

2015 DEPARTMENT OF BASIC EDUCATION



SPELLING BEE SOUTH AFRICA

PARTICIPATION RULES AND TRAINING MANUAL



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



**DEPARTMENT OF BASIC EDUCATION
SPELLING BEE SOUTH AFRICA**

HOSTING A FORMAL SPELLING BEE

PARTICIPATION RULES AND TRAINING MANUAL FOR PROVINCIAL COODINATORS

2015



TABLE OF CONTENTS

I.	FOREWORD.....	3
II.	INTRODUCTION.....	4
III.	GENERAL RULES OF THE COMPETITION.....	5
IV.	PROCEDURE AT THE SPELLING BEE.....	13
V.	SPELLING BEE PACKAGE FOR ADMINISTRATORS.....	15
VI.	WORKSHOP ACTIVITY.....	28
VII.	COMMON ERRORS.....	29



I. FOREWORD



The Literacy and Numeracy Strategy, Mathematics, Science and Technology Strategy, under the overarching National Strategy for Learner Attainment, was launched in 2010 as a concerted effort by the Department of Basic Education (DBE) to build the foundation for improved learner performance. The strategy is underpinned by Action Plan to 2019: Towards the Realisation of Schooling 2030 and in particular Goal 2 which deals with increasing the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6. Hence, the Department's Literacy and Numeracy Strategy is viewed as a strategic driver to improve the quality of education while simultaneously improving the emerging skills and knowledge base of the country.

The diagnosis of the ANA results indicates that our learners are faring poorly in literacy and numeracy. In support of improved literacy results, the DBE hereby introduces a Spelling Bee programme in schools. Current best practice for teaching reading and writing indicates that teaching spelling had a strong effect on reading fluency among learners. There is ample evidence that proficiency in spelling actually supports reading and that accurate spelling reflects more advanced linguistic knowledge.

Accurate spelling is a laudable goal, and not only because poor spelling is often interpreted as a sign of laziness or a lack of intelligence. Practically, reliance on computer-based spell-checks takes time, requires substantial knowledge to differentiate between plausible spellings, and can be unreliable. The authentic benefit of being a strong speller, however, goes beyond the superficial. A skilled speller is a stronger reader and writer. A teacher can have confidence in affording spelling significant time and space in the literacy curriculum.

It is hoped, therefore that this programme will not only, improve the level of literacy in schools, but inculcate a culture of reading and life-long reading broadly. The support of stakeholders is also critical.

A handwritten signature in black ink, appearing to read 'S. Padayachee'.

Mr SG PADAYACHEE

ACTING DIRECTOR-GENERAL

DATE



II. INTRODUCTION

This training manual arose out of the need by provinces to understand the processes and procedures involved for a successful hosting of a formal Spelling Bee. Seemingly, inferring this from the rules provided was not enough. This was evident as different interpretations were made of the same rules by different provinces, resulting in the implementation process not being uniform across the country.

The practical implementation of the manual has since been tested in one province and found to be adequate in terms of preparing teams for conducting a Spelling Bee. It contains the revised general rules of the competition, procedure at the Spelling Bee, the Spelling Bee package for administrators (which includes relevant templates), and words that might be used for an activity with participants (if required). Last on the list are some common errors often committed at a Spelling Bee that co-ordinators should be aware of.



III. GENERAL RULES OF THE COMPETITION

The competition has three distinct segments: Preliminaries (School Clusters, Districts), Semi-finals (Provincial) and Championship Finals (National). Each of the segments will consist of four Rounds of spelling and an Elimination Round.

1. Spelling Bee Words

The Department of Basic Education will provide the spelling words for use in the competition. The words may be categorised based on difficulty level. They will be made accessible to all on the Departmental website, www.education.gov.za, ahead of the registration period for spellers to prepare.

