تتضمن مسوغات الترشيح :
أ- السجل العلمي أو الإبداعي للمرشح .
ب - نبذة مختصرة عن حياته ونتاجه ومبررات ترشيحه لنيل الجائزة .
ج - أربع نسخ من كافة الوثائق والعلوم الأخرى المذكورة في النموذج المتوفر لدى الأمانة العامة للجائزة ، والذي من الضروري التقيد بتعليمات ملته لتسهيل عمل الحكمة .
٨ - أربع نسخ من البحث أو الإنتاج المقدم لنيل الجائزة على أن تكون ثلاث نسخ منها غير مدون .

قرر مجلس أمناء جائزة المرحوم الحاج هائل سعيد أنعم للعلوم والآداب فتح باب الترشيح للجائزة للعام ٢٠٠٩م ، الدورة الثالثة عشرة لكافة الأساتذة والباحثين والأدباء والادباء والمتخصصين في مجالات العلوم الطبيعية والاساسية والتطبيقية والتكنولوجية والتنموية والإبداعية الأدبية ، وذلك تجسيدا لتهجه وأمانيه في رفعة مجتمعه وتطويره وتخليدا لمآثره الخيرة في كافة مناحي الحياة ، وقد قررت مؤسسة السعيد للعلوم والثقافة ، ومجلس أمناء الجائزة أن تكون موضوعات الجائزة لهذا العام في المجالات والحوار الثمانية التالية :
١ - جائزة العلوم الطبية : الأورام السرطانية في المجتمع العربي ، أسبابها ، مدى انتشارها ، والتدابير الوقائية والعلاجية .
٢ - جائزة العلوم البيئية والزراعية : المخلفات وإعادة تدويرها ، طرق ووسائل مبتكرة .
٣ - جائزة العلوم الاقتصادية : المشروعات الصغيرة ، دور الجهاز المصرفي في تمويلها ، ودورها في مكافحة الفقر .
٤ - جائزة العلوم الإنسانية والاجتماعية والتربوية : التعليم الأساسي والثانوي العربي ... الواقع والآفاق .
٥ - جائزة العلوم الإسلامية : الخطاب الإسلامي المعاصر في مواجهة التغيرات العالمية .
٦ - جائزة الإبداع الأدبي : النقد الشعبي ، أدبا ، نثرا ، وشعرا ، للأحوال السياسية .
٧ - جائزة الهندسة والتكنولوجيا : مشكلة المياه في المدن الرئيسية وسبل معالجتها .
٨ - جائزة الآثار والعمارة : المواقع الأثرية والمعالم التاريخية ... الحماية والاستثمار السياحي .
ضمن الشروط الآتية :
١ - المسابقة مفتوحة لكافة الأساتذة والباحثين والمتخصصين والأدباء الذين قاموا بعمل بحثي علمي متميز أو ذي قيمة اجتماعية ، وإبداع أدبي خلاق .

تنبيه

موضوعات التنافس على الجائزة ، الدورة الثانية عشرة ، لعام ٢٠٠٨م

- ❖ جائزة العلوم الطبية :- نقص المناعة المكتسبة ، ظاهرة الانتشار في اليمن ، وسبل معالجتها .
- ❖ جائزة العلوم البيئية والزراعية :- تأثير نظم الري الحديثة على استهلاك المياه في اليمن .
- ❖ جائزة العلوم الاقتصادية :- البطالة - إسهام القطاع الخاص في معالجة هذه الظاهرة .
- ❖ جائزة العلوم الإنسانية والاجتماعية والتربوية :- دور المرأة الريفية في التنمية .
- ❖ جائزة العلوم الإسلامية :- التطرف : الصراع المذهبي .
- ❖ جائزة الإبداع الأدبي :- فن المقال في الأدب اليمني .
- ❖ جائزة الهندسة والتكنولوجيا :- مدى ملائمة نظام الرقابة الداخلية لمتطلبات التحول الى الرقابة الإلكترونية .
- ❖ جائزة الآثار والعمارة :- مساجد القرن الأول الهجري في اليمن .

ملحوظة :
١ - تنطبق كافة الشروط العامة للجائزة والمعتمدة في كل الدورات على هذه الدورة .
٢ - يعتبر تاريخ ٢٣ نوفمبر ٢٠٠٨م الموعد الأقصى لقبول الترشيحات .

Pregnancy problems and cats: Few facts, mainly fiction

By: Alia Ishaq

An Ethiopian woman living in Sana'a (who asked to remain anonymous due to the sensitivity of the subject) recounts that she had a cat when she was 7 years old and that this cat was the reason for her emotionally and physically painful miscarriage.

"All of my friends agree with me," she says, "They told me my cat was the reason for my problems because they believe cats can be very dangerous for women who wish to have children in the future."

The truth about cats

However, don't throw your pet out of the house just yet! The myth that keeping pet cats at anytime in a woman's life can cause fertility and pregnancy problems later on is just that: a myth.

But in reality, pregnant women do face a risk when handling cat feces, as well as when eating raw or undercooked meat.

According to researchers at the United States' University of California-Davis, School of Veterinary Medicine, at some point in their life, cats may carry a parasite called *Toxoplasma gondii*, which may infect pregnant women and lead to a disease called toxoplasmosis.

Toxoplasmosis can cause fetal hydrocephalus, a disease believed to occur in approximately one in every 1,000 live births. There are no known

incidences of adult hydrocephalus.

The most obvious indication of this illness is often the rapid increase in a baby's head circumference or an unusually large head size. Other symptoms a child suffering from hydrocephalus may exhibit include vomiting, sleepiness, irritability, downward deviation of the eyes and seizures. Most infected infants don't have symptoms at birth, but can develop serious symptoms later in life, such as blindness or mental disability.

Another result of toxoplasmosis is inflammation of a fetus' brain, which in some cases can cause the mother to miscarry.

So, are cats truly hazardous to women and their ability to conceive and carry a child? Medical research says in most cases, "No."

According to Dr. Fardos Al-Bar, a Sana'a-based gynecologist with her own private practice, cats are only dangerous for women during their actual pregnancy – not before or after they conceive.

"The parasite goes directly to the baby and mainly damages his or her brain, causing disorders, while no symptoms appear in the mother," Al-Bar explains.

She adds that the parasite doesn't attack only pregnant women, as everyone, including men, is susceptible to the parasite that causes toxoplasmosis.

If anything, girls and non-pregnant women with toxoplasmosis may even save their future children because if a girl or woman has toxoplasmosis and becomes immune to the parasite that

4U

To avoid contracting toxoplasmosis while pregnant, experts suggest:

* Get a blood test to check for *Toxoplasma gondii* antibodies at the time of pregnancy, as this will allow the doctor to know if the mother and child are immune to the disease.

* Avoid changing cat litter if possible, but if you must do so, use rubber gloves.

* Change the litter box daily, as the *Toxoplasma gondii* parasite doesn't become infectious until one to five days after being shed in cat feces.

* Cook food to high temperatures for an adequate amount of time to kill any bacteria that might be lurking in meat.

caused it, her unborn child will be protected in the womb because of her immunity.

Avoiding the toxoplasmosis parasite

Al-Bar warns that the *Toxoplasma gondii* parasite also is found in many other mammals, including chickens, which are commonly raised by rural Yemeni women. Researchers at UC-Davis confirm this information and have reported cases where the parasite was spread by birds.

In fact, the most common way to become infected with toxoplasmosis isn't through cats at all. If anyone –

humans or animals – eats raw or undercooked meat, they are susceptible to toxoplasmosis infection.

The UC-Davis researchers further noted that the *Toxoplasma gondii* parasite also may be transmitted by accidentally ingesting cat feces, which occurs after cleaning up cat litter and then touching your mouth unknowingly. Kittens and cats shed millions of these parasites in their feces for as much as three weeks after they've been infected, although mature cats are less likely to shed *Toxoplasma gondii*.

However, UC-Davis researchers stress that it's not necessary for women to get rid of their beloved pet cats while

pregnant.

Instead, pregnant women simply should avoid all contact with cat feces, keep their cats indoors and feed them a diet of commercially-bought cat food. Researchers also recommend wearing rubber gloves while gardening in outdoor soil, which may be contaminated with cat feces. Additionally, pregnant women also should avoid eating raw or undercooked meat.

Pregnant women do have treatment options

Most humans with toxoplasmosis show no symptoms of sickness, which makes treating expectant mothers very

difficult.

Al-Bar says that although the disease usually isn't easily diagnosed, certain tests are available that can determine whether a pregnant woman has toxoplasmosis. If the woman does indeed have toxoplasmosis, she may take medication for it, which also protects her unborn child.

"After the mother takes the medicine, we monitor her condition as we ask her to undergo certain tests while she's pregnant that can prove whether the medicine is effective or not," Al-Bar says, adding, "However, in cases where the disease is discovered within the first three months, we recommend the mother undergo abortive procedures."

