NOTE TO USERS

This reproduction is the best copy available.

UMI®

A TAGMEMIC SKETCH OF MAPUCHE GRAMMAR

A Thesis

Presented to

the Faculty of the Department of English

University of Texas at El Paso

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

María Rayen Catrileo Chiguailaf

May 1972

UMI Number: EP00811

UMI®

UMI Microform EP00811

A TAGMEMIC SKETCH OF MAPUCHE GRAMMAR

APPROVED:

Edward L. Blansitt Jr.
Director

John M. Sharp
Reader

Gary Tast
Reader

APPROVED:

T. J. Stafford
Chairman, Department of English

Dean, Graduate Division

TABLE OF CONTENTS

INTRODUCTION

This paper will attempt to make a tagmemic analysis of Mapuche, an Indian language of Chile. The Mapuche language is spoken by approximately 300,000 out of 500,000 Indians still living in the South Central part of Chile. Mapuche has been greatly influenced by Spanish in its lexicon, but its structures have remained practically the same, with just a few alterations caused by the Spanish influence.

In making this study I will base all examples on my own idiolect of Mapuche. It is true that some part of the phonology, grammar and lexicon may vary in the different Mapuche speaking communities. This study will include a brief phonological statement, a morphological statement, phrase, clause and sentence level structures. The verb will be given priority within the morphological study, since it is perhaps the most striking linguistic phenomenon due to the number of markers that it can take to convey meanings which other languages convey by the use of longer contexts.

On the whole, we could say that Mapuche is a SVO language, although there are some uses in which the object always precedes the verb. Examples will be given of all orders possible in phrases and clauses.

This study does not attempt to be complete. It will provide an outline for future studies concerning the topics dealt with here. We encourage those linguists who are interested in investigating this language to fulfill their wishes

without hesitation. We hope this paper will provide some hints and information for all those who become interested in reading it.

ACKNOWLEDGEMENTS

I am very grateful to Dr. Edward Blansitt, from the Linguistics Department, for so much help and encouragement in carrying out this thesis paper.

My sincere thanks are extended to the University of Chile in Temuco, Chile, the Fulbright Commission in Chile, the Texas Department of State, the Pan American Round Tables of Texas and the University of Texas at El Paso for helping me in taking up graduate studies in the United States.

I am greatly indebted to Dr. Frances Hernández from the English Department for having made my arrival at El Paso possible and for so much help and encouragement throughout my graduate studies at U.T. El Paso.

I also want to express my sincere thanks to Dr. Ray Past, Chairman of the Linguistics Department, to Dr. John Sharp from the Department of Modern Languages, and to Professor Charles Elerick from the Linguistics Department, for their help in fulfilling my graduate work.

Finally, thanks to my parents, relatives and friends for sharing my existence.

I. BRIEF PHONOLOGICAL STATEMENT

The consonant phonemes of Mapuche are presented in Table I according to place and manner of articulation.

The Mapuche language does not have an official set of written symbols; the investigators who have done written work on Mapuche have adapted many symbols from other languages.

In the present study we will attempt to classify each sound as it is articulated.

1. Vowels
   There are six vowels in Mapuche.
   /a/ low central   ka̲l
   /e/ mid front   che̲
   /i/ high front   pi̲n
   /ɨ/ mid front central   fɨ̲n
   /o/ mid back   ko̲
   /u/ high back   llu̲m

2. Dipthongs
   There are twelve dipthongs in Mapuche.
   /ay/   ka̲y̲
   /aw/   ka̲w̲-ka̲w̲
   /ey/   fele̲y̲
   /ew/   kone̲w̲
   /eg/   lhe̲g̲
   /ig/   li̲g̲
   /iw/   chɨri̲w̲
   /ɨw/   fɨ̲w̲
   /oy/   tho̲y̲
   /ow/   kɨlo̲w̲
   /uy/   lu̲y̲
   /ɨy/   anɨ̲y̲

3. Consonants

There are eighteen consonants and three semiconsonants
in Mapuche.

1. Voiceless stops:

/p/	pɨle
/t/	tun
/k/	kɨla

2. Voiceless fricatives:

/f/	fɨta
/θ/	than
/s/	sɨlȟo
/š/	**shɨlho**

3. Affricates:

/tr/	trewa
/č/	chem

4. Nasals:

/m/	man
/n̬/	namun
/n/	nɨn
/ŋ/	ngen
/ñ̄/	ñuke

5. Laterals:

/l̬/	lɨmɨn
/l/	kelɨ
/ʎ/	**lhum**

6. Retroflex:

/r/	korɨ

7. Semiconsonants:

/w/	we
/y/	yen
/ɣ/	lȟag

The alveolar and dental nasals and laterals do not contrast with each other in any utterance, but there does not appear to be any phonological conditioning factor permitting prediction of alveolar or dental. Mapuche speakers do clearly distinguish in alveolar-dental contrast in spite of the fact that substitution of one for the other can not make a difference in meaning. The orthography used in the remainder of this study does not distinguish alveolars from dentals.

