Invitation and terms of reference to Submit Grade 12 Literature: Folklore for Evaluation and Adoption in the National FET Literature Catalogue, Department of Basic Education, South Africa

INTRODUCTION

The Invitation and Terms of Reference (TOR) to submit Learning and Teaching Support Material (LTSM) for Evaluation and Adoption in the National Grade 12 Literature Catalogue of the Department of Basic Education (DBE), initiates the evaluation and adoption of FET Folklore anthologies for use in South African public schools. This document, including all attachments, provides for functionality and price, giving an overview of the process for submission, evaluation, and adoption of the National Grade 12 Literature catalogue for Folklore.

The National Grade 12 Literature catalogue for Folklore will provide a listing of all Folklore anthologies approved for use in South African public schools, available for procurement by all provincial education departments and schools (with a function to procure LTSM in terms of Section 21 of the South African Schools Act, 84 of 1996). It will provide one title in a particular language at a Home Language level.

SPECIAL CONDITIONS OF CONTRACT (SCC)

Registration, Payment and Submission Parameters

THIS INVITATION AND TERMS OF REFERENCE SETS OUT A FRAMEWORK AGREEMENT BETWEEN THE DEPARTMENT OF BASIC EDUCATION AND PUBLISHERS FOR THE SUBMISSION OF ANTHOLOGIES FOR GRADE 12 TO BE INCLUDED IN THE NATIONAL FET LITERATURE CATALOGUE FOR FOLKLORE. THE CATALOGUE SETS THE CEILING PRICE FOR THE BOOKS BUT DOES NOT GUARANTEE THEIR PURCHASE. BY SUBMITTING ANTHOLOGIES FOR EVALUATION, PUBLISHERS AGREE TO FOLLOW THE PROCEDURES SET FORTH IN THIS INVITATION AND TERMS OF REFERENCE.

1. COMPULSORY BRIEFING

1.1. A compulsory briefing with the publishers and publishers' associations will be held on 19 April 2013. Publishers who fail to attend the compulsory briefing will be disqualified from participating in the process.

2. REGISTRATION

2.1 Publishing companies[1] are limited to registering no more than **one** submission for each language.

2.2 For registration publishers must register their company on the LTSM website: www.ltsm.doe.gov.za, providing a company registration number (mandatory) and a VAT number (where applicable) together with contact details.

2.3 Publishers may register from 08.00 on **20 May 2013** until 23.59 on **21 May 2013**.

2.4 On registration publishers must provide the full and final title of the anthology, authors' names, prices per price band and ISBN, as they should appear on the catalogue. No panels or teams may be given in place of authors' names.

2.5 Publishers are responsible for stipulating the correct language of the submission on registration. On acceptance of registration the electronic system will generate a pack ID. These pack IDs cannot be changed.

2.6 Publishers may register for the following category.

CATEGORY OF LTSM FOR SUBMISSION FOR GRADE 12 LITERATURE

Category	Description	Number of submission copies required
GR12LIT-1	Home Language Folklore: isiNdebele, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga, isiXhosa, isiZulu: Anthology	10 copies of the anthology

See Annexure B for guidelines on content of the Anthology.

2.7 On registration a submission will not be accepted if prices for each price band are not provided.

[1] **A publishing company is deemed to be a registered legal entity and not a publishing imprint. A company registration number must be provided on registration.**

2.8 After the closure of the registration period publishers will be afforded a window period (22-23 May 2013) to correct their data. No further opportunities will be given for the correction of data.

3. PAYMENT: SUBMISSION AND APPEAL FEES

3.1 A non-refundable submission fee of R2 000 will be payable for the submission of an anthology.

3.2 For each appeal a non-refundable fee of R2 000 will be payable for each appeal. Only appeals that are paid for will be considered by the Appeals Committee.

3.3 Submission and appeals fees must be paid to the Finance Section of the DBE. Payments for **submissions** will be accepted from 09.00 on 27 May until 15.30 on 29 May 2013. Payments for **appeals** will be accepted from 09.00 on 22 July to 15.30 on 25 July 2013.

3.4 Only cash or bank guaranteed cheques (i.e. cheques issued by a bank) will be accepted for payment (no EFT). Cheques to be made payable to "Department of Basic Education". Personal or company cheques will not be accepted.

3.5 In addition it is compulsory for each publishing company to submit an original valid tax clearance certificate from SARS on payment of their submission fees. The tax clearance certificate must be in the name of the publisher registered in the DBE electronic system.

FAILURE TO SUBMIT A VALID TAX CLEARANCE CERTIFICATE IN THE NAME OF THE PUBLISHER WILL RENDER A PUBLISHER'S SUBMISSION INCOMPLETE AND IT WILL THEREFORE BE DISQUALIFIED.

4. SUBMISSIONS

4.1 It is the responsibility of the publisher to ensure that each submission is complete and anonymous and that the material to be evaluated is delivered to the designated submission venue. DBE cannot be held responsible for material that is incomplete, not anonymous or delivered to an undesignated submission venue.

4.2 All submissions must be anonymous:

- Author names, publisher imprint and publisher details must not appear at all in the material submitted for evaluation. The title of the anthology and the names of poets/writers whose material appears inside the anthology may appear provided that

they do not reveal the name of a publisher, publisher imprint or author of the anthology.

4.3 The book cover should include the Pack ID provided by the DBE on registration, in addition to stating the subject, type of component (i.e. anthology), language and ISBN. All copies must include this information on their book covers. The book cover should be white with black print. No colour or additional text may appear on the book cover.

4.4 Each submission should be packaged in a separate container. The language of the submission must be clearly indicated on the anonymous exterior identification sheet which must be pasted onto the exterior of each container.

4.5 Each submission must contain an anonymous interior identification sheet attached to each set, which includes the Pack ID, language and ISBN.

4.6 The evaluation is limited to print material.

4.7 Submission copies must be in final form. They must:

4.7.1 Include all illustrations;

4.7.2 Be printed and bound in book form;

4.7.3 Be edited and proofread;

4.7.4 Contain all intended pages; and

4.7.5 Be presented in final design and typesetting, with accurate pagination.

4.8 **A submission is deemed to be complete if on submission the following are provided:**

- Proof of payment in an envelope marked accordingly;
- The correct component per submission with all the required information on the book cover (the Pack ID provided by the DBE on registration, language and ISBN (as submitted on registration);
- The correct number of copies of the submission as set out in the invitation; each copy must be complete, identical and contain the same number of pages.

NB: By the final submission date, the correct number of copies of each submission must have been submitted. If this requirement is not met, the submission will not be accepted.

4.9 **SUBMISSIONS THAT DO NOT MEET THE REQUIREMENTS AS LISTED IN PARAGRAPHS 3.1 TO 3.8 WILL BE DISQUALIFIED AND WILL NOT BE SCREENED OR CONSIDERED FOR INCORPORATION IN THE NATIONAL CATALOGUE.**

4.10 After the final date for submission publishers will be afforded an opportunity to submit missing documents[2] or correct/add information onto the book cover of their submissions. This information can either be written or pasted on the cover of the submitted book. Publishers will not be allowed further opportunities to amend or add to their submissions, either in the form of a missing document[2] or information in their material after the end of the window period. Submissions still lacking documents or the correct information on a book cover after the end of this window period will be disqualified.

NB: This opportunity may only be used for the submission of missing documents[2] or the correction/addition of information as explained above. It is not the opportunity to provide missing components.

4.11 Neither the DBE nor its appointed service provider will assist in adding missing documents or information to a submission.

5. SUBMISSION DATES

Submissions will **be accepted** from 09.00 on **6 June 2013** until 16.00 on **7 June 2013**.

The closing time for submissions will be strictly adhered to; publishers need to allow adequate provision for possible delays when sending/delivering material to the submission venue.

LATE SUBMISSIONS WILL NOT BE ACCEPTED AND WILL THEREFORE NOT BE SCREENED OR CONSIDERED FOR INCLUSION IN THE NATIONAL CATALOGUE.

An outline of the submission process timeframes is attached (see Annexure A).

FUNCTIONALITY AND PRICE

6. THE SCREENING PROCESS

5.1 The following criteria will form the basis of the evaluation process:

[2] **Proof of payment; valid tax clearance certificate.**

PART 1 : CONTENT OF FOLKLORE ANTHOLOGY	**OVERALL RATING SCORE**
The material present the main content that support the instructional objectives for teaching literature and promote social transformation**,** the appreciation of culture and indigenous knowledge systems as contained in Section 3-2 of CAPS.	**70**
Folk Narratives/ Folk Stories	**Rating score**
	40
The anthology contains a balanced range and a variety of folk stories e.g. folktales, legends, fairy tales, fables, myths, contemporary legends suitable for literary study.	
The stories capture the imagination and hold the reader's attention.	
The theme and content of the stories are appropriate for literary study.	
The setting, the background and the timeline are clearly and effectively established.	
The unravelling of the plot is logically sustained.	
The description and development of characters receive adequate attention.	
Characters are presented to the depth required by the author's intention.	
Language and style are appropriate for the stories.	
The language is of acceptable quality and level.	
The language used is rich and encourages the development of critical language awareness.	
Tone and register are appropriate.	
The folk narratives promote the appreciation of culture and indigenous knowledge systems.	
The folk narratives promote social transformation.	

