1. A low tone on (at least the first syllable of) the first member of a compound (verbal or nominal) is a part of a “template” which, exemplified primarily by tone lowering in verbal compounds, allows both the frequent use of the imperative form (with its low tone at least on the first syllable) and partially explains the occurrence of fused or “pseudo-imperative” forms.

2. The phonological reduction of verbs \[CV(C/V) < CV(C/V)CV(C/V)\] found in compounds occurs prior to compounding and is not a formal characteristic of verbal compounding.

   contra:

3. Both singular and plural ma- plus V+X formations are compounds.

   contra their being overlooked in:

4. In compounds with the structure ban-N, ban is a reduction of bàa ni ‘give me’, similar to English ‘gimme’.

   contra the interpretation that ban is a verbal noun *baa plus the linker -n.


5. Grouping regular Hausa verbs as H- or L-verbs is more elegant and more useful pedagogically than grouping them under Parsons’s “grade system”.

6. The Hausa verbs jee ‘go’ and zoo ‘come’ are irregular verbs and, despite their final vowels, cannot be classed as “grade 4” or “grade 6” verbs respectively.

   McIntyre, J. A. 1989. Is zoo a Grade 6 Verb of Motion? In: Afrikanistische Arbeitspapiere, 19, Köln, 7-22


7. When applied to West African migrants in Europe, the term “transnational social space” is not entirely misplaced but is ethnocentric.

   See:
8. It can be expected that Hausa children learn verbal compounds late in their development.
See:

9. The widespread use of the verb ‘have’ has gone hand-in-hand with the extension of nominalisation strategies in English.

10. Without metaphor and metonymy, humour would not be so funny.