Table I — Consonant Chart

	Stop	Fricative	Affricate	Nasal	Lateral	Retroflex	Semi-consonants
Bilabial	p			m			w
Labio-dental		f					
Interdental		θ					
Alveolar	t			n	l		
Alveolar		s	tr	n	l	r	)
Palatal		š	č	ñ	y		)
Velar	k			ŋ			y

Symbols	Orthography
θ	th
š	sh
ṭṛ	tr
č	ch
n̩	m
y	ng
i	l
ʔ	lh
ɣ	g

II. MORPHOLOGICAL STATEMENT

The verb occupies the predicate position of a clause.

The verb contains an obligatory stem plus an obligatory subject relator marker. The following markers are optional: tense, reflexive, benefactive, detrimental, imperative, cessation, pretense, passive, direction, surprise, place and negation. All these markers can be added to the same root at the same time depending on the idea the speaker wants to convey.

In the following examples we will include each marker according to the order in which each one occurs.

Inche	ɨlkantuken	(ilkantu: root - sing; ke: habitual present; n: subject relator marker 'I' first person singular) I sing
Eymi	ɨlkantukeymi	You sing
Fey	ɨlkantukey	He, she sings
Inchiw	ɨlkantukeyu	We two (dual) sing
Eymu	ɨlkantukeymu	You two sing
Feyengu	ɨlkantukeyngu	They two sing
Inchiñ	ɨlkantukeiñ	We sing
Eymɨn	ɨlkantukeymɨn	You all sing
Feyengɨn	ɨlkantukeyngin	They sing (three or more)

kɨthaw--work

kɨthawken	I work
kɨthawkeymi	You work
kɨthawkey	He, she works
kɨthawkeyu	We two work
kɨthawkeymu	You two work

kɨthawkeyngu	They two work
kɨthawkein̄	We work
kɨthawkeyngɨn	They work

ɨlkantu--sing

ɨlkantuan	(ɨlkantu: sing.; (a: future) n: subject relator marker, first person singular)
ɨlkantuaymi	You will sing
ɨlkantuay	He, she will sing
ɨlkantuayu	We two will sing
ɨlkantuaymu	You two will sing
ɨlkantuayngu	They two will sing
ɨlkantuain̄	We will sing
ɨlkantuaymɨn	You all will sing
ɨlkantuayngɨn	They will sing
kɨthawan	I will work
kɨthawaymi	You will work
kɨthaway	He will work
kɨthawayu	We two will work
kɨthawaymu	You two will work
kɨthawayngu	They two will work
kɨthawain̄	We will work
kɨthawaymɨn	You all will work
kɨthawayngɨn	They will work

The reflexive marker.

The reflexive marker has	three allomorphs: wu, wɨ and w.
athkintuwun	(athkintu: root 'look at';
athkintuwɨn	wu and wɨ reflexive markers in free variation or complementary distribution allomorphs of the same morpheme)

athkintuwken	(w: reflexive marker) I look at myself.
athkintuwkeymi	You look at yourself
athkintuwkey	He looks at himself
athkintuwkeyu	We two look at ourselves
athkintuwkeymu	You two look at yourselves
athkintuwkeyngu	They two look at themselves
athkintuwkeīn	We look at ourselves
athkintuwkeymɨn	You all look at yourselves
athkintuwkeyngɨn	They look at themselves
tukutuwken	I dress myself
tukutuwkeymi	You dress yourself
tukutuwkey	He (she) puts on his (her) clothes
tukutuwkeyu	We two dress ourselves
tukutuwkeymu	You two dress yourselves
tukutuwkeyngu	They two dress themselves
tukutuwkeīn	We dress ourselves
tukutuwkeymɨn	You all dress yourselves
tukutuwkeyngɨm	They dress themselves

The benefactive marker.

The benefactive marker has three allomorphs: elel, el and l sometimes in free variation.

ɨlkantulelkefiñ	(ɨlkantu: root: lel:benefactive marker; fiñ: indirect object 3rd Sg.) I sing him a song.
ɨlkantulelkefimi	You sing him a song
ɨlkantulelkefