Ajumbu [muc]) noun class system sketch
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Jeff Good (jcgood@buffalo.edu)
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Background
This description highlights the regular system of Ajumbu (a.k.a. Mbu’) as known from several weeks of field work. There may still be gaps, and some mistakes are likely.

Class numberings are meant to correspond to Proto-Bantu, though proper reconstruction has not been done.

Tone should be reasonably accurate in surface terms. Places where a formal distinction is purely tonal should accurately reflect which class has a lower/higher tone than the other.

Orthographic conventions attempt to follow the “General Alphabet of Cameroon Languages”.

Like some nearby languages, Ajumbu shows significant constructionally-conditioned loss of noun class prefixes. In fact, the prefixes found in citation forms for classes 7, 7a, 8, and 19 appear to be relatively rare in texts.

Example nouns
Class 1/2: ŋkú/ānkū ‘chief’
Class 5/6: shá/āshá ‘sand’
Class 5/7a: kú/kākūlā ‘head’
Class 7/8: kākwāfā/bākwāfā ‘bone’
Class 9/10: bwā/bwā ‘goat’
Class 6a: ŋgyāŋ ‘water’
Class 19/18: fānyāŋ/mnyāŋ ‘bird’
Pronoun system

Preverbal personal pronouns

<table>
<thead>
<tr>
<th>Sg</th>
<th>Pl</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>m̀</td>
</tr>
<tr>
<td>2nd</td>
<td>wà</td>
</tr>
<tr>
<td>3rd</td>
<td>wāũ</td>
</tr>
</tbody>
</table>

Note: Levels of tones on preverbal pronouns more tentative, though difference in tone levels for third person clear.

Note: Shorter form of 3s found in a text, not elicitation.

Non-preverbal personal pronouns

<table>
<thead>
<tr>
<th>Sg</th>
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<tbody>
<tr>
<td>1st</td>
<td>m̀</td>
</tr>
<tr>
<td>2nd</td>
<td>wà</td>
</tr>
<tr>
<td>3rd</td>
<td>wè</td>
</tr>
</tbody>
</table>

Note: I can’t recall how hard I checked for inclusive/exclusive, but I’m sure I tried. I did look for logophoricity and could not find it.

Compound pronouns

- sàwò ‘1p.2s’ “you and me”
- sàwè ‘1p.3s’ “me and him”
- sàbè ‘1p.2p’ “us and y’all” (?)
- sàbwà ‘1p.3p’ “me and them” (?)
- bwàwè ‘3p.3s’ “him and him”, “them and him”
- bèwè ‘2p.3s’ “you and him”

Note: Elicitation of these forms was difficult. Listening to the recordings may uncover things not in my notes. There are probably other allowed combinations, though “bwàwè” ‘3p.2s’ was explicitly rejected.

Note: For more compositonal meanings, one can conjoin pronouns with “bũ” ‘with’. 
Class pronouns

1. (=3s) 2. (=3p)
5. yā 6. yā
7a. (=7)
7. kā 8. bā
9. yē 10. yē
6a. mē
19. fā 18. (=6a)

Note: Data on whether there are different non-preverbal forms is not readily available.

Note: Change in vowel for class 9 versus 10 unusual for the area.

Possessive forms

Class 1

wōŋ sāny
wā bè
uù bwā

Note: Change in initial consonant for 3s possessive appears to be part of a regular change triggered by the following vowel, though the details have not been worked out.

Class 2

bōŋ ásāny
bā abē
bī ābwā
Class 5
yọŋ sány
yá bé
yí bwà

Class 6
yọŋ sány
yá bé
yí bwà

Note: There is a chance that my elicitation phrase could have obscured an initial á on the plural forms. This will need to be rechecked at some point.