2. Eligibility Requirements

To be eligible to participate in the 2015 Department of Basic Education (DBE) Spelling Bee South Africa (hereafter called Spelling Bee), a learner must meet the following requirements:

- 2.1. must attend a public or independent school funded by the Provincial Education Department. All schools are eligible to take part in the competition including Special Schools.
- 2.2. must not have completed Grade 6 on or before 01 February 2015.
- 2.3. must not have repeated any grade for the purpose of extending Spelling Bee eligibility. If the learner has repeated any grade, their school must notify the Organising Committee of the circumstances of grade repetition by 28 March, of every year. The Organising Committee, using its sole discretion, shall determine the learner's eligibility status on or before 30 April of each year.
- 2.4. the Organising Committee may disqualify, prior to, during, or after the competition, any learner who is not in compliance with any of the Eligibility Requirements. Thus disqualification can occur at any time between the period following the competition in 2015 and 30 January 2016. Such learners forfeit any prizes, rank and/or other benefits accorded to them as a result of participation in the 2015 DBE Spelling Bee South Africa.

3. Registration

Schools must complete and submit the registration form, which can be accessed from <http://www.education.gov.za>

4. Participation

To participate in the Spelling Bee, the school must ensure that:

- 4.1. a learner is in the **Intermediate Phase** - Grades 4 to 6.
- 4.2. a learner has not been disqualified at any level of the competition (e.g. District or Province).
- 4.3. a learner submits the following to the District, Provincial Spelling Bees:
 - Signed Appearance Consent and Release Form with a photograph (to be used for SABC and for social media)
- 4.4. it notifies the Organising Committee of any changes in learner information. This must be done not less than seven days before the start of the competition.



5. Learners with Special needs

The Spelling Bee will accommodate Spellers who have physical challenges.

- 5.1. all requests for accommodation of learners with special needs and involving medical conditions sight, hearing, speech or movement should be directed in writing to the Organising Committee before 30 March of every year.
- 5.2. the Adjudicators have discretionary power to amend spelling requirements on a case-by-case basis for Spellers with diagnosed medical conditions involving sight, hearing, speech or movement.

6. Chaperones

In order to ensure learner safety, Chaperones will be appointed

- 6.1. the provinces will screen and appoint Chaperones.

7. Prizes

- 7.1. the names of each implementing partner per province will be confirmed before the commencement of the registration period.
- 7.2. partners will pledge upfront and agree on prizes for the winners.
- 7.3. the standard prize awarded will include a dictionary, a certificate and an educational excursion, funds permitting.
- 7.4. sponsors may not award prize money as an incentive.

8. Adjudication criteria

- 8.1. the Spelling Bee will be conducted only in English (**United Kingdom**).
- 8.2. the Concise Oxford English Dictionary is the only official dictionary and resource for words used in the competition.
- 8.3. the Champion Speller is decided on the basis of the correct spelling of the words.
- 8.4. Selection of winners
 - learners will be selected on merit in accordance with rules of the Spelling Bee; and
 - the decisions of the Adjudicators are final.

9. Format

The competition consists of the following elements:

- Adjudication Panel
- Administrative Panel
- Name List
- Spellers
- Rounds
- Elimination Round



10. Adjudication Panel

The Adjudication Panel will officiate the Spelling Bee and consist of the following number of members:

- 1 Pronouncer
- 3 Adjudicators
- 1 Timekeeper

10.1. Pronouncer

- must pronounce words according to the pronunciation markings in the Concise Oxford English Dictionary;
- calls out the words that each learner will spell;
- gives the alternate pronunciation to avoid misunderstanding, if alternative pronunciations are available, and within the allowed parameters of the rules; and
- homonyms: if a word has one or more homonyms, the Pronouncer indicates which word is to be spelled by defining the word.

10.2. Adjudicators (see also Special Instructions Adjudicators 11)

- listens to the spelling of the word and determines if it is spelled correctly;
- uses signs (e.g. Red card or Green card) for visual ease;
- advises on at least the following: the origin of the word, definition, sentence, part of speech, and whether alternatives of the words exist or not;
- upholds the rules in determining whether or not words are spelled correctly;
- works from a Name List that contains the names of all Spellers in the competition; and
- crosses off the names of all Spellers who are eliminated and submits their numbers.