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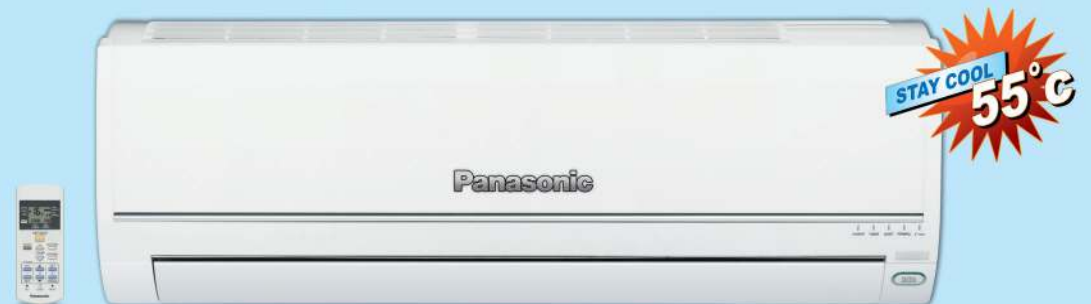


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All in the name of War on Terror

By: Fahad Faruqi
For the Yemen Times

Detainee number 063, Mohamed Al-Kahtani, was one of the many hundreds housed in the Guantanamo (known as "Gitmo") Bay detention camps who was subjected to 20 hours of interrogation on only four hours of sleep.

The Haynes memo, which approved controversial and harmful interrogation techniques, was signed by Donald Rumsfeld, the former United States Secretary of Defense, in early December of 2002. Entitled, "Counter-Resistance Techniques," this was the memo that opened the door for partial drowning (called water boarding), along with humiliation, mental destabilization and other illegal methods of obtaining information from detainees.

Al-Kahtani, a citizen of Saudi Arabia, is the alleged 20th hijacker, but the U.S. Military Commissions dropped key 9/11 suspect charges against him on May 11 this year.

The treatment towards Al-Kahtani was exposed in Philippe Sands' book *Torture Team*, which is a result of a focused investigation to expose those who conspired in favour of Haynes memo. To find out more about the Haynes memo and those it affected, the author travelled around the world and sought interviews with key figures to pin-down the motives – and the legality – behind the aggressive techniques.

Sands, a British Queen's counsel lawyer by profession, said he was particularly interested in the lawyers who drafted this memo, since they were trained in reputable institutions, and what made them sign off on this memo that approved such aggressive techniques of interrogation.

The book was turned into a play, performed last month at the Tricycle Theatre in London, UK. Proceeds from tickets sales, which totalled £7000, went to the Medical Foundation for the Care of Victims of Torture and Reprive. All the actors worked without pay in support of the cause.

The Department of Defence list confirms that around 111 Yemeni detainees were also kept in Gitmo. But Maryam Hassan, the executive director of Cageprisoners, a lobbying group based in the United Kingdom, said that there is an additional list of 76 names who are not on the list.

Al-Jazeera network's Sudanese cameraman Sami Al-Hajj who was released from Gitmo on May 1 after being detained for around seven years confirmed that 85 Yemenis in Gitmo were awaiting release and extradition to Yemen for the past year.

Sands' initial befuddlement leads to further investigation

Sands' inking not to trust the piece of paper, the Haynes memo, that intrigued him in the beginning was right – and it led to a major discovery.

The basis of that was the memo that William J. Hayes, General Counsel to U.S. Secretary of Defence Donald Rumsfeld, wrote to his boss. Rumsfeld applauded and undersigned the paper, which categorically overrides the Geneva Conventions, the international treaties outlining humane treatment of prisoners.

After investigating the Haynes



memo, reviewing Al-Kahtani's interrogation logs, discussions with his lawyer and a psychiatrist who helped him discern whether the treatment of detainee number 063 amounted to torture or not, Sands concluded that a crime had been committed.

The book *Torture Team* is a battle between the official story – that aggressive interrogation techniques were a request from the "decent people on the ground" – and the truth, which showed that the request came from the top: U.S. President George W. Bush, Vice-President Dick Cheney and Secretary of Defence Donald Rumsfeld. These men imposed their will on through their lawyers.

The Haynes memo was communicated much later but the lawyers who were down at Guantanamo in September 2002, shortly before the first anniversary of 9/11 attacks, had already given their verdict. They asked questions about interrogation techniques, Al-Kahtani, and U.S. Military

**Philippe Sands
TORTURE TEAM**
Deception, cruelty and the compromise of law



Commissions. They reviewed interrogations and left with a straightforward message for the combatant commander at Guantanamo Major, U.S. General Michael Dunlavey: Do whatever needs to be done to get information out of the prisoners.

The blanket immunity given to 15 of the 18 techniques that were approved by Rumsfeld and communicated on December 2, 2002 gives the opportunity to the interrogators to apply what they called the "onion strategy," in which a detainee "will be stripped of all control over his life, layer by layer by layer," said Sands.

These techniques were in direct vio-

lation of the Geneva Conventions, which is primarily why the play recounted the atrocities committed in Gulag concentration camp in Stalin's Soviet Union.

Simple and bare but powerful

The theatrical version of *Torture Team* narrates Sands' investigation process without any interrogation scenario with Al-Kahtani.

The play was a thriller, like Sands' book, though less because of its theatrical merit than because it walks the audience through the Western post-9/11 world in less than two hours. The play also glimpses at the entire era that has passed since the ratifying of the Geneva Conventions—an era from which the U.S. has evidently learned nothing.

The manner and form of interrogation techniques used in Stalin's Russia are surprisingly similar to what Al-Kahtani endured and no one knows how many more were used at Gitmo. Gitmo's techniques even went a tad further, where the use of forced grooming and female presence in private spaces is also a form of humiliation and abuse for Muslim prisoners.

The play was produced on a modest stage, where all the actors sat on chairs with their cues in their hands, facing the audience, awaiting their turn to have a dialogue with Sands, which was representative of his bottom-up investigation process to pinpoint the "decent men on the ground" who requested the approval of these techniques. The script reading worked because the conversation Sands had with some of these key figures, ranging from Dunlavey in Gitmo to Haynes in Washington, was in itself troubling, gripping and tense, all of which are ingredients of good theatre.

Did nearly 20 hours a day for six weeks in an interrogation room, months in solitary confinement and six years of detention for al-Kahtani bear any fruit? Did Dunlavey, who was asked "to do whatever it takes" to extract intelligence from the detainees about their affiliation with Al-Qaida or Taliban and their modus operandi, get what they wanted? Did coercion work? Sands's answer to the question is a simple no.

He explains why he thinks it doesn't work: "The serious interrogators I spoke to – and I spoke to a lot – were all agreed on one thing: that force never works. You need to establish a rapport with the prisoner."

Instead, the interrogators repeatedly called the detainees "dogs" and made sure to have female soldiers present while the detainees were being strip searched.

U.S. President George W. Bush took all preventive measures to override the Geneva Conventions under the pretext that the provision that they are not applicable to their conflict with either Al-Qaeda or the Taliban. However, it is obvious that something unfortunate has happened because of this.

The upper echelons of the U.S. military who should have known about the Haynes memo, its wording and the limitations (if there were any) of the techniques first hand, were either blindfolded or preferred to remain aloof. When Sands questioned these military leaders, they claimed – or feigned – ignorance.

For instance General Richard Myers, Chairman of U.S. Joint Chiefs of Staff [explain in brief TK]

In the play, Myers tells Sands that all the techniques had come out of US Army Field Manual on Interrogation 34-52, which says that the interrogators can't touch the detainee and cannot

inflict physical harm, since it is not condoned.

Sands then informs Myers that the techniques were nowhere to be found in that manual.

Myers is perhaps unaware that detainees were dragged to the interrogation room hooded, with their hands and legs tightly cuffed; that Al-Kahtani was dehydrated to the point of needing regular intravenous replenishment; that he was constipated and was forced to receive enemas; that he urinated on himself and was watched over by a German shepherd (dog) named Zeus.

According to Sands, the interrogation room was even more dramatic. Hung with pictures of 9/11 victims taped on the walls and video footage of the 9/11 attacks playing, the detainees were forced to watch while restrained in a chair, again with their hands and legs tied up for the entire 20-hour duration of the interrogation. All these descrip-

tions were made gruesomely vivid to the audience as they watched the play.

The means to what end?

Sands found that detainees like Al-Kahtani suffered due to the negligence of lawyers who didn't evaluate the repercussions of the open-ended Haynes memo. Once approved, that memo allowed for endless interpretations that suited the U.S. administration's desires.

A memo approving interrogation techniques without clear limits doesn't benefit a nation like the United States that values democracy, human rights and upholding the rule of law.

Fahad Faruqi is a writer who studied philosophy of religion at Columbia University and pursued a Masters Degree in journalism. He anchored a talk show on Aaj TV and can be reached at mff11@columbia.edu.

Ministry of Public Health and Population
Health Reform Support Project (HRSP) – CR NO. 3625
Credit Administration Unit (CAU)

**Announcement for National Firm Consultants
to provide studies on several health services RFP #40**

This request for expressions of interest follows the general procurement notice for this project that appeared in United Nations Development Business issue No. 607 dated 16 May 2003, Al-Thawra Newspaper issue No. 13944 dated 28 May 2003, and Yemen Times issue No. 641 dated 12 June 2003.

The Government of Yemen has received a credit of US\$27.5 million from the International Development Association (IDA) to finance the implementation of its Health Reform Support Project (HRSP). The project was declared effective in January 2003. The project is being implemented by the Ministry of Public Health and Population (MOPHP) supported by a Credit Administration Unit (CAU), and under the oversight of a Project Steering Committee (PSC). The implementation of specific subcomponents is being conducted under the supervision of the relevant MOPHP department directors. Through the restructuring the Project Development Objectives (PDOs) were changed to ones that could be more realistically achieved before the end of the new closing date of the credit (31 August 2009).