Class 7/7a
kọŋ kọsány
ká kọbé
kí kọbwà

Class 8
bọŋ bọsány
bá bọbé
bí bọbwà

Class 9
yọŋ sány
yâ bè
yí bwà
Class 10
yóŋ  sány
yá  bé
yí  bwā

Class 6a
móŋ  móşány
má  móbé
mí  móbwā

Class 19
fóŋ  fóşány
fá  fóbé
fí  fóbwā

Class 18 (=6a)

Demonstratives
this
1. wè  2. bé
5. yē  6. yē
7a. (=7)
7. kē  8. bé
9. yē  10. yē
6a. mē
19. fē  18. (=6a)

Note: Whether final vowel is “e” vs. “ɛ” unclear in some forms (e.g., 2), but the distinction between 5 and 9 was checked for carefully.
<table>
<thead>
<tr>
<th>Class</th>
<th>Segment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ṣ̀ǔ</td>
</tr>
<tr>
<td>2.</td>
<td>bì</td>
</tr>
<tr>
<td>5.</td>
<td>ýi</td>
</tr>
<tr>
<td>6.</td>
<td>ýì</td>
</tr>
<tr>
<td>7a.</td>
<td>(=7)</td>
</tr>
<tr>
<td>7.</td>
<td>kì</td>
</tr>
<tr>
<td>8.</td>
<td>bì</td>
</tr>
<tr>
<td>9.</td>
<td>ýì</td>
</tr>
<tr>
<td>10.</td>
<td>ýì</td>
</tr>
<tr>
<td>6a.</td>
<td>mì</td>
</tr>
<tr>
<td>19.</td>
<td>fì</td>
</tr>
<tr>
<td>18.</td>
<td>(=6a)</td>
</tr>
</tbody>
</table>

**Associatives**

<table>
<thead>
<tr>
<th>Class</th>
<th>Segment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ø</td>
</tr>
<tr>
<td>2.</td>
<td>á</td>
</tr>
<tr>
<td>5.</td>
<td>Ø</td>
</tr>
<tr>
<td>6.</td>
<td>Ø(?)</td>
</tr>
<tr>
<td>7a.</td>
<td>(=7)</td>
</tr>
<tr>
<td>7.</td>
<td>kò</td>
</tr>
<tr>
<td>8.</td>
<td>bò</td>
</tr>
<tr>
<td>9.</td>
<td>Ø</td>
</tr>
<tr>
<td>10.</td>
<td>Ø</td>
</tr>
<tr>
<td>6a.</td>
<td>mò</td>
</tr>
<tr>
<td>19.</td>
<td>fò</td>
</tr>
<tr>
<td>18.</td>
<td>(=6a)</td>
</tr>
</tbody>
</table>

Note: In the associative there is usually a loss of a prefix on the first noun for classes 7, 8, and 19. Those classes with an overt associative marker also have an overt prefix in citation forms. However, class 6 seems to have an overt prefix but no overt associative. There is a chance that my elicitation phrase could have obscured an associative á, however.
Numbers ‘one’ and ‘two’

‘one’     ‘two’

1/2 mwà    àfyõŋ
5/6 mwõ    àfyõŋ

7a — kãfyõŋ  
Note: 7a is plural of some nouns with singular in 5.

7/8 kàmwà  † bàfyõŋ  
Note: Accidentally skipped class 8 in elicitation, constructed.

9/10 mwõ    fyõŋ
19/18 fàmwõ  mfyõŋ

Modifiers: ‘other’ and ‘old’

‘other’

1. gyõ    2. āgyõ
5. gyõ    6. āgyõ

7a. (= 7)

7. kâgyõ   8. bâgyõ
9. gyõ    10. gyõ

6a. ŋgyõ
19. fâgyõ   18. (= 6a)

‘old’

1. kwâlõ    2. ākwâlõ
5. kwâlõ    6. ākwâlõ

7a. (= 7)

7. kâkwâlõ   8. bâkwâlõ
9. kwâlõ    10. kwâlõ  
Note: There may be a prefixal high tone in class 9.

6a. ŋkwâlõ
19. fâkwâlõ    18. (= 6a)