The final performance of the competition was particularly interesting since director Fatima Tuz Zahra chose to merge the two scenes in which the witches appear before Macbeth. This team consisted of all final year honors students. The witches on stage were not the old and ugly hags that Shakespeare depicts but three vivacious young women Sabrina Nawshin, Sharmin Ara Rimu, and Tasnuva Tarannum. They danced and chanted around a cauldron, in which a *dhup* was used to create a smoky effect. During the first round of prophesies Macbeth, acted by Waheed Sadique, is told that he shall be king. Following that was the scene of Macbeth hallucinating a dagger before him. This spectacle was successfully shown with the help of a knife suspended from a cord. The dagger eludes Macbeth for a while, but he is finally able to grasp it in his hands and the illusion becomes a reality. During the second round of prophesies, the witches convince Macbeth that he is invincible, which is soon proved wrong in the combat with the masked Macduff.

While the scores were being counted, two teachers from the English Department Prof. Kaiser Haq and Ms. Rumana Siddique kindly agreed to entertain the audience with a reading from *The Taming of the Shrew*. Though Prof. Kaiser Haq announced upon stepping on stage "no rehearsals, no costumes," their performance seemed very well-rehearsed, and to compensate for the lack of costumes, Ms. Rumana Siddique alias Katherine supplied her own prop a fan to hit Petruchio with!

After the teachers' performance, Prof. Syed Manzoorul Islam and Prof. Fakrul Alam distributed tokens of acknowledgement to all the participants in the competition, followed by the announcement of the results by Prof. Khondakar Ashraf Hossain Chairman of the Department of English, Dhaka University. Despite a tight contest, the winner was the fourth year students who performed *Macbeth*. Their achievement was due to the outstanding acting by the three witches and some remarkable directing work. All in all, being a spectator at the **EDDS Inter Batch Performance Competition** was a very enjoyable experience.

Managing classrooms & making writing enjoyable : Here's the Jeremy-ian way!

Dr. Faheem Hasan Shahed

'IT's never the case that your students are either intelligent or dumb. The fact actually is: they are DIFFERENTLY intelligent!' Pausing a bit, Jeremy Harmer continued, 'You have to understand that people are different and have individual personality traits. We like, and respond to, different things in different manner. And so, when you are dealing with students in a class, do keep in mind that everyone of them has brought different emotional states, likings, disliking, desires and expectations with them, and they keep judging you on the basis of all those. All of them ARE intelligent pupils.'

The full house audience, who were teachers of English from different universities, colleges, schools, and institutes, were already glued to the eloquence of this globally renowned ELT writer and teacher-trainer who had been conducting a double-session English Language Teaching Seminar at the Surma Hall of Hotel Sonargaon on 25 August jointly organized by the British Council and BELTA (Bangladesh English Language Teachers Association).

Jeremy came to Dhaka as the keynote paper presenter at the 4th BELTA International Conference that was supposed to be held at BIAM from 24 to 26 August. That had to be cancelled due to the unavoidable state of affairs that occurred at that



time. This seminar was in a sense a look-alike conference in miniature form where he presented his keynote paper. Of course, in his quintessentially British elegance blended with brine humor.

In the first session, he talked about the ways to deal with mixed-intelligence, mixed-ability classes. In doing so, he highlighted the relationship between motivation and individual differentiation from the perspective of both students and teachers. 'What do the students want their teachers to be? They want a teacher to be someone who inspires, who helps and who cares.' Saying so, Jeremy demonstrated in his uniquely maneuvered visual aids how factors like affect, attitude, attitude, achievement and activities are inextricably interlinked that needs utmost attention on a teacher's part in any classroom. Before winding up the session for tea-break, Jeremy made his ultimate observation: 'If you are good teacher, you always know what you're doing. Students may not love you all the time, but they'd RESPECT you.'

The post-tea session witnessed a different Jeremy where he talked on writing habits, processes and genres and explained with interesting examples how writing is predominantly audience-oriented, and therefore is dominated by unbound, creative mantle of moods. He then showed ways as to how teachers can conduct both writing-for-learning and writing-for-writing depending on the class situation.