The restructured HRSP aims to (i) improve access to and quality of priority national family health and reproductive health programs; and (ii) to develop the capacity of the MOPHP to manage, plan, and deliver basic health services and priority public health programs at the central level and in ten selected districts in the three targeted governorates. The interventions at the national level focus on support for priority public health interventions that are likely to have the most impact on maternal and child health, including Family Planning programs, Integrated Management of Childhood Illnesses (IMCI), and Expanded Program on Immunization (EPI). In selected areas, the project also supports malaria control programs and a schistosomiasis control program. The second area of emphasis, capacity building, is supported at the national level through the HMIS program, health education, and a policy, planning and management skills development program. At the local level (in the ten project districts in the governorates of Sana'a, Hodeidah and Ibb), the project support the development of the district health model, defining targeted health interventions, technical management skills development, and facility rehabilitation.

The firm is expected to carry out the following studies and surveys, which include but will not be limited to:

1. Study on provision of basic and comprehensive EMOC services in targeted health facilities.
2. Study on provision of IMCI services.
3. A population based survey in focus area on households with coverage of LLINs.
4. Study on rehabilitation status of health facilities.
5. Study on district health plans prepared and used as bases for determining local interventions.
6. An outcome study of investment in health education.
7. Study on use of planning skills by the participants trained by the National Centre for Health Management Training.

The Ministry of Public Health & Population, through the Health Reform Support Project now invites Local Firms consultants to indicate their interest in providing the services.

Interested local firms must provide information indicating that they are qualified to perform the services (brochures, description of similar assignments, experience in similar conditions, availability of appropriate skills among staff, etc). Consultants may associate to enhance their qualifications.

Consultants will be selected in accordance with the procedures set out in the World Bank's *Guidelines: Selection and Employment of Consultants by World Bank Borrowers, January 1997 (revised September 1997, January 1999 and May 2000)*.

Interested consultants may obtain further information at the address below during office hours from 0900 to 1400 hours. Expressions of interest must be delivered to the address below by 7th July 2008.

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My journey to Malaysia

By: Almgadad Mojalli
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Malaysia recently hosted nearly 700 members of the media from 50 countries at its "Colors of Malaysia" tourism festival from May 21 to 29. Four Yemeni journalists were invited to attend the celebration in this Southeast Asian nation filled with extremes: skyscrapers and huts, bustling cities and jungles, Malaysia's Bahasa language and Chinese dialects.

Consisting of 13 states and three federal territories, Malaysia's capital is Kuala Lumpur, while Putrajaya is the seat of its federal government. The nation's population currently is more than 25 million.

Kuala Lumpur
 Our first destination was the capital of Kuala Lumpur, where we attended numerous celebrations and visited many fascinating places, the first of which was the Hiramout Hotel, where we dined and watched a traditional Malaysian dance. The next day, we breakfasted while watching practitioners of Tai Chi, the traditional non-combat Chinese martial art, outside in the park.

Then, we were off to visit Malaysia's famous landmark, the Petronas Twin Towers, which are considered the world's tallest twin towers. Completed in 1998, they stand 452 meters tall, with 88 floors each.

A sky bridge connects the two towers on the 41st and 42nd floors, making it the highest two-story bridge in the world. Visitors are allowed to remain on the bridge only 10 minutes due to the many tourists waiting to view the city from that height.

We next visited the Aquaria KLCC, an aquarium located beneath the Kuala Lumpur Convention Center, which houses more than 250 different species of land and aquatic animals from Malaysia and around the world. Visiting it felt like going on an expedition beneath the sea, as sharks, turtles and brightly colored fish swam overhead in the tanks lining the walls and ceilings.

While in Kuala Lumpur, we also saw a variety of Malaysian bands that performed as traditional dancers leapt and swayed to the music.

Putrajaya

Our group also visited Putrajaya, Malaysia's new federal administrative center. This is where the King of Malaysia, Sultan Mizan Zainal Abidin, Prime Minister Abdullah Badawi and Malaysia's minister of tourism launched the official "Colors of Malaysia" celebration in front of 50,000 spectators. The festivities lasted all night, concluding with an exuberant and colorful fireworks show.

Tioman Island

Tioman Island is a small landmass located 32 kilometers off the Malaysian Peninsula's east coast in Pahang state, which is comprised of eight main villages. The largest and most populous of these villages is Kampung Tekek in the north, which was our base for the three days we spent there.

The island has dense forests, with large swaths still uninhabited. Numerous coral reefs surround Tioman Island, making it a scuba diver's heaven.

With their intense natural beauty, Malaysia's numerous islands steal many visitors' hearts.

While on Tioman Island, we kayaked in its pristine waters, observing the flora and fauna, which included numerous fruit trees, tropical jungles and waterfalls, while its nearly untouched beaches had soft sand and cool air. We snorkeled, viewing some of the area's thriving marine life. The water was clear enough to see to the bottom for quite a way out.

Although the island villages were basic, they still had markets, restaurants, souvenir shops, internet cafes and anything else a visitor might need. Tioman Island has a variety of resorts and guesthouses of varying price ranges so that anyone may visit and enjoy the area's beaches.

Back to Kuala Lumpur

Upon our return to the mainland, we visited another great landmark, the Kuala Lumpur Bird Park, which is known worldwide as the world's largest covered bird sanctuary, also known as a "free-flight aviary." The park is home to more than 3,000 birds, containing approximately 200 differ-

ent local and foreign species of our flying friends. Sprawling on approximately 21 acres of verdant valley terrain, Kuala Lumpur Bird Park allows visitors to watch colorful and melodic birds winging about freely while relaxing in beautifully landscaped surroundings.

One of the park's most extraordinary features is that all of the birds roam free in the aviary, which resembles their natural habitat, and because of this ability to fly freely, the birds are

able to breed naturally without veterinary aid.

Our final visit was to Kuala Lumpur tower, the fifth tallest in the world, with a revolving restaurant on its top floors. The tower is noteworthy for its use as an astronomy observatory to search for the crescent moon that marks the coming of the Islamic month of Ramadan. More than 60 percent of Malaysian citizens are Muslim, although there are large Buddhist, Christian and Hindu minorities.

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Improve Your English: 316

I. What to Say

Situations and Expressions (102): Formal expressions
Some guidelines to make the language of Law less complex

The complexities of the language of Law are not embedded in it, but are a matter of conventions of use. These can be simplified if some of the following guidelines are followed:

1. Avoid long sentences where shorter ones can communicate the same message
2. In declarative type of sentences, use the indicative rather than imperative mood! For example, don't say "The term 'defaulter' shall mean ..." Rather say, "The term 'defaulter' means..."
3. In general contexts active voice should be used instead of passive voice.
4. If an idea can be expressed both positively or negatively, express it positively.

Avoid

This section doesn't apply to those individuals who haven't...

Say

This section applies to those individual who have...

5. Instead of participles of verbs, infinitives, gerunds and other noun or adjective forms denoting action, use finite verbs.

Don't say

1. give consideration to
2. make application
3. make payment
4. is applicable
5. at the time of his death
6. have knowledge of
7. make provision for
8. Make use of punctuation rules as well as other typographical aids in carrying meaning

Say

1. consider
2. apply
3. pay
4. applies
5. when he dies
6. know
7. provide for

We have to make simplification of the language of Law a popular movement. There is little doubt that legal practitioners will get better dividends from their profession if the language of law is nearer the clientele. This requires a change of attitude on the part of those concerned with the language of Law.

II. How to Say it Correctly

Correct errors, if any, in the following sentences.

1. Fatima is elegant than Salwa.
2. I shall see you when I shall come back.
3. You understand the problem?
4. I spent the rest day at home.
5. He speaks well English.

Suggested answers to the previous issue's questions

1. So tired was Amin that he went straight to bed.
2. He has already arrived.
3. They had ten days leave.
4. He wants to see your brother.
5. I stopped playing football.

III. Increase Your Word Power

(A) How to express it in one word

1. Special right given by public authorities to a person or company.
2. Showing clearly the thoughts or feelings.
3. Society of men who treat each other as equals.
4. Willful killing of one's brother or sister.
5. Person or thing that deceives.

Suggested answers to the previous issue's questions

1. Large space in a theatre for the use of the audience during intervals: **foyer** (n)
2. Number that is not a whole number: **fraction** (n)
3. Breaking of a bone with or without skin wounds: **fracture** (n)
4. Easily injured, broken, or destroyed: **fragile** (adj)
5. Separate or incomplete part of something: **fragment** (n)

(B) Words often confused

Bring out differences in meaning of the following pairs of words:

1. individualism, individuality
2. adder, udder
3. condemn, contemn
4. intercede, supercede
5. detain, retain

Suggested answers to the previous issue's questions

1. **henceforth** (henceforward) (adj) (from this time forth or forward. The sense of continuity is implied in this): I promise not to speak to him henceforth.
2. **hereafter** (adv) (after this, in some future time, life or state. It does not imply continuity): Please refund the loan hereafter.

2. **audience** (n) (an assembly of persons who come to hear): The audience greeted the speaker with applause.
3. **spectators** (n) (persons who come to see): The musical concert drew a large number of spectators.
3. **junction** (n) (joint, a place of union, an instance of joining): New Delhi station is a busy junction for lines all over the country.
4. **junction** (n) (a state of affairs or point in time): Our country needs unity at this critical juncture.
4. **impostor** (n) (a person who deceives by pretending to be someone else): Beware of him. He is an impostor.
5. **imposture** (n) (an act of pretending to be someone else so as to deceive people): The impostor was nabbed during his imposture.
5. **indoor** (adj) (which is done inside a building): The table tennis tournament was organized at the indoor stadium.
6. **indoors** (adj) (into the inside of a building): In order to escape from the summer heat, you should stay indoors.

