



**Asia Spelling
Cup 2017_{by}
Qooco**

2017 Asia Spelling Cup Competition Rules

2017 Asia Spelling Cup Contest Rules

Based on the 2015 Scripps National Spelling Bee Contest Rules

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Official Dictionary and Source of Words

The Merriam-Webster Third New International Dictionary of the English Language is the final authority and sole source for the spelling of words; the primary source used to craft the pronunciations, definitions, and language origins for the Asia Spelling Cup; and the only printed authority consulted by judges and pronouncer, as well as the sole source used during the Asia Spelling Cup to verify the information in our prepared lists. This Official Dictionary and Source of Words covers the core vocabulary of everyday with over 75,000 clear, concise definitions. If more than one spelling is listed for a word, any of these spellings will be accepted as correct if the following three criteria are met: (1) the pronunciations are identical, (2) the definitions are identical, and (3) the words are identified as being variants of each other. Spellings having temporal labels (such as archaic, obsolete), stylistic labels (such as substand, nonstand) or regional labels (such as North, Midland, Irish) which differ from main entry spellings not having these status labels will not be accepted as correct

Time Constraints

During oral spelling rounds at the Competition, the speller's time at the microphone has a limit of 2 minutes. Time begins when the pronouncer first pronounces the word. For the first 1 minute and 15 seconds, the speller will have the benefit of viewing a sign displaying a green traffic light. After 1 minute and 15 seconds, the Timer will show the yellow traffic light. At the 30-second mark, the Timer will show a red traffic light indicating that time is running out. The judges and pronouncer will not communicate with the speller during the final 30 seconds (red light mode). The judges will disqualify any speller who does not provide a complete spelling before the expiration of time (0 seconds with red light sign). If the judges and pronouncer need to discuss a competition-related matter while a speller is contemplating a word, they may pause the time clock, and they will inform the speller when they pause and resume the time clock.

Pronouncer's Role

The pronouncer strives to pronounce words according to the diacritical markings in Webster's Third.

Homonyms: If a word has one or more homonyms, the pronouncer indicates which word is to be spelled by defining the word.

Speller's requests: In oral competition the pronouncer responds only to the speller's requests for repetition of the word's pronunciation, a definition, sentence, part of speech, language(s) of origin and alternate pronunciation(s). When presented with requests for alternate pronunciations, the pronouncer or associate pronouncer checks for alternate pronunciations in The Webster's Dictionary. If the speller wishes to ask if the dictionary lists a specific root word as the root of the word to be spelled, the speller must specify a pronunciation of the root (not a spelling), its language and its definition. The pronouncer will grant all such requests as long as they are in accordance with time constraints outlined.

Judge's Role

The judges listen carefully, determine whether or not words are spelled correctly and uphold the rules. The decisions of the judges are final.

Misunderstandings: The judges will not respond to the speller's question(s) about the word and its pronunciation but, if the judges sense that the speller has misunderstood the word, the judges will direct the speller and pronouncer to interact until they are satisfied that reasonable attempts have been made to assist the speller in understanding the word within the time constraints outlined. It is sometimes impossible to detect a misunderstanding until a spelling error has been made, and the judges are not responsible for the speller's misunderstanding.

Pronouncer Errors: The judges compare the pronouncer's pronunciation with the diacritical markings in the word list. If the judges feel that the pronouncer's pronunciation does not match the pronunciation specified in the diacritical markings, the judges will direct the pronouncer to correct the error as soon as it is detected.

Disqualifications for reasons other than clear misspelling: The judges will disqualify a speller (1) who does not approach the microphone when it is the speller's time to receive the word unless there are extenuating circumstances that, in the judges' sole discretion, merit holding the speller's word in reserve and offering it to the speller after all other spellers in the round have spelled and before the close of the round; (2) who engages in unsportsmanlike conduct; (3) who, in the process of retracing a spelling, alters the letters or sequence of letters from those first uttered; or (4) who, in the process of spelling, utters unintelligible or nonsense sounds.

Speller activities that do not merit disqualification: The judges may not disqualify a speller (1) for failing to pronounce the word either before or after spelling it, (2) for asking a question, or (3) for noting or failing to note the capitalization of a word, the presence of a diacritical mark, or the presence of a hyphen or other form or punctuation.

Speller's Role

The speller makes an effort to face the judges and pronounce the word for the judges before spelling it and after spelling it. The speller while facing the judges makes an effort to utter each letter distinctly and with sufficient volume to be understood by the judge. The speller may ask the pronouncer to say the word again, define it, use it in a sentence, provide the part of speech, provide the language(s) of origin and/or provide an alternate pronunciation or pronunciations.

Misunderstandings: The speller is responsible for any misunderstanding of the word unless (1) the pronouncer never provided a correct pronunciation; (2) the pronouncer provided incorrect information regarding the definition, part of speech, or language of origin; or (3) the speller correctly spelled a homonym of the word and the pronouncer failed to either offer a definition or distinguish the homonyms.

Example Scenarios - Summary

Each student will come to the microphone based on his or her assigned numbers.

The pronouncer will read a word to the student.

The student repeats and has 2 minutes to spell out the word. If the student repeats the word with wrong pronunciation, the pronouncer says the word again until the student has the right pronunciation.

The student should first say the word, spell it and then say the word again. For example:

Pronouncer: Your word is “challenge”

Student: “Challenge. C-H-A-L-L-E-N-G-E. Challenge”

Once the student finishes spelling the word, the judge will check the correct spelling against the master spelling list of words and inform the student if the word was spelled correctly or incorrectly.

If it is incorrect, the judge should say incorrect while pressing the bell, and repeat the right answer with the correct spelling.

The student can repeat the letters he/she has spelled but cannot change the letter that he/she has spelled out.

In common rounds, before spelling out the word, the student has the right to ask the pronouncer some questions to get to know the word’s part of speech, definition, origin and example sentence(we will provide sheet with all the information). The questions can be:

- Could you repeat the word/sentence, please?
- May I have the definition/a sentence/the language origin, please?
- What’s the part of speech?

For example:

Situation A:

Pronouncer: Your word is artist.

Student: Artist. May I have the definition, please?

Pronouncer: Artist:a person who creates art work.

Student: Could you tell me a sentence, please?

Pronouncer: The artist paints beautiful pictures. Artist.

Student: Artist. A-R-T-I-S-T. Artist.

Judge: Correct.

For example:

Situation B:

Pronouncer: Your word is artist.

Student: May I have a sentence, please?

Pronouncer: The artist paints beautiful pictures. Artist.

Student: Artist. A-R-T-E-S-T. Artist.

Judge: (Press the bell) That's incorrect. Artist: A-R-T-I-S-T. Artist.

Situation C:

Pronouncer: Your word is artist.

Student: Artist. A-R-T,hmmm, A-R-T-S,Sorry, A-R-T-I-S-T.

Judge: (Press the bell) That's incorrect. You can't change the letter you have spelled.

Artist: A-R-T-I-S-T. Artist.