Folk Poetry	**Rating score**
	15
The anthology contains different types of **praise poems** e.g. Praise poems for chiefs, kings, heroes and cultural and heritage sites and events etc.	
The anthology contains different types of **songs** e.g. wedding, marriage, war, calendar etc.	
The anthology contains examples of **clan praises** and lineage praises.	
The anthology presents a wide range of registers among its selection of poems.	
The language is of an acceptable quality.	
The language used is rich and encourages the development of critical language awareness.	
The poems enable the learners to understand and respond to the meaning and literary features of the poems.	
The folk poems and songs promote the appreciation of culture and indigenous knowledge systems.	
The folk poems promote social transformation.	
Folk sayings: proverbs, idioms, riddles	**Rating score**
	15
The anthology contains different types of **proverbs** e.g. animals, human beings, marriage, family, genders, work, children, proverbs derived from folk narratives.	
The anthology contains different types **of idioms** e.g. riddles based on animals, human beings ,marriage ,family, genders, work, children, idioms based on proverbs etc.	
The anthology contains different types of **riddles** e.g. enigmas, conundrums, riddles on animals, human beings ,marriage ,family, genders, work, children, idioms based on idioms.	
The folk sayings promote the appreciation of culture and indigenous knowledge systems.	
The folk sayings promote social transformation.	

PART 2 : ACTIVITIES AND ASSESSMENT	**Rating score**
Activities and assessment enhance the understanding of literary concepts and promote the appreciation of learners' culture and indigenous knowledge systems; they are clear and will be engaging for the learners in this grade. They are clearly related to the topic and provide for interesting variety while being scaffolded	20
The annotations and activities are well scaffolded, paced and structured and allow for the application of the reading process.	
The explanation of literary concepts is clear and accurate and will enable learners to acquire and apply them in different situations e.g. plot, characterisation, rhetorical devices, rhyme, rhythm, alliteration etc.	
Assessment activities are well-thought through, clear and unambiguous and address all cognitive levels.	
A variety of assessment activities is provided that is sufficient for daily class work and formal assessment practice	
Activities include different type of questions : contextual and literary essays.	
The activities promote critical thinking and critical language awareness.	
The activities promote the appreciation of culture and indigenous knowledge systems.	
Suggestions for response to questions are provided.	

PART 3 : DESIGN AND LAYOUT	Rating score
The text is well designed and will be attractive and accessible for learners of this grade	10
• The text is designed in a way that makes it easy for the reader to navigate the material • The visuals are easy to understand and clearly enhance the text • The text is presented in a manner that: o Will be attractive and engaging for learners: o Will be accessible for learners: o Makes headings sand captions clear: o Is easy to read with appropriately sized fonts and sufficient white space	

5.2 Submissions will be rated against these broad criteria by specialist screening teams for each language. Where more than three titles are considered of appropriate quality for a particular language, the three top ranked anthologies for that language will be conditionally approved in the national Grade 12 Literature catalogue for Folklore. Where fewer than three titles are considered of appropriate quality, the number for conditional approval will be less than three. During the rescreening only one title per language will be approved for inclusion onto the Grade 12 Literature catalogue for Folklore, provided that it is considered of appropriate quality.

Categories of recommendation in the screening process will be limited to:

a) Conditionally Accepted: This will comprise no more than three titles per language deemed appropriate for inclusion in the national Grade 12 Literature catalogue for Folklore, using a ranking system where applicable.

b) Not Accepted: This will apply where the submission is assessed to not meet all criteria and/or is not rated among the top three submissions for a language.

5.3 Conditional acceptance does not obligate the DBE to include the material on the national Grade 12 Literature catalogue for Folklore. During the rescreening process the conditionally approved titles will be re-evaluated on how successfully any required changes have been implemented. Thereafter the highest ranked title will be accepted onto the catalogue. Only one title will be finally selected per language.