(C) Synonyms and Antonyms

(i) Synonyms

Choose the word that is closest in meaning to the one in bold in the following sentences:

1. Reading of poetry is not **congenial** to his taste.
a. preferable b. helpful
c. beneficial d. suited
2. He has a **penchant** for fine phrases
a. bias b. liking
c. training d. desire
3. Scientific knowledge is an intoxicating **draught** and it may be one which the human race is unable to sustain.
a. process b. product
c. drink d. disease
4. He tried to **cajole** her, but it was in vain.
a. rejoice b. enjoin
c. inspire d. coax
5. This was his **maiden** performance on the stage and he did very well.
a. opening b. girlish
c. first d. primary

Suggested answers to the previous issue's questions

- | Word | Synonym |
|---------------|------------|
| 1. eradicate | uproot |
| 2. meddle | interfere |
| 3. look up | visit |
| 4. feeble | weak |
| 5. eventually | ultimately |

(ii) Antonyms

Choose the word that is most opposite in meaning to the one given in bold in the following sentences

1. Self-reliance has been **adopted** as an important objective of economic planning in Yemen.
a. refused b. forsaken
c. denied d. discarded
2. His **appointment** was confirmed last month.
a. disappointment b. suspension
c. dismissed d. discharge
3. He has a passion for **indigenous** goods.
a. native b. foreign
c. silly d. cheap
4. This essay gives an **exhaustive** account of the subject.
a. short b. incomplete
c. interesting d. meticulous
5. I like his **friendly** attitude.
a. jealous b. envious
c. hostile d. vicious

Suggested answers to the previous issue's questions

- | Word | Antonym |
|---------------|----------|
| 1. expelled | retained |
| 2. berated | praised |
| 3. precarious | secure |
| 4. fair | biased |
| 5. tacit | overt |

(D) Spelling

Choose the correctly spelt word

1. a. adison b. adition
c. addition d. adision
2. a. address b. adress
c. addres d. addresh
3. a. adekweit b. adequate
c. adequet d. adequait
4. a. adheere b. adher
c. addhere d. adhere
5. a. adhesive b. adhesive
c. adhesif d. adheisive

Suggested answers to the previous issue's questions

1. addict 2. acute 3. adage
4. adamant 5. addendum

(E) Phrases and idioms

Use the following in sentences of your own:

1. on one's doorstep 2. see someone off
3. thumb one's nose at 4. hum and haw
5. in hot water

Suggested answers to the previous issue's questions

1. **on the fiddle** (making money dishonestly): He has been on the fiddle and has amassed considerable riches.
2. **take umbrage** (to feel, and show that one is offended at something that someone else has done): I take umbrage at the way he behaved with me.
3. **the iron hand in the velvet glove** (ruthlessness or firmness disguised by apparent softness): Don't be carried away by her soft words. She may appear understanding but she seems to have the iron hand in the velvet glove.
4. **have green fingers** (to be good at gardening): My wife seems to have green fingers. Her care and attention makes our garden look beautiful.
5. **give (someone) a ticking-off** (to scold someone mildly): The head of the department gave my colleague a ticking-off for habitually coming to class late.

IV. Grammar and Composition

(A) Grammar

Fill in the blanks in the following story using one of the verbs say, talk, speak, tell in the correct form.

Have I ever you about the man I met on the train in America? Well, this man on the train came up to me and, 'Hello, my name's Adam Smith.' I was so surprised I didn't know what to

He sat down and began to about himself. He that he came from Arizona. He also me that he was going to Europe for a year. He was worried because he couldn't any other languages. I him not to worry, and that I thought he would be all right with just English.

When he arrived at the station he goodbye and thanked me for to him. I don't know why, because he had done all the and I had hardly anything.

Suggested answers to the previous issue's question

1. irritable – angry or bad tempered
2. frustration – disappointment or dissatisfaction
3. dreadful – awful or terrible
4. on the go – busy
5. trigger – cause to happen
6. drag – pull
7. sneak – slip away without being noticed
8. gripped with – seized by
9. rebelled – fought back
10. on a knife edge – in a tricky or dangerous situation

(B) Composition

Expand the central idea contained in the maxim
134: WE SEE ONLY WHAT WE KNOW

Suggested answers to the previous lesson's topic
133: THERE ARE NO TYRANTS WHERE
THERE ARE NO SLAVES

A tyrant is a dictator, an autocrat, a despot, an oppressor, a slave driver, a martinet, and a persecutor. Such a person has complete power, usually gained by force, which he ruthlessly uses to rule cruelly and unjustly. A slave is a captive person without freedom or personal rights. He is completely in the control of another person whom he must obey in a servile manner. By definition a tyrant and a slave are mutually exclusive. A tyrant spreads his empire as long as there are slaves to be his subjects and sheepishly obey him. But if everybody raises his head and learns to assert himself and has the moral, if not physical, guts to resist the oppressive rule of the tyrant, that will be the end of slavery and the dawn of a new era. It will usher in a new period of equality and freedom. Annals of history are filled with glorious examples when a tyrant's despotic rule has been brought to an end by mass uprising and collective opposition to it. Therefore, it is rightly said that eternal vigilance is the price of liberty.

Pearls from the Holy Quran

"Those who are righteous and mend (their lives), on them shall be no fear nor shall they grieve."
—S7: A35

Words of Wisdom

"Love is being stupid together." —Paul Valery

Marketing Knowledge: Quality and Accountability in University Education

The article proposes to discuss the present-day imperatives of quality and accountability in the university education in general, and the attitudes concerning teacher evaluation in particular. A two-day (4-5 April 2008) symposium held in Ibb University to evaluate the academic performance of the Ibb University for the year 2006-2008 which I attended prompted me to voice my views on the issue



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Central to the university education system today (more than before) is the assurance of quality. This is in tune with the increasing demand for the supply of quality human resource (skilled labour) in the market-driven economy created by the globalization. Hence it is imperative for any education industry to meet the required standard of its product. Also a recognizable feature of the higher education today is the shift in focus from the traditional knowledge *per se* education to the manufacturing of skilled human resource to cater the needs of the market—service sector or manufacturing industry. Thus the institutions have turned into industries, and teachers into trainers and pupils trainees. In the three-pillared structure—pupils, teachers and administrators (Managers), now the students are

placed at the centre (as education is becoming more and more learner-centric), and rightly so. Because ours is a consumerist society, and the learners are the consumers whose needs the education should cater. In the changed scenario the role of a teacher/ trainer assumes a new significance. S/he needs to realize the new reality and has to be proactive in making his product salable.

Universities here or elsewhere are thus engaged in revising, restructuring the syllabi and bringing drastic changes in the pedagogy, in the teaching-learning process so as to make the education relevant to the market needs. The reevaluation, performance appraisals, planning and updating of courses, conducting of symposia, workshops, conferences have now been the regular stock-taking exercises in the academia. In most universities internal quality assurance cells have been set up, and it is mandatory that the universities are assessed and accredited. Thus branding, ranking of an institution after the due evaluation of all the three wings – students, teachers and managers—is a regular and continuous activity. I would like to share with Yemeni academia the experiences of Indian Universities, especially of University of Mysore, which was one of the first universities to go for assessment and to be accredited with Five Stars (Which was the practice earlier) in 1999.

Continued on page 2

Teaching a FL at early stages: A sign of modernity or ignorance?



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The current trend in the academic circles is to learn another language, especially the ones which have a lot of potential in the job market. Therefore, many people are keen on their children learning a foreign language at an early stage, subordinating their mother tongue which carries their own identity as well as their culture. This may constitute a cultural threat to a child, because by the time a child is made to learn a foreign language, he isn't acquainted even with the basics of his/her own mother tongue (MT).

But in consideration of the current international developments and in view of the so-called 'globalization' which gives an absolute authority for cultural invasion, such a move appears to be an endeavor to attract others' attention as well as to control their attitudes of life, socially, economically, culturally and politically. It is advisable to learn one's mother tongue

before embarking on learning a new language. Because children are very open-minded, precedence of FL learning over their L might lead them to submission to the culture of the new language, as culture is embedded within language. Moreover, it is rightly said that MT indicates the greatness, glory, dignity, heritage, legacy and power of its own nation. In fact, no nation has reached the climax of progress and prosperity without the help of its own MT.

It is observed that increase in interest for learning English has become the trend of the time, especially during last few decades all over the world, in general, and in Yemen in particular. So, children learning a foreign language (FL) at an early age learn it at the expense of their MT. It has been established by applied linguists that learning a new language affects the MT both positively and negatively, but more strikingly when MT and FL aren't cognates. For instance, Arabic and English aren't cognates. Therefore Arabic grammar, syntax differs totally from English grammar – Arabic sentence begins with the verb while English begins with the subject. A child would naturally over-generalize the rule of adding -s to make plural forms, and will come out with *foots* and *mans* – considering them as the plural forms of *foot* and *man* respectively. Thus, those children who learn English from the first class in private schools, neither progress in their MT, nor in the English language.