10.3. Timekeeper

- ensures that Spellers stick to the allocated time (30 seconds) from the time they begin to spell the word; and
- if the learner delays spelling, the Timekeeper can draw attention to the time constraints and the need for completion.

11. Administrative Panel

The Administrative Panel will officiate the Spelling Bee and consist of the following members:

- Registration Officers
- Programme Director
- Ushers



11.1. Registration Officers

The number of Officers will be determined by need and based on the number of Spellers participating. Duties as follows;

- registers/confirms the registration of the participating learners;
- receives registration lists;
- confirms that the name of each Speller that will compete is on the registration list;
- gives one copy of the list to the Adjudication Panel, the Pronouncer, and keeps a copy; and
- for the Provincial and National competition, if a master Name List with the names of Spellers and their schools has been prepared, provides copies as noted above.

11.2. Programme Director

- manages the proceedings according to the programme;
- opens the event;
- introduces the Adjudication Panel;
- acknowledges the schools participating and the learners;
- thanks the sponsors (as appropriate);
- instructs the audience not to applaud after each contestant has spelled, but only at the end of each Round;
- announces the beginning of the Round;
- calls the number of each Speller when it is his/her turn to spell;
- assesses the progress of the competition, and if after a few Rounds no one has been eliminated, may suggest to the Adjudication Panel to move to the Elimination Round; and
- hands over proceedings to the Pronouncer.

11.3. Pronouncer

- manages each Round by calling out the words to be spelled;
- in **Rounds One and Two only: gives the Speller two chances to spell the word.** If they are incorrect on the first attempt, the Pronouncer may say to the Speller “try again”. Starting in **Round 3, Spellers will have only one chance to spell the word they are given;** the word must be spelled correctly on the first attempt;
- hands the programme back to the Programme Director at the end of each Round; and
- announces a two minute break at the end of each Round, which allows Spellers who misspelled words in that Round to leave the stage.

12. Special Instructions: Adjudicators

12.1. Spellers should face the Adjudicators

As lip movements may be critical in detecting misunderstandings or misspellings, the Adjudicators encourage Spellers to face them when pronouncing and spelling the word.

12.2. Disqualifications for reasons other than clear misspelling



The Adjudicators will disqualify a Speller who:

- refuses a request to start spelling;
- does not approach the microphone when it is time to receive the word;
- engages in misconduct; interferes with other Spellers or disrupts the proceedings;
- in the process of retracing a spelling, alters the letters or sequence of letters from those first uttered; and
- in the process of spelling, utters unintelligible or nonsense sounds.

12.3. Speller activities that do not merit disqualification

The Adjudicators may not disqualify a Speller for the following reasons:

- failing to pronounce the word either before or after spelling it;
- for asking a question; and
- for noting or failing to note the capitalisation of a word or the presence of a pronunciation mark.

12.4. Participant misunderstandings

The Adjudicators participate in the exchange of information between the Speller and Pronouncer if they feel that clarification is needed.

- they listen attentively to the Speller's pronunciation of the word and if they sense that the Speller has misunderstood the word, the Adjudicators work with the Speller and Pronouncer until they are satisfied that reasonable attempts have been made to assist the Speller in understanding the word within the time constraints; and
- whilst the Adjudicators are responsible for attempting to detect a Speller's misunderstanding until a spelling error has been made, the Adjudicators are not responsible for the Speller's misunderstanding.

12.5. Alternate pronunciations

When presented with requests from a Speller for alternate pronunciations, the Pronouncer checks for alternate pronunciations in the Concise Oxford English Dictionary.

12.6. Pronouncer errors

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

12.7. Misunderstanding of the word

The Speller is responsible for any misunderstanding of the word unless the Pronouncer never provided a correct pronunciation;

- the Pronouncer provided incorrect information regarding the definition, part of speech, or language of origin; and
- the Speller correctly spelled a homonym (word with a different spelling but same sound. e.g. blue and blew) of the word and the Pronouncer failed to either offer a definition or distinguish the homonyms.