5.4 The contents of evaluation reports are confidential to the publisher and no part thereof may be reproduced or used in marketing.

5.5 Publishers of titles accepted for inclusion on the Grade 12 Literature catalogue for Folklore are obligated to lodge two copies of the final version of each accepted title with the DBE.

5.6 Schools are obliged to purchase Grade 12 Folklore anthologies only from the national Grade 12 Literature catalogue for Folklore for teaching and learning in South African public schools.

6 APPEALS PROCESS

6.1 Publishers may appeal against the rejection of their material during the first screening process. Appeals must be paid for and registered electronically between 09.00 on 22 July and 15.30 on 25 July 2013. Appeals that are not paid for and registered electronically during this period will not be considered.

6.2 Appeals will be limited to instances where a content error has occurred as evidenced by the publisher's report. No appeals will be allowed after the rescreening process. The appeals committee will be limited to adjudication on the substance of the appeal.

6.3 Appeals on disqualified submissions will not be considered except in cases where the publisher disputes the authenticity of the claim made by the DBE.

6.4 Where the appeals committee overturns the recommendation of the screening committee the submission will be added to the Conditionally Approved list to be rescreened. If the appeals committee upholds the recommendation of the screening committee the submission remains rejected.

6.5 The appeals committee will be established by the DBE, comprising subject specialists and departmental officials, under the leadership of DBE: Legal Services/Internal Audit. Its decision on appeals will be considered final.

7 PRICES OF TITLES ON THE CATALOGUE

7.1 Publishers are required to provide the best unit price per item on registration. Prices must include VAT but exclude distribution cost for the following quantities (price bands): 1 to 10 000 copies, 10 000 to 25 000 copies, 25 000 to 50 000 copies, 50 000 to 100 000 copies, over 100 000 copies. These prices will be regarded as the ceiling price and will be applicable for a period of three years. The benefits of economies of scale must be evident in the price bands.

7.2 Provinces will add the cost of the distribution to schools of the LTSM onto the prices.

7.3 The DBE/Provincial Education Departments reserve the right to re-negotiate for lower than the ceiling price with publishers whose books are on the catalogue.

8 EXCEPTIONAL CONDITIONS

8.1 The DBE reserves the right to:

8.1.1 call for a resubmission, where no submissions of appropriate quality are received for a particular language.

8.1.2 use different processes (other than calling for submissions from publishers) for the development and/or provision of Literature anthologies where necessary.

8.1.3 internally produce / commission the development of Literature anthologies where necessary.

8.1.4 purchase and distribute additional Literature anthologies for use in schools from sources other than the National Catalogue.

8.1.5 select anthologies from the catalogue to be brailled for use by blind/visually impaired learners in schools. By submitting a title onto the catalogue publishers agree to:
8.1.5.1 allow their approved material to be used for brailling, and,
8.1.5.2 provide the DBE with an electronic copy of the material for braillling purposes.

9 CONFLICT OF INTEREST

9.1 To manage any potential conflict of interest and limit undue influence, screening committee members will be required to sign an affidavit declaring that they have no vested interest in LTSM development, be it as an author or beneficiary from a publishing company. Furthermore, the affidavit will include an undertaking to report approaches by LTSM developers, be it companies or authors, during the screening process.

9.2 Any publishing company or author found to be seeking to directly or indirectly, positively or negatively influence the evaluation process will be reported to the National Treasury and could, in terms of National Treasury's processes, be barred from doing business with government in future.

10. QUERIES

11.1 All queries related to this document and the process outlined herein should be submitted via the email address: Grade78912LTSM@dbe.gov.za

11. COMPLIANCE BY PUBLISHERS

11.1 By submitting LTSM for evaluation, publishers agree to subscribe to the procedures and deadlines set forth in this Invitation and Terms of Reference. Failure to comply with any of the procedures and deadlines will result in disqualification from the evaluation and adoption process. The DBE will not entertain approaches by publishers to discuss issues of non-compliance.

11.2 By making a submission in terms of this Invitation and Terms of Reference, publishers agree to adhere to the general conditions of contract for all bidders for State procurement. These include but are not limited to:

11.2.1 not seeking to influence the selection committee in any way;

11.2.2 not soliciting privileged information, regarding the selection process or requirements, from any DBE official or appointed screener;

11.2.3 not to make any misleading representations, such as presenting intellectual property they do not have the permission to reproduce.