Continued on page 2

ELT Panorama

Tips to all examinees



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Here are some practical tips that may help you reduce your exam panic and let you get ready for it efficiently. Read them carefully and you hopefully will find them very profitable for your career.

A few days before the exam

- Determine how many days you have before the test.
- List any obligations such as classes, labs, work hours, and other commitments which cannot be put off.
- Total the remaining time which is your study hours.
- If there is too little time available, look for "hidden times," such as break at work, time between classes, time to and from campus, etc.
- Be sure to schedule in time for nutrition, social activities and study breaks.
- Allow yourself some time to unwind.
- Use a "Things To Do" list or Weekly Schedule to help you plan and organize study time.
- List all topics that you are sure to be a part of the test.
- List important subtopics for each.
- Survey or skim all the materials to be covered, checking those to be studied in-depth.
- Read or reread all materials not understood.
- Use a specific purpose when reading.
- Ask questions over those ideas

- from different viewpoints.
- Orally recite or write answers.
- Memorize those facts or ideas most needed.

One day before the exam

- Develop your own exam questions to help you think actively about the material and to decide on the importance of each piece of information and how it fits into the overall scheme.
- When you test yourself on these questions, you are getting practice in taking the exam.
- Your questions may not be exactly like the professor's; they'll help you to handle the material more confidently.
- Write questions appropriate to the subject and like those expected to be on the test.
- Develop objective-type questions appropriate for test content.
- Short essay questions are particularly useful because they challenge your thinking and are not hard to write. A small number can cover one large section.
- Recite your answers orally if you need to save time. Write brief outlines.
- If you have large amounts of material to cover and little time, you must cut corners on your studying. Eliminate and review lecture notes if they are not too important.
- Skim the textbook instead of word-by-word reading, reading chapter summaries to pick up key points.
- Memorize key terms and skip lesser facts.
- Begin by knowing what will be on the test.
- Make your decision on what to study and what to skip.
- Use flash cards to learn specific facts such as vocabulary, formulas, equations, definitions, dates, names, etc.
- Use flash cards to learn general principles such as main ideas on a given topic, lists of characteristics, cause-effect relationships, or categorizing groups of items.

- Prepare the cards well in advance of the test date.
- Review cards often for short intervals of time.
- When learning cards for the first time, break them up into small groups. Learn one group at a time and review all the cards from time to time.
- Sort cards by topics or relationships to keep the overall course organization in mind.
- Think of a question you believe will be on the exam and sort through the cards for the answer. This will help you retrieve information from different points of view.
- Shuffle the cards frequently to avoid learning them in a certain order.

The Morning of the exam

- Get a good night's rest.
- Eat breakfast or lunch. This may help calm your nervous stomach and give you energy. Avoid greasy or acidic foods, and avoid overeating. Avoid caffeine pills.
- Nothing reduces stress more than exercise. An hour or two before an examination, stop studying and go workout: swimming, jogging, cycling, etc.
- Allow yourself enough time to get to the test without hurrying.
- Don't swap questions at the door. Hearing anything you don't know may weaken your confidence and send you into a state of anxiety.
- Leave your books at home. Flipping pages at the last minute may only upset you. If you must take something, take a brief outline that you know well.
- Take a watch with you, as well as extra pens and pencils, blank sheets, etc.

During the exam

- Answer the easy questions first. This will relax you and help build your confidence, plus give you some assured points.
- Answering easy (to you) questions first is the best strategy. If you

stumble over difficult questions for too long a time, you may not be able to complete the exam.

- Sit apart from your classmates to reduce being distracted by their movements.
- Don't panic if others are writing and you aren't. Your thinking may be more profitable than their writing.
- Don't be upset if others finish their tests before you do. Use as much time as you are allowed. Students who leave early don't always get the highest grades.
- If you still feel nervous during the test, try this: inhale deeply, close your eyes, hold, then exhale slowly. Repeat as needed.
- When you follow directions for an essay exam, pay attention to the key words the instructor has included. Such words as "list," "describe," "compare and contrast," and "outline" have special meaning.
- Don't "write around" the question but answer it directly.
- If a question asks you to list something, don't write a narrative about it. Answering essay questions directly is always the best policy.
- After scanning the list of questions to be answered, choose the ones you know most about.
- A good idea is to prepare an outline of your answers. The outline will help you remember important ideas and facts to be included in your response. Another technique is to do a "memory-dump."
- Good handwriting is an absolute essential.
- If your cursive writing is very hard to read, try printing instead.
- Most instructors value clear handwriting. Grammar, punctuation, and spelling also count.
- Well-written grammatically correct answers almost always receive higher grades than poorly written grammatically incorrect answers, even though the answers themselves are the same.

Best of luck to all of you!

A letter to the learners of English: 15 Be careful about your English



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Dear Student friends,

Every one wants to speak English well; whenever I asked my learners of English what they wanted to learn in English, they always said it was spoken English. They were so much in love with spoken English, though they didn't understand that it was the most difficult skill to learn and, moreover, they didn't have many opportunities to speak with others in English. Yet their love for spoken English is undying. One way to learn spoken English is to practice speaking English with someone you have trust in, such as your friends and classmates. There is no short cut at all. You should also learn to avoid common mistakes in the use of English of people around us. In this letter, I am providing a few examples of common mistakes in the use of English. Try to identify the mistakes in each excerpt and avoid it in your use of English.

Excerpt 1

It was very hot in the afternoon when the teacher entered and tried to switch the fan on but there was

some problem. Then she said 'Why is fan not oning' (-ing form of on).

Excerpt 2

Our class teacher once said: 'Pick up the paper and fall in the dust-bin!'

Excerpt 3

"shhh... quiet... the principal is revolving around college," someone said.

Excerpt 4

"I'll illustrate what I have in my mind" said the professor and erased the board.

Excerpt 5

Our Chemistry HOD comes and tells us... 'My aim is to study my son and marry my daughter'.

Excerpt 6

'Why are you looking at the monkeys outside when I am in the class?!" shouted the teacher angrily.

Excerpt 7

Our computer lab assistant said this when my friend wrote the wrong code... 'I understand. You understand. Computer how understand?'

In these episodes, you could have noticed that the speakers have either used the wrong words in the wrong places or used the expressions wrongly in situations. This has resulted in mistakes, most of which create laughter. Avoid them in your use of English, will you?

Tolerate your critics like the earth does those that dig it.

Yours affectionately,
Dr M N K Bose.

Continued from page 1

Quality and Accountability in University Education

Anxieties of Teacher Evaluation

In India this task is performed by an independent body (created a decade ago) called NAAC—National Assessment and Accreditation Council. When NAAC started functioning there was a lot of resistance, even resentment especially from the teaching community, and the private managements. Part of the opposition stemmed from the anxieties teachers had for the teacher evaluation by the students and the assessment of their annual academic activities apart from teaching. And, the lack of physical infrastructure and appointment of qualified teaching faculty were the causes of anxieties on the part of Private Managements -who are the large players in the education industry in India. However, initially it was optional for a university or an institution of higher education to come forward for assessment. And, those who got assessed and accredited received incentives in the form of special funds for infrastructure development, addi-

tional faculty appointments and were allowed to start new courses and so on. In any case a few universities volunteered in the beginning, now hundreds of universities and institutions have undergone assessment which is done once in five years and many have renewed their assessment and have got rewards. University of Mysore which got the renewal with A+ is considered a Centre of Excellence and has received a special grant in the current year.

The point I wish to make at this stage is that the teachers who resented their evaluation are now proud of the university's achievement which is largely to be credited to teachers, especially for their research output. The teachers of the university are now happy not just because the university has received a huge sum of special money, but because of the recognition of it as a centre of excellence which is the product of their intellectual, academic labour.

Why resistance for evaluation?

The kinds of teachers who resist their performance evaluation are mostly the non-performing teachers and those who are wanting in character—integrity, discipline, scholarship, honesty and those lacking in self-confidence. The usual apprehensions were that the students may be wanting in experience and knowledge to assess their teachers. Also, in a society like India—which is divided as it were on a number of factors like caste (somewhat similar to tribes here in Yemen), religion, region, language, class—where politics matters at all levels, the teachers were apprehensive of the personal matters and thus were in doubt of the objectivity. More than all these, as in the culture in the Islamic world, there too the traditional teacher-pupil relationship is one based on absolute respect and hierarchy. Hence a teacher to be assessed by students was deemed as a culturally alien practice. All these apprehensions which were expressed by the teachers nearly a

decade ago when evaluation system was introduced in Mysore were found in the symposia held in the Ibb university last month.

How the system of assessment was introduced

The University which volunteered the assessment, before inviting NAAC, set up an Internal Quality Assurance Cell (IQAC) consisting of members of renowned academic record with integrity. The teacher evaluation is done at two levels: the self appraisal report submitted by the teacher concerned and the students' evaluation. At the end of each academic year a questionnaire is distributed to the students asking them to state their views on the scholarship, delivery, punctuality, discipline, objectivity of the teacher. Finally taking into account both the reports the teacher is given a ranking. Similar procedure is adopted to assess the department and the rank of the each department is announced. A non per-

forming teacher is given instruction to improve, but no punitive measure is taken in the initial years. But later his/her performance is linked to the career advancement (promotion). But before that sufficient opportunities are given for him/her to improve. There are UGC staff academic colleges offering training programmes for the teachers which are mandatory for promotion. The university is required to sponsor teachers for conferences, publish research articles, etc.