13. Special instructions: speller

- each Speller is assigned a number;



- at the start of the competition, Spellers sit in rows of chairs in sequential order. This sequence will change with eliminations;
- when the first Speller leaves their seat onstage to go to the podium to spell, Spellers move down one place to occupy the seat that has been vacated; and
- after a Speller spells a word they move to the end of the line of chairs and take a seat.

13.1. The Speller

- may request the Pronouncer to provide a definition, sentence, part of speech, language(s) of origin and alternate pronunciation(s);
- may ask if the dictionary lists a specific root word as the root of the word to be spelled; and 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;
- should make an effort to face the Adjudicators and pronounce the word for the Adjudicators before spelling it and after spelling it;
- should make an effort to utter each letter distinctly and with sufficient volume to be understood by the Adjudicators;
- if they choose, 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/s. The Speller may ask root word questions that meet the specifications; and
- gets two chances to spell the word. If they are incorrect on the first attempt, the Pronouncer may say to the Speller “try again”. This will only be permitted in Rounds One and Two. Starting in Round 3, Spellers will have only one chance to spell the word they are given; the word must be spelled correctly on the first attempt.

13.2. More than one spelling of the same word

If more than one spelling is listed for a word that the Pronouncer has provided for the Speller to spell, any of these spellings will be accepted as correct if all of the following three criteria are met:

- the pronunciations of the words are identical;
- the definitions of the words are identical;
- the words are clearly identified as being standard variants of each other. Spellings at other locations having labels such as archaic, obsolete, stylistic labels (such as sub stand, nonstandard) or regional labels (such as North, Midland, Irish) which differ from main entry spelling not having these status labels will not be accepted as correct; and
- if a Speller spells incorrectly they give their number to the Adjudicators and return to their seat. The Speller does not leave the stage until asked to do so.

14. Rounds

- for all Rounds except the Elimination Round, all Spellers who have not been eliminated from the competition will spell only one word in each Round;
- if a Speller spells a word incorrectly, before they leave the podium they must give their number to the Adjudicators, who will cross their name off the list. The Speller returns to his/her seat on stage. They will only leave the stage during the break after the Round ends;
- after each Round, there is a 2 minute break and an acknowledgment of the Spellers’ efforts— applause. Spellers



who were eliminated then are asked to leave the stage, and sit in their designated area;

- the Elimination Round includes words the Spellers may not have studied from the Spelling Bee Word List, but would likely have encountered in reading. The premise is not to promote learning to spell by rote, but foster learners' ability to break down a word into syllables and use logic to spell;
- Spellers who have not been eliminated in the previous Rounds compete in the Elimination Round;
- all Spellers must leave the room during the Elimination Round. They re-enter one at a time and are given the same word to spell;
- in the Elimination Round, each word is a Round;
- Elimination Rounds continue until there is a winner; and
- all Spellers eliminated in the same Round are tied for the same place.

14.1. Elimination Round process

- all Spellers leave the stage and wait in an area where they will not be able to hear the proceedings
- the first Speller, whose turn it is to spell, enters the competition area and is given a word to spell from the "Elimination Round" List;
- if she/he spells the word correctly, they take the first seat onstage. If they are incorrect, they are eliminated. The Speller must remove their number, give it to the Adjudicators, and leave the stage;
- if the previous Speller misspelled the word, the next Speller in line receives the same word that was misspelled; and
- a new word is given only when the next Round begins.

14.2. Progression of competition

- at the beginning of any Round in which either two or three Spellers remain, the Pronouncer will move to the championship section of the word list; and
- **if a champion does not emerge in the course of administering these final 20 words, the remaining Spellers will be declared co-champions.**

14.3. Time constraints

- the Speller's time at the microphone has a limit of 30 seconds;
- a time clock and a starting signal must be provided to the learner; and
- if the Adjudicators and Pronouncer need to discuss a competition-related matter while a Speller is contemplating a word, they will inform the Speller when they pause and resume the time clock.