11.3 By submitting LTSM for evaluation publishers warrant that they are a going concern and in a position to fulfil orders ranging from the lowest price band quantity to the highest. Failure in this regard will grant the DBE the right to remove the related title from the National Catalogue.

Annexure A: Submission and Screening Schedule

	GRADE 12 Folklore	
Process	Start	End
Release of Invitation and Terms of Reference to publishers	28 February 2013	
Compulsory briefing	19 April 2013	
Electronic Registration of Submissions	20 May	21 May 2013
Window period for corrections of all data on registered submissions	22 May	23 May 2013
Payment for submissions	27 May	29 May 2013
Submission date	6 June	7 June 2013
Window period to submit missing documents or correct/add information onto the book cover of a submission	11 June	12 June 2013
Verify submissions/sorting language	13 June	14 June 2013
Training and briefing of screeners	22 June	24 June 2013
Screening process	6 July	12 July 2013
Releasing of reports	15 July	16 July 2013
Lodging and payment of Appeals	22 July	25 July 2013
Appeals review process	29 July	15 Aug 2013
Release appeals review reports	16 Aug	16 Aug 2013
Resubmission of conditionally accepted titles	5 Aug	6 Aug 2013
Resubmission of appealed titles	4 Sept	5 Sept 2013
Rescreening process	7 Sept	15 Sept 2013
Release of final screening reports	16 Sept	18 Sept 2013
Finalise catalogue	19 Sept	29 Sept 2013
Release catalogue	30 September 2013	

ANNEXURE B: GUIDELINES FOR THE DEVELOPMENT AND SUBMISSION OF FOLKLORE ANTHOLOGIES FOR GRADE 12 OFFICIAL AFRICAN HOME LANGUAGES

A. INTRODUCTION

Folklore is a broad genre which consists of the oral /verbal lore, material (arts and crafts), and customs categories. In the Home Languages CAPS for Grades 12 the scope for the study of folklore focuses on the **oral/verbal lore** category.

The following oral/verbal lore subgenres are studied in Grades 12:

1. **FOLK NARRATIVES/STORIES**: folktales/tall tales, fairy tales, fables; legends, contemporary/urban legends; myths;
2. **FOLK POETRY :**Praise poems, clan praises and folk songs; and,
3. **FOLK SAYINGS**: Proverbs, idioms and riddles.

The main reason for studying oral/verbal lore is to develop in learners a sensitivity to a special use of language that is more refined, literary, figurative, symbolic and deeply meaningful. Folklore genres have ideas, thoughts, issues and principles, ideologies and beliefs that can broaden learners' horizons and their understanding of culture.

The folklore anthologies should therefore provide resources that will enable learners to study the formal features of this genre, such as plot, alliteration, metaphor etc. but should also incorporate the socio-cultural values of this literary genre.

B. GUIDELINES FOR THE ANTHOLOGIES

The anthology should have **150-200 pages** and should consist of the following four sections:

SECTION 1: WHAT IS FOLKLORE?

SECTION 2: FOLK NARRATIVES/STORIES (25-30 STORIES)

Publishers should provide the minimum number of stories written in brackets in each of the following two categories. These must be suitable for Grade 10-12 learners:

1. Folktales/ Tall Tales/Fairy tales/Fables(15);
2. Legends/myths/Contemporary/Urban Legends(10)

ANNOTATIONS AND ACTIVITIES FOR FOLK NARRATIVES/STORIES

- The annotations and activities in this section should deal with the following features of literary narratives:
    - Plot, sub-plot (exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, foreshadowing and flashback)
    - Characterisation
    - Role of narrator
    - Messages and themes
    - Background, setting and narrative relate to character and theme
    - Mood, ironic twist/ending
    - Timeline
    - The functional aspects of the narratives i.e. the understanding and interpretation of the story as well as the importance and value of each folk narrative in everyday life.
    - The activities for all the folklore sub genres should address different cognitive levels: literal/knowledge/comprehension, reorganization/application, inference, analysis/evaluation/synthesis and appreciation (see CAPS Home Language for cognitive levels);
    - Include activities that can be done as part of School Based Assessment (SBA) eg research on learners' clan praises and those that are do-able in the formal examination;
    - Assessment Activities on folk narratives should include **contextual** and **essay type** questions.
    - Essay type questions should integrate folk narratives, praise poems, proverbs, idioms and riddles, i.e. they should enable learners to show the relationship among these sub-genres. The question should be worth **25 marks** and should address the formal features and/ or the functional (socio cultural) aspects of the sub-genres.
    - Provide suggested answers to contextual or essay type questions at the back of the book.