The approach followed in the teacher evaluation should not be punitive but be of encouragement and incentive-oriented. Now the system is working very well and in fact there is a sea-change in the attitude of teachers. The murmur has almost disappeared, and there is a significant change in the performance which is indicated in their annual assessment and the university's ranking. Contrary to the apprehensions, students' evaluation is found to be far more objective. The social and other

prejudices have not come in the way of students' evaluation. No good teacher is really rated poor, despite his/her being strict in the examination. Certainly it is not the case of "I give you 'excellent' and you give me 'excellent!'"

Yes, teacher evaluation is a welcome thing. The apprehensions are really unfounded. But along with this new measure a teacher should be provided with a suitable academic environment: facilities for research, conference grants, proper teaching aids, suitable class rooms, Academic staff Colleges for young teachers where they can update and refresh their learning. Can the teacher evaluation be deferred till then? My opinion is an emphatic 'No'. We should not wait, let us start and then demand. In the age of quality and accountability everywhere in all the fields we cannot lag behind. Teaching community, perhaps everywhere is the first self-critical and self-analytical community. We have this image; let us live up to it.

Teaching a FL at early stages: A sign of modernity or ignorance?

Therefore, one can argue that teaching a FL (English) at early stages is a waste of time which could profitably be devoted to MT learning.

There is a strong link between language, culture and identity. Holly (in Halliday 1994:98) argues that the learning of high-status languages associated with cultural empires can result in "ideological colonization"... a hopeless sense of inadequacy in the face of vaunted excellence'. Certainly, this means that learning "high-status language" not only affects the learner culturally, but also "ideologically", especially when the MT isn't equal to the FL. This would lead to a cognitive imbalance which will adversely affect the learner.

Similarly, Wilkins in (1972:187) clearly indicates that

..... the primary age child usually lacks all the Self-consciousness of the older learner and Is altogether more prepared to submit to the Norms of a new language and to perform in It without feeling at risk of making a fool of himself.

This clearly shows that a child doesn't promote to the status the older learner enjoys as he/she has lived and experienced his/her own culture. Therefore, he/she is identified with the MT culture, and is suitable to learn FL with no fear of submission to a new language norm because he/she is provided with the consciousness which a child needs. In consequence, the adult/adolescent

learner realizes that his/her own identity and culture are all embedded within the MT. Thus, one might wish to argue that learning a new language is a complex process which demands the individual's/learner's emotional, psychological, mental and cultural strengths. Further, years of research have proved that those children who first started learning their MT outperform those who started learning a FL from first class beside their own language.

Yet learning English that is overloaded with values and ideologies of the "Anglo-American" culture which has become the dominant in the global age may constitute a threat to the less dominant Arab culture. To put it simply, learning EL is considered a threat to the older learner. Nevertheless, this doesn't mean that we should cut off all

relationships with EL or give up learning it, but, one ought to be careful and self-conscious of his/her own MT, particularly when it comes to learn FL at early ages.

Krarmsch (1998:77) defines language as "the most sensitive indicator of the relationship between an individual and a given group of people". This shows the importance of one's own cultural and social identity and its relationship to one's language. In other words, the more powerful you are, the more powerful your identity and language would be.

Those who take such a view and who find a convenient justification for teaching their children English from early stages, either are doing so in a mistaken attempt at modernity – a kind of ignorance about their own MT's sig-

nificance, or it is a sort of servile submission to the powerful culture that is imposing its norms and ideas over the world via "linguicism". Naturally, the fear of "linguicism" leads to more nationalistic feelings, as our own MT is threatened by learning another language at early stages. Moreover, English linguicism according to Phillipson (1992, 3:47) besides being a type of linguistic imperialism, is also a type of cultural imperialism which involves a process of establishment and continuous reorganization of both structural and cultural inequalities between English and other languages. Language isn't only a means of manipulating meanings, but it also constitutes the way that speaking-nation thinks and speaks. Therefore, mother tongue contributes in forming societies

in which culture is settled in its language, art and literature.

Finally, due to the inevitable spread of the western culture through its language, we need to make the society and learners appreciate the value of belonging to their Arabic language and culture. So, learning English may have many adverse effects on the MT particularly in respect of those children who had never achieved proficiency in their own languages. So, learning FL should be postponed to next stages to avoid any influences that might affect the MT cultural identity, and make us an easy prey to the cultural invasion. I'm not against learning English. I would advocate its postponement at least to next stages where a learner is more conscious of his/her own language development.

Aural-oral communicative skills among Yemeni secondary level students

Introduction

Many attempts are currently being made to develop Aural-Oral Communicative skills in English at school level, but it remains a difficult task for the teachers of English. There are a lot of ready made cassettes available in the market but they have hardly served the purpose. Admittedly, cassettes help and yield better results for learners, subject to teacher's competence to utilize them.

English is a foreign language for Yemeni students at all

levels: preparatory, secondary and tertiary. It is considered as a difficult subject due to the mother tongue interference. But the optimum use of audio cassettes developed by the teachers will go a long way to achieve the desired result.

In the present study, the basic skills were taken as tasks and simple tests were administered on the students, who start learning English at the age of eleven. Their mother tongue interference is deep-rooted and so they have difficulties in learning English.

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Lack of English is a threat for the countries and thus acquiring proficiency in English is the only remedy. It is therefore essential to catch the students at the school level for the country's growth and bring it in the map of developed countries as early as possible.

English as a Foreign Language

English is a foreign language in the Arab world including Yemen. The Ministry of Education in Yemen prescribes the text books. These are the only material the students study. A section of teachers are not satisfied with the material, as they feel their students' "NEEDS" are not met with. So they have to teach these books out of compulsion.

With regard to the students, they use English only in classrooms and that too for a short duration. The students at university level continue to learn English in the Department of English.

Thus exposure to English, in practical terms, is very limited. But in reality the interest and motivation among the learners to learn English is unbelievably high and this is a phenomenon to be seen all over Yemen. In order to encourage the learners almost all the universities take the trouble to bring quality teachers (from foreign countries particularly from India) whose mother tongue is not Arabic. The students have become aware of the current global development, wherein English is increasingly becoming the bread winning factor throughout the world. Thus it is the need of the hour to tap the students' interest and make them highly efficient for the job. No doubt the country is also experiencing an all-round development. Globalisation is the need of the hour, necessitating a thrust on international communication. It allows many companies to locate the activities and make the best use of their resources, which has been playing an increasingly important role now in economic sector, in providing access to the kind of global knowledge.

English in Yemen: Present Scenario

English in Yemen is given its due importance in schools and colleges. All the educational institutions are promoting the growth of English. It is sure to take the nation on the path of the global prosperity, directly or indirectly.

As far as schools are concerned, the government have adopted the syllabus based on the theoretical and pedagogical principles. All the lessons have variety which focus on activities. The "Crescent English Course For Yemen," (CECFY), is graded well and the content is mixed with old and new resources without any compromise on culture. Despite these salient features there remains a vacuum. The students, though highly promising, stumble to learn English. After one month of careful observation it was concluded that they need extensive drill in listening and speaking skill and this constitutes the basis of the experiment.

The study

Keeping this need in view and to bring the status of English up in Yemen, without, of course, any prejudice to the mother tongue the experiment was designed. A simple lesson was taken and an audio-cassette was recorded for the students. And it was a challenging task.

An attempt was made for the development of an audio-cassette and trialling the same in the classroom. The students had a poor background. They were not exposed to educational technology like TV, computer, etc.

The result obtained endorsed the use of the basic skills of the language, viz. listening, speaking, reading and writing. The study was based on action research procedures and this paper was

prepared and presented by a teacher who had no knowledge of Arabic with full support from Head of the English Department, at the Faculty of Education - Hodeidah University, who is a Yemeni.

The observation

Observation was carried on for one month. Each day was spent in the class along with the teacher and the students. The observer was friendly with all. Small words in English related to travel in day to day activities were used to make them speak. The purpose was to note their pronunciation. After finding that their pronunciation was "near acceptable", it was realized that it was worth giving them an audio-cassette lesson. Another very interesting observation was that the students who were few in number at the beginning, came in large numbers out of their own interest. The researcher wanted to capitalise on their enthusiasm and make the students realise that learning English is not difficult.

Content Analysis

Before developing the support learning material the content was analysed. The *Crescent English Course Book 4* has a lesson titled *Travellers and Purposes*. This was divided into four segments with a view to testing the basic skills: Listening, Speaking, Reading and Writing.

The lesson contains basic life oriented vocabulary that are in common use. The reading was made meaningful by citing examples from their visits to places like hospitals, schools and other common places. The students were made to realize a "feel-at-home" climate that the class lessons is similar to what the students hear in English.

Development of the audio-cassette

Table (3): Frequency distribution of the students' scores of the whole test and the percentages.

Scores	Frequency	Percentage
11	1	4%
15	1	4%
16	1	4%
17	3	12%
18	2	8%
19	1	4%
20	3	12%
21	1	4%
22	2	8%
23	2	8%
24	2	8%
25	2	8%
26	1	4%
27	1	4%
28	1	4%
29	1	4%
Total	25	100

The audio script was developed for skills attainment among the students and the researcher himself lent the voice. This enabled the students to realize that the voice was familiar to them. This is a key factor that the *teacher as developer could emulate interest in teaching/learning of the material*. The recording was done in a professional studio to make it perfect in its impact during the teaching in the class room. Care was taken that the pronunciation, tone and intonation were all free from any short comings.