15. Elimination Round: end of Competition procedure

- **If all Spellers in an Elimination Round misspell:**
If none of the Spellers remaining in the Spelling Bee at the start of a Round spell a word correctly during the Round, all remain in the competition and a new Round begins;
- **If only one Speller in an Elimination Round spells correctly:** the Speller is declared the champion. The others remaining are runners-up;
- The championship spelling continues until there is only one more Speller that spells correctly, and he/she is declared the first runner-up and the championship continues;
- If one speller amongst those remaining spells another word correctly, he/she is declared a second runner-up;



and

- **Rule 13.2 bullet 2 above applies** (if a champion does not emerge in the course of administering these final 20 words, the remaining Spellers will be declared co-champions) **in the unlikely event that no speller/or remaining spellers cannot spell the 20 words.**

Adapted from: <http://www.spellingbee.com/files/spelling.com/2012BeeGuide.pdf> [Accessed: 19 April 2013]



IV. PROCEDURE AT THE SPELLING BEE

The following guidelines describe the procedure during the Spelling Bee:

Step 1

The Programme Director welcomes all and ensures that all present are settled. He/she outlines key rules and processes but also ensures that the audience understand the house rules as well.

Some of the rules to highlight might include:

- The number of rounds that are going to be there;
- The warm-up round and the fact that a speller will be given a second chance to attempt spelling a word without being penalised;
- The length of the breaks between the rounds;
- The procedure during the elimination rounds; and
- The rule stating that the adjudicators' ruling is final.

Some of the house rules to be highlighted might include:

- Encouraging members of the audience to clap hands only after a round has ended; and
- Discouraging the audience from assisting their favourite spellers

Step 2

After introducing members of the adjudication panel, he/she invites the Pronouncer to start the proceedings. The Pronouncer calls each Speller to approach a microphone to spell a given word from the list. After the adjudicators have confirmed that the word is correctly spelled by raising a green card, the Pronouncer calls the next Speller in line to approach the microphone to spell another word. If a word is not correctly spelled (the adjudicators will have confirmed that by lifting a red card) the Pronouncer will give the correct spelling of the word before the Speller leaves the podium.

Step 3

The Adjudicators cross-out the names of learners who do not spell correctly each from his/her copy of the Registration sheet as the round progresses. At the end of the first round (and every other round), the Programme Director will again take over the proceedings from the Pronouncer to outline the next course of action.

Step 4

The Adjudicators confirm the names of Spellers who have been eliminated from the round (and each coming round). Such Spellers are congratulated by the audience as they leave to occupy seats reserved for them; leaving behind those who are continuing with the competition.

Step 5

Before the elimination round, all spellers remaining will be ushered to a separate room from where they will not be able to hear the proceedings in the main venue. They will then be ushered in to spell the same word, one speller at a time.



Step 6

The Speller who will correctly spell this word will be the Champion Speller, provided all the others spell it wrongly. He /she will be given a seat, to be flanked by two runners-up.

Step 7

The remaining Spellers are once more requested to leave the venue and the above procedure is repeated until the first runner-up and the second runner-up have emerged. That essentially completes the Bee.



V. SPELLING BEE PACKAGE FOR ADMINISTRATORS

Template 1: Score Sheet

Template 2: Attendance Register (names of spellers/schools) participating in the competition)

Template 3: Attendance Register for the day

Template 4: Numbers (1 through 45 to be assigned to each participant- printed on A4 paper)

Template 5: Parental Consent Form

Template 6: Words with definitions for use by the pronouncer and adjudicators. The same words/ or list that must actually be spelled by learners (can be cut out and placed in a bowl or be called horizontally from a table/grid).

