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## Hausa Verbal Compounds

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## Stellingen behorende bij het proefschrift

### *Hausa Verbal Compounds*

van Joseph A. McIntyre

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:*

Ahmad, Mustapha (1994). *Aspects of Hausa Compounding*. PhD dissertation, Indiana University. pp. 64-65.

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

*contra* their being overlooked in:

Ahmad, Mustapha (1994). *Aspects of Hausa Compounding*. PhD dissertation, Indiana University.

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**.

Bargery, G. P. 1934: *A Hausa-English Dictionary and English-Hausa Vocabulary*. London, Oxford University Press.

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

McIntyre, J. A. 1990. Is Hausa **jee** a Grade 4 Verb? in: *Afrikanistische Arbeitspapiere*, 22, Köln, 5—17.

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

See:

Pries, L. (1997), Neue Migration im transnationalen Raum. In: Pries, L.: *Transnationale Migration*. Soziale Welt, Sonderband 12, Baden-Baden, pp. 15-43

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

See:

Garrod, S. and A. Sanford (1994), Reference: Psychological Approaches. In: Asher, R.E.: The Encyclopedia of Language and Linguistics, pp. 3501-2

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.