In order to make the teaching effective, visuals were also provided just by simple drawing of the pictures on a big chart, which contained the entire lesson.

Validation and Evaluation

The treatment was given on a single day. The students were made to listen to the cassette one time and they were made to think what could be the content. It might look like a brain-storming exercise, but actually it was to motivate them and in the next stage the visuals (chart) were presented and their interest was aroused.

Then audio and visuals were simultaneously provided which reinforced their learning automatically. It was a natural experience and there was no compulsion any where anytime during their learning. After three times, a question was asked to make them speak. When they volunteered, it was felt that it was time to test the outcome of their learning.

The trainee teachers (about 10) were involved in the experimental study. They were asked to administer a simple test on the students. The test aimed to test the aural-oral communicative skills in English: Listening, Speaking then Reading and Writing. Each test carried 10 marks totalling to 40 marks. The score was taken and converted into percentage.

Analysis and Findings:

The scope for each test of a skill was analyzed discretely. The findings were as follows:

- 6 students (24%) failed in the listening skill test as they obtained score less than 5 whereas 8 students (32%) failed in the speaking test as they obtained less than half of the total score.
- 9 students (36%) failed in the reading test as they got very less score whereas 19 students (76%) failed in the writing test as they got very low scores out of ten.

The statistics of that collective table may be supported by those of the next table.

It is clear that none of the students obtained the full score (viz. 40) but only 1 student obtained 29 out of 40 (i.e. 75% out of 100%). Listening skill of the Yemeni students is obviously neglected in the Yemeni schools. However, 4 students obtained 9 out of ten, 3 students got 8 out of ten and 2 students had 7 out of ten. Only 6 students failed (got less than 5) and 4

Table (1): The scores of the tests for the four basic skills and the percentage for each test.

St.No.	Listening score	Speaking score	Reading score	Writing score	Total score	Percentage
1.	7	5	4	4	20	50%
2.	6	3	4	4	18	45%
3.	6	4	6	4	20	50%
4.	5	4	5	3	17	42.5%
5.	6	4	6	4	20	50%
6.	9	5	6	2	22	55%
7.	9	8	4	2	23	57.5%
8.	8	7	4	4	23	57.5%
9.	9	5	0	3	17	42.5%
10.	5	5	0	1	11	27.5%
11.	8	5	4	7	24	60%
12.	7	8	6	6	27	67.5%
13.	5	5	6	6	22	55%
14.	10	9	8	2	29	72.5%
15.	9	8	7	4	28	70%
16.	4	4	7	10	25	62.5%
17.	4	4	10	7	25	62.5%
18.	8	7	7	4	26	65%
19.	5	6	4	7	24	60%
20.	6	7	4	4	21	52.5%
21.	2	6	6	3	17	42.5%
22.	2	8	6	2	18	45%
23.	2	2	10	1	15	37.5%
24.	2	6	6	2	16	40%
25.	6	2	8	3	19	47.5%

students got the lowest score (viz. 2) in the listening test. Whereas 1 student got the highest score in speaking that is 9 out of 10. However, 3 students got 8, other 3 students obtained 7 and 3 had 6 out of ten. Students' responses to the oral-aural skills, namely speaking and listening skills, were quite good and this suggests that teachers can do a lot. Although those skills are mostly neglected in the Yemeni schools, yet much help can be offered by the teachers.

Statistics suggest that reading and writing skills need much care and remedial work. They should be developed in the classrooms as 9 students got less than 5 out of ten and two of those students (8%) obtained nothing in the reading test while 16 students got less than 5 and one of those students got the lowest score viz. 1. Students' performance in writing test was very low.

It is clear that more than half of the subjects (13 students - 52%) got scores more than 20 whereas only 9 students (48%) obtained less than 20.

According to the frequency distribution, the central tendency is computed through the different indicators that are used to look at central tendency: the mean, median and mode, we find the following: mean, median and mode is exactly 21. Also, average is 21. Thus mean, mode and median converge on exactly the same score value that is "21". Here the mean can be interpreted in this way: the typical performance of the students has the middle score viz. 21. Now, we come to ask how far each student's performance varies from the typical performance viz. the mean?

Depending upon the statistics above, we can say that there are big differences among the students' scores and accordingly in their language skills, especially their reading and writing skills. Also, we can say that the students performed heterogeneously on the different tests since the 'standard deviation' is 4.41, far away from the mean.

Conclusion

This project aimed at finding out how far the students from the Arabic world could become proficient in their Aural-Oral Communicative skills in English.

The inference is that the students would be strong if they are made to listen to the cassette developed by the teachers with fair competences in English. There are a good number of them.

The mother tongue is not a deterrent factor to learn English.

Writing is less attractive so it needs much focus and serious remedial work to teach the students the proper use of grammar and spelling.

Using audio-cassettes with charts enhanced the learning activity to a remarkable degree.

Incidentally the teacher trainees who were observers in the study substantially contributed in the organization of the project.

So through this type of experiment, if done by the teacher with real concern for the learners, the communication strategies would definitely lead to qualitative improvement in oral-aural communicative skills.

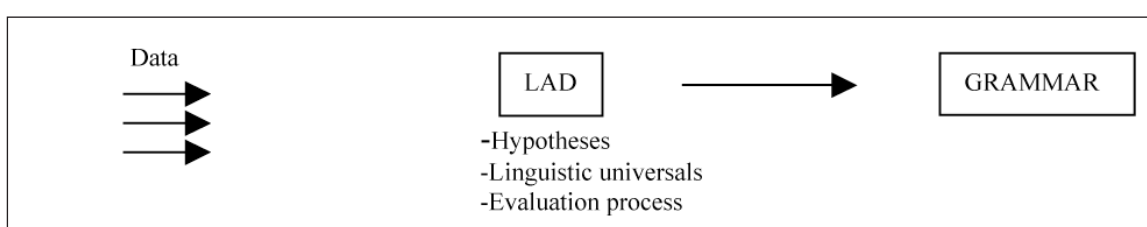
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2. Graddol, David. *English Next*. British Council: The English Company (UK) Ltd., 2006.
3. Ministry of Education. *Crescent English Course For Yemen - Book 4*. Republic of Yemen, 2000.

(Paper presented at the International Conference on "Quality Enhancement in Educational Communication" held at Bharatidasan University, Tiruchirappalli, India, 29-30 March, 2008.)

Corrigendum

The paradigm shift: From structuralism to transformationalism



Kuhn, Thomas. 1962. *The Structure of Scientific Revolution*. University of Chicago Press

The inadvertent omission of the digram and reference from the above-mentioned article (Education Supplement issue No. 26) is deeply regretted.

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SCIENCE QUIZ LINE

Tick (✓) the most appropriate choice

1. An association between two organisms where both of them are benefited, is known as

- Mutualism
 Parasitism
 Ammensalism
 Communalism

2. Reserpine, a drug which controls mental ailments and reduces blood pressure, is obtained from

- Rauwolfia
 Digitalis
 Aconitum
 Atropa

3. A virus can be classified as non-living as it

- does not respond to external stimuli

- can easily multiply in the host cytoplasm
 can dissolve bacterial cell wall
 has DNA as genetic material

4. Which of the following compounds is directly responsible for the depletion of ozone layer?

- SO₂
 CO
 Colorofluorocarbons (CFCs)
 CO₂

5. An instrument used for measuring radioactive emissions is known as

- Radiometer
 Geiger-Muller counter
 Autoradiographer
 Radioactivity meter

Suggested answers to the previous issue's questions

1. The vacuum in a thermos flask minimizes heat transfer by convection.
2. A gun recoils on firing a bullet. This can be explained on the basis of third law of motion.
3. The famous experiment that showed that both 'heavy and light bodies' take the same time to fall down to earth was conducted at Leaning Tower of Pisa.
4. Bronze is an alloy of zinc, tin and copper.
5. Giraffe, among the animals rhinoceros, zebra, giraffe and elephant, has the highest blood pressure.

RESEARCH ROUND UP

Temporal deixis and reference in English and Arabic: A comparative – contrastive Study

On Thursday May 8th 2008 at 10.00 am., the Faculty of Languages, Sana'a University conducted a viva for examining the Ph.D dissertation of Aseel Abdul Wadood Ferman for the award of Ph.D in English/Applied Linguistics on the topic *Temporal Deixis and Reference in English and Arabic: A Comparative – Contrastive Study*.

Dr. Aseel worked under the supervision of Dr. R. S. Sharma and Dr. Abdulmajeed Joodi. Her examiners were Prof. Dr. Abdulrahman Abdu Rabo, Prof. Dr. K. Thiagarajan.

The dissertation focused on the importance of right use of *Temporal Deixis and Contextual Reference* in both languages by the native speakers of Arabic to establish accurate and effective communication. Apart from being important for communication, temporal aspect is one of the most difficult areas of grammar in the sense that its proper use is governed not only by semantic and grammatical rules, but also by psychological and contextual factors.

The aim of the dissertation is to com-

pare and contrast the realization of different aspects of the temporal dimensions in English and MSA and to draw pedagogical inferences from the study.

The study is comprehensive in so far as it includes not only time deixis and reference; but also time of action, moods and process of action, and specification of action.