SECTION 3: FOLK POETRY: PRAISE POEMS AND FOLK SONGS

This section should be divided into three sub-sections**:**

- **3.1 Individual Praise poems (minimum of 20 poems)**
  The anthology should give examples of praise poems for chiefs, leaders, heroes etc

3.2 Clan praise poems long and short (minimum of 10 examples)

Give examples of clans/surnames praise poems in the appropriate language e.g.

Dlamini

Malandela,
Wena owalandela izinkomo zamadoda,
Luzumane kaNdaba.
Bazume Ndaba balibele.
Lugagane olwahlaba amaTshali ezibumbini.

- **3.3 Folk songs (minimum of 20 songs)**

The anthology should contain different kinds of folk songs, e.g. wedding, serenades, victory, marriage, festive, work, grinding songs, lamentations, calendar, grievances, historical, transmission of values, exchange of contemporary points of view ,protest etc.

NB: Songs that deal with secret and sacred rituals such as initiation school songs, songs sung by traditional healers and songs used during the performance of family rituals should not be included.

ANNOTATIONS AND ACTIVITIES FOR PRAISE POEMS AND FOLKSONGS

The activities and annotations in this section should include the following:

- The understanding and interpretation of praise poems and folk songs;
- The key features of praise poems, clan praises and songs focusing on the following:
    - Literal meaning
    - Figurative meaning
    - Mood
    - Theme and message
    - Imagery
    - Figures of speech, word choice (diction), tone, rhetorical devices, emotional responses, lines, words, stanzas, links, punctuation, refrain, repetition, sound devices (alliteration, consonance and assonance rhyme, rhythm, onomatopoeia) and enjambment. (see poetry in CAPS)
- The socio-cultural, economic, didactic value of praise poems including clan praises
- Explain what characterizes the clans and the objects or totems used in different clans, e.g. in Xitsonga the totem of the Valoyi clan is the monkey
- Learners should do research related to clan names.

NB : ONE LONG PRAISEPOEM, ONE CLAN PRAISE AND ONE SONG CAN BE USED TO DEMONSTRATE THE ABOVE MENTIONED REQUIREMENTS

SECTION 4: FOLK SAYINGS: PROVERBS, IDIOMS AND RIDDLES

This section should have the following sub-sections:

4.1 Proverbs (**minimum of 30 proverbs)**

- Proverbs based on animals, habits of people, human body, expressions of joy ,anger, relations, laziness, respect, poverty, courage, wisdom, foolishness, etc. and
- Proverbs that originate from folk narratives and those that are based on figures of speech

4.2 Idioms (**minimum of 30 idioms)**

- Idioms based on animals, habits of people, human body;
- Idioms which express joy anger, relations, laziness respect, poverty, courage, etc. and
- Idioms that originate from **folk narratives** and **proverbs** and those that are based on figures of speech.

4.3. Riddles (**minimum of 30 riddles**)

- The anthology should include different types of riddles: enigmas and conundrums.
  - An **enigma** is a problem in which the solution is expressed metaphorically. You have to carefully think about the riddle to come up with the solution.
  - A **conundrum** is a riddle with questions relying for its effect on **punning** in either the question or the answer.
- Riddles should address different types of questions and topics:
  - Logic riddles;
  - What am I riddle;
  - What is it?
  - Who am I?
  - Riddles that require answers with words and letters;
  - Riddles which deal with different aspects of life, objects, human body, body parts, animals, human behaviour, weather and temperature, artifacts, human and animal body organs, kitchen utensils, especially African.

ANNOTATIONS AND ACTIVITIES FOR PROVERBS, IDIOMS AND RIDDLES

The annotations and activities should include the following:

- The importance and function of proverbs, idioms and riddles;,
- Ask learners to give the meaning of proverbs and idioms;
- The use of proverbs, idioms and riddles in everyday situations
- Give learners a riddle and ask them to provide an answer
- Ask learners to create riddles and provide their answers
- Show the linkages, similarities and differences between proverbs, idioms and riddles
- Provide suggested answers at the back of the book.

C: OTHER SPECIFICATIONS

The publisher should include:

- authors' bibliographies in the folk narrative, praise poems and riddles sections (where possible);
- a glossary of terms
- references and acknowledgements; and
- concluding information on the back cover of the book.