Template 7: The DBE Monitoring Tool

Template 8: Pledge of Confidentiality

Name List (of spellers) to be used in the Spelling Bee rounds





NO	Round 1	Round 2	Round 3	Round 4	ELIMINATION ROUND	INITIAL AND SURNAME	SCHOOL NAME
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

Template 2:

ATTENDANCE REGISTER FOR THE SPELLERS

DATE: _____

VENUE: _____

TIME: _____

NAME OF THE SPELLER	NAME OF THE SCHOOL	TELEPHONE NUMBER	E-MAIL ADDRESS



ATTENDANCE REGISTER FOR THE DAY

DATE: _____

VENUE: _____

TIME: _____

NAME	CAPACITY e.g. parent	TELEPHONE NUMBER	E-MAIL ADDRESS



Template 4

NUMBERS (IDEALLY NOT MORE THAN 45 SPELLERS PARTICIPATING PER SESSION)

1-45



Template 5

PARENTAL TOUR CONSENT FORM

Note: this form to be completed by a parent legal guardian/person acting in capacity of the learner who will be undertaking a tour.

1. DETAILS OF LEARNER

1.1	Name	
1.2	Grade	
1.3	School	

2. DETAILS OF THE SCHOOL

2.1	District	
2.2	Name of school	
2.3	Name of principal	

4. DETAILS OF TOUR

3.1	Destination	
3.2	Purpose of the tour	
3.3	Proposed departure date	
3.4	Proposed arrival date	

6. CONSENT BY PARENT/ LEGAL GUARDIAN/ PERSON ACTING IN PARENTAL CAPACITY

I, _____ (Parent/ legal guardian/ Acting in parental capacity) do hereby consent to the above learner undertaking the tour and confirm that I-

- 6.1 have been advised and fully understand, the purpose, nature and risks associated with this tour;
- 6.2 have been informed by the school of the relevant details associated with this tour, including the itinerary ,arrangements for travel , accommodation, contact details of the tour manager and other associated details;
- 6.3 understand that in the event of accident or injury to the above learner that all reasonable steps will be taken by the tour manager to contact me and if I cannot be reached contact my relatives indicated to obtain consent for any necessary emergency medical treatment and/or any emergency medical operations;



Name of person	Relationship	Contact details
		Home: Work: Cellphone: Email: Fax:
		Home: Work: Cellphone: Email: Fax:

6.4 have completed the medical questionnaire attached to ensure the safety of my child; and

6.5 have been provided with a copy of the school's discipline and safety rules in terms of which the learner will undertake the tour.

7. DETAILS AND SIGNATURE OF PARENT/ LEGAL GUARDIAN/ PERSON ACTING IN PARENTAL CAPACITY

5.1	Name	
5.2	Capacity	
5.3	Address	
5.4	a) contact details	
	b) cell number	
5.5	Signature	
5.6	Date	



PRELIMINARY WORD LIST

WORDS	DEFINITION	SENTENCE
1. Suffice (v)	Used to suggest that although you could say more, what you do say will be enough to explain what you mean	<i>I won't go into all the details. Suffice it to say that the whole event was a complete disaster.</i>
2. Accommodation (n)	A place to live, work or stay in <i>rented/temporary/furnished accommodation</i>	<i>The building plans include much needed new office accommodation.</i>
3. Condemned (v)	Express very strong disapproval of somebody/something, usually for moral reasons	<i>The government issued a statement condemning the killings.</i>
4. Assassination (n)	Murder of (an important person) for political or religious reasons	<i>The president survived a number of assassination attempts.</i>
5. Colleagues (n)	A person that you work with, especially in a profession or a business	<i>We were friends and colleagues for more than 20 years.</i>
6. Committal (n)	The official process of sending somebody to prison or to a mental hospital.	<i>He was released on bail pending committal proceedings.</i>
7. References (n)	A letter written by somebody who knows you, giving information about your character and abilities, especially to a new employer.	<i>We will take up references after the interview.</i>
8. Star (n)	A famous and excellent singer, performer, sports player, etc	<i>He's so good—I'm sure he'll be a big star.</i>
9. Intriguing (adj)	Very interesting because of being unusual or not having an obvious answer.	<i>These discoveries raise intriguing questions.</i>
10. Sophistication (n)	The quality of being sophisticated.	<i>She spoke simply and directly, without sophistication.</i>
11. Opportunity (n)	A time when a particular situation makes it possible to do or achieve something.	<i>You'll have the opportunity to ask any questions at the end.</i>
12. Guitar (n)	A musical instrument that usually has six strings that you play with your fingers or with a plectrum.	<i>As he sang, he strummed his guitar.</i>
13. Integrity (n)	The quality of being honest and having strong moral principles.	<i>Former president Mandela was a man of integrity.</i>
14. Cadre (n)	A small group of people who are specially chosen and trained for a particular purpose.	<i>A cadre of scientific experts.</i>
15. Colossal (adj)	Extremely large.	<i>The singer earns a colossal amount of money.</i>
16. Consciousness (n)	The state of being able to use your senses and mental powers to understand what is happening.	<i>I can't remember any more—I must have lost consciousness.</i>
17. Business	The activity of making, buying, selling or supplying goods or services for money.	<i>It's been a pleasure to do business with you.</i>