The thesis includes seven chapters: **Chapter 1** is an introductory account of the whole thesis. **Chapter 2** surveys a logico-linguistic description of time and linguistic structure through providing suggestions supported by evidence that the logico-semantic, scientific, religious and psychological conceptions of time do contribute some elements of the general schema that underlies the temporal dimension of every language in spite of its arbitrary structure. **Chapter 3** deals with *time and tense in English and MSA* i.e. (past, present, and future in relation to time of utterance). It describes and analyzes linguistic structure in English and MSA in the light of the logico-semantic framework, by analyzing the conceptualization of



Dr. Aseel flanked by university dignitaries and others.

time in deictic terms in English and Arabic in the light of universal positioning of the present point on the time scale. **Chapter 4** adopts lexical and grammatical aspects in English and MSA in addition to modality and the use of modal verbs in the two languages. **Chapter 5** presents a detailed analysis of temporal specifications in English

and MSA including temporal adverbs and prepositions of time. **Chapter 6** is assigned to the comparative and contrastive findings of the two languages, English and MSA in the area of temporal dimensions; i.e. *time and tense, aspect and modality and adverbial specifications*. **Chapter 7** works out the pedagogical implications of this study. Depending on the contrastive analysis carried out in the previous chapters. The researcher predicted some errors that Arab Native Speakers are likely to make which may cause learning problems.

These implications may help Arab native speakers when they study, learn, and teach English as a foreign language. They might be a good help for translators who translate English into Arabic and vice versa.



Dr. Aseel greeted by her colleagues.



The viva in progress.

Ibb University Professor attends the Inaugural Transpacific Forum on Global Education



By: Dr Ahmad G. Al-Haboob Associate Professor & Head Department of Higher Studies and Educational Administration Faculty of Education Ibb University.

Dr Anil K Prasad, Associate Professor and Chair, Department of English, Faculty of Arts, was invited as one of the main speakers to participate in the Inaugural Transpacific Forum on Global Education at St. Thomas University, Miami, Florida, held on April 3-4, 2008. The Forum explored the issues, challenges, and opportunities in global education in the twenty-first century. Dr Prasad's paper "Recreating Knowledge Societies: The Changing role of Universities in a Globalized world" examined the changing role of universities in a post-Literate and post-Internet world of higher education today when technology and education symbiotically interact to make higher education socially relevant. Referring to the role of GATS and its successor WTO, furnishing data from the developed and developing countries, discussing the state of higher education in the fast-changing world of today in terms of access, equity, quality, and funding, Dr Prasad said, "Today such statements as 'higher education is a public good', 'knowledge is a cornerstone of development' and 'education is a basic human right' are going to acquire their true significance if we consider the knowledge and digital divides and their future repercussions seriously in the light of unprecedented and fast-changing technological progress in production, and distribution of communication technologies. To reduce the digital and knowledge divides between the most favored countries and the developing and the least developed countries is the area where universities can play a significant role by making knowledge accessible to those disadvantaged sections (such as women and economical-

ly backward people) who live on the margins of knowledge and digital divides." Drawing on Altbach and Davis (1999), Chitnis (1999), Gupta(2005), Kaul (2006), Varghese (2007), Tilak (2007), and Rigaud and Lapstun (2007) he remarked that education is not only a means of passing knowledge but also a means of expressing and creating new identities. Therefore, the universities can play the following role which are crucial in a globalizing world of today:

- To highlight issues of higher education that face many countries and about which an international discussion can contribute insights;
- To contribute to the internationalization of higher education through discussion of international initiatives and linking of people and institutions to a global perspective and expanded international programs;
- To create a network of colleagues and centers working in a field of higher education worldwide in order to foster ongoing dialogue, communication, and collaborative possible research; and
- To link policymakers, key administrators and higher education research community in a creative dialogue on the central issues facing contemporary higher education. (Altbach and Davis, 1999)

Chitnis (1999) while discussing the Indian experience in higher education underscores the following role of the universities:

- Higher education should be in close touch with the world of work and should interact with it meaningfully;
- There is a need to restructure higher education and to do this as part of restructuring the larger frame of secondary education and with full awareness of societal realities and needs.

This is also true to the state of higher education in the developing countries like Yemen where there is an "absence of participation expected from the society and the pioneering productive organizations in the decision making councils" (*Educational Indicators of the Republic of Yemen: 2005-6: 43*)

He further said, "Today the world is witnessing a global change in higher education with the growth of e-education, the establishment of off-shore campuses of the world's best universities in India, China, Singapore, and the Gulf, and the interrelationships between the knowledge societies and



Dr. Anil Prasad delivers his address.



Dr. Prasad with distinguished delegates at the conference.

the market with the changing perception that higher education is a marketable "commodity." Today there is shift in higher education from elite to mass higher education. Even though the largest part of the population particularly in the developing countries is devoid of basic education and postsecondary education. Equity of access is a global challenge today when 66 percent of the world's illiterates are women. Today in the wake of liberalization, internationalization, deterioration, massification and diversification besides helping the disadvantaged sections of society universities can play a crucial role to mitigate the clash of cultures by bringing together the spiritual element of the Eastern method of imparting knowledge and the scientific spirit of the Western method of creating knowledge societies." By quoting the important ideas of Harold Innis, Marshall McLuhan, Amartya Sen, Samuel Huntington, and Francis Fukuyama he further urged that "the best of the East and the best of the West

should be integrated in order to recreate knowledge societies with the help of latest developments in information and communication technologies." Dr Prasad concluded his discussion by pointing out "our" limitations in comprehending the state of higher education in a globalizing world which "seems/ To lie before us like a land of dreams/ So various, so beautiful, so new"; ever-shifting, has, unlike Matthew Arnold's feeling of unease, immense possibilities to recreate a new world order based on knowledge capital which should be free, democratized, deconsumerised, decommercialised, for a better tomorrow for all. The need is to act with a vision – "We need a major research agenda to examine how education most broadly defined can best prepare children [and youth] to engage in a global world. We need better theoretical understandings of globalization's multiple faces – economic, demographic, social and cultural. We need more dialogue between scholars, practitioners, and policy makers."

POETRY CORNER

A Tribute to Prophet Muhammad

I do not know how to begin.
But it would be a great sin,
If I do not pay homage to this holy man,
Who struggled hard to execute the divine plan.



By Dr. Shailendra Kumar Mukul Head of the Dept. of English Faculty of Languages Amran University

Thanks to the Hira Cave,
Which gave shelter to this meditating sage.
Though an orphan, Muhammad had a divine inspiration.
Deserted by all, he became Allah's true selection.

Muhammad had a vision and revelation,
To go against idol worship and tradition.
He felt called upon to spread the message real,
Which he received from Allah through Gabriel.

It became Muhammad's mission in life,
To propagate Islam with struggle and strife.
He started this mission in Mecca first,
His birthplace where he felt extremely hurt.

Tortured by his own uncle Abu Lahab very hard,
Muhammad ultimately found solace in Hamzah's heart.
Abu Bakr became his friend in his hour of need.
Though he had a snake bite, he did not move indeed.

There was conspiracy to kill him in his own place,
Which marks his golden escape with wisdom and grace,
And also the beginning of a new year with Hegira calendar.
It was all because of Muhammad's greatness and grandeur.

Muhammad is a great prophet among the Muslim kin.
At last, I salute and say peace be upon him.

This poem was read at the Symposium on Prophet Muhammad organized by Dr. Ebrahim Shami, Head of the Dept. of English, Faculty of Education, Amran University on 1 April 2008. Later, it was translated into Arabic and both the versions are available on the website: www.yeph.org

CAMPUS CAUSERIE

ELT event in Qatar: Yemeni participation

Qatar TESOL held its annual conference on 11th – 12th of April. This year the conference topic was "Excellence in the Classroom." A number of interesting and useful papers and workshops on this topic were presented and conducted by a variety of speakers and presenter from different parts of the world. The plenary speakers were Scott Thornbury "Ten things to do with dialogues", Christine Canning-Wilson "25 great activities, games and ideas for the classroom," and Kathy Jongasma "What good readers do that poor readers don't: Implications from research around the world." For the first time, the conference had Yemeni participation from Abdulalam Al-Mukradi, "Open multi task activities for the classroom," and Eman Barakat – University of Science & Technology – "How to deal effectively with oral mistakes."

YOUTH FORUM

Rain in Summer

How beautiful is the rain!
After the dust and heat,
In the broad street,
In the narrow lane,
How beautiful is the rain!
It showers and showers:
Gentle, swift and wide
With a muddy tide,
Like a river down the gutter road

How beautiful is the rain!
Welcome ! the dearest rain.
Kaukab Class-IX Indian Embassy School, Sana'a



Experience

A flower was growing up in my heart
A tree was planted in the dark
A kiss was drawing in his cheek
A letter was sent to make me feel
A tear was falling down with my fear
A rock was throwing when he left
A new day came to fresh me up
A bird was singing to wake me up

A sun was asking me to have fun
A sky was there giving me a chance to fly
Rain painted the picture with bright colors
A yellow leaf was calling we passed the year.
Rania Hagag Sana'a University

Really I love you

When I see the moon,
I see your face...
When I see the sea
I see your mind...
When I see the sky
I see your heart...
When I see the sun
I see your love...

Come with love
All the flowers
Dance because of you...
All the birds
Carol because of you...

Really I love you
When your soul's for me
When your heart loves me
When your mind is with me

Really I love you

When you go
I become doleful...
When you come
I become blissful...
Do you know??
Really I love you
Come with me

Really I love you.

Yasmeen English Education Level 4 University of Science & Technology