WORDS	DEFINITION	SENTENCE
18. Haphazard (adj)	With no particular order or plan; not organized well.	<i>The books had been piled on the shelves in a haphazard fashion.</i>
19. Disciple (n)	A person who believes in and follows the teachings of a religious or political leader.	Peter was one of the disciples of Jesus Christ.
20. Anarchy (n)	Political or social disorder, a situation in a country, an organization, etc. in which there is no government, order or control.	<i>The overthrow of the military regime was followed by a period of anarchy.</i>
21. Bourgeois (adj)	Belonging to the middle class.	<i>They are a traditional bourgeois family.</i>
22. Miscellaneous (adj)	Consisting of many different kinds of things that are not connected and do not easily form a group.	<i>She gave me some money to cover any miscellaneous expenses.</i>
23. Referring (v)	To mention or speak about somebody/something.	<i>The victims were not referred to by name</i>
24. Welterweight (n)	A boxer weighing between 61 and 67 kilograms, heavier than a lightweight.	Floyd Mayweather, Junior, is the welterweight WBC (World Boxing Council) champion of the world.
25. Committee (n)	A group of people who are chosen, usually by a larger group, to make decisions or to deal with a particular subject.	<i>Ms Brown is on the management committee.</i>

Words sourced from: Sowetan 08 August 2014, Friday

All definitions and most sentences from:

<http://www.oxfordlearnersdictionaries.com/definition/english/> [Accessed: 15/12/2014]





WORDS	DEFINITION	SENTENCE
1. Boulevard (n)	A wide city street, often with trees on either side	The Government Boulevard is lined up by Jacaranda trees.
2. Triumphant (adj)	Very successful in a way that causes great satisfaction	<i>They emerged triumphant in the September election.</i>
3. Savour (v)	To enjoy the full taste or flavour of something, especially by eating or drinking it slowly.	<i>He ate his meal slowly, savouring every mouthful.</i>
4. Diarrhoea (n)	An illness in which waste matter is emptied from the bowels much more frequently than normal, and in liquid form.	<i>Symptoms of diarrhoea may include vomiting.</i>
5. Hierarchy (n)	A system, especially in a society or an organization, in which people are organized into different levels of importance from highest to the lowest <i>social/political hierarchy</i> .	<i>She's quite high up in the management hierarchy.</i>
6. Aggression (n)	Feelings of anger and hatred that may result in threatening or violent behaviour.	<i>The research shows that computer games may cause aggression.</i>
7. Hurricane (n)	A violent storm with very strong winds, especially in the western Atlantic Ocean	<i>Betty (the name of the hurricane) is now approaching the coast of Florida</i>
8. Palaeontologist (n)	A person who studies fossils.	Louis Leaky Raymond Dart, the palaeontologist discovered the Taung Baby Skull.
9. Psychopath (n)	A person suffering from a serious mental illness that causes them to behave in a violent way towards other people	A psychopath does not have the capacity to relate to others.
10. Fratricide (n)	The crime of killing people of your own country or group.	The brothers were found guilty of <i>fratricide</i>

Source of the words: The weekly world edition of the Daily Telegraph & the Sunday Telegraph 6-12 August 2014 No. 1202

All definitions and most sentences from:

<http://www.oxfordlearnersdictionaries.com/definition/english/> [Accessed: 15/12/2014]

Template 7

DBE SPELLING BEE SOUTH AFRICA MONITORING TOOL

Type of Elimination (Mark with a cross)

District

Province

District Name: _____

Name of the Province: _____

1. Number of Learners who participated in this competition: _____	2. Number of Schools that participated in this competition: _____
3. Number of Educators in attendance: _____	4. Number of Rounds in this competition: _____
5. Name of DBE official in attendance: _____ Email: _____ Cell/Tel: _____	6. Was any technical support given by a Spelling Bee implementing partner? _____ 7. Name of Implementer Organisation (if applicable) _____ Name of Implementer Representative (if applicable) _____ Cell/Tel: _____
8. How many people came to support the event? _____	

9. Program Director Name: _____ Organisation/Entity Name

10. Email: _____

11. Pronouncer Name: _____

Organisation/Entity Name: _____ Email: _____

12. Adjudicators Names:

(a) _____
Organisation/Entity Name Email

(b) _____
Organisation/Entity Name Email:

(c) _____
Organisation/Entity Name Email

13. Details of Finalists:



Full name	Home Language	School Name & contact number	Gender	Special food (diet).e.g. Hallaal
1.				
2.				
3.				

15. Name and contact of the chaperone (teacher accompanying learners to the National Championships in October 2015):

Name: _____ Tel: _____

16. Which districts have done the eliminations leading to the provincial championships? _____

17. Name of the official in charge: _____

18. Signature: _____



Template 8

PLEDGE OF CONFIDENTIALITY FOR RECEIVING SPELLING BEE WORDS

I _____, the project manager of the DBE Spelling Bee South Africa (henceforth referred to as spelling bee) have informed the provincial (PED Provincial Education Department) coordinator that the spelling bee words to be used in the provincial competition should be kept strictly confidential until the end of the competition.

Coordinators have also been requested to declare their relationship with any of the participants in the provincial spelling bee eliminations.

National Coordinator

Date

Provincial Coordinator:

Name: _____

Province: _____

Signature:

Date:



VI. WORKSHOP ACTIVITY

Time required: Approximately 1H30

The participants are requested to volunteer to play different roles to match those of the prescribed panel. Some are requested to volunteer as spellers for the activity and given a chance to practise using some of the words, see next page. The roles are then played to mirror a real spelling bee. There will be a lot of mistakes as the process unfolds, but hopefully, the participants will have fun.



VII. COMMON ERRORS

1. Giving a learner another chance

The adjudicator, instinctively feeling sorry for the learner who got the spelling of a word wrong, gives him/her another chance. However, the adjudicator forgets to give others who are in a similar situation another chance.

This usually brings out an immediate reaction from members of the audience.

2. Mixing numbers up/or not keeping track of learners who have misspelled a word.

Leaving a learners who has misspelled to continue with the competition when her/his counterparts have been eliminated also causes immediate rebellion among the spectators. So at the end of every round, ensure that the correct numbers are surrendered and that spellers who have been eliminated leave the stage.

3. Mispronunciation of words

The pronouncer not pronouncing some words correctly to the extent that a speller is misled into spelling the word correctly.

4. Speller given more than one word to spell at a time

The pronouncer, with the understanding that words on the list will be enough for all spellers, gives the first speller words to spell as a package instead of one word per learner at a time.



Department of Basic Education

222 Struben Street, Pretoria, 0001

Private Bag X895, Pretoria, 0001, South Africa

Tel: (012) 357 3000 • Fax: (012) 323 0601

Private Bag X9035, Cape Town, 8000, South Africa

Tel: (021) 486 7000 • Fax: (021) 461 8110

Hotline: 0800 202 933



website

www.education.gov.za

facebook

www.facebook.com/BasicEd

twitter

www.twitter.com/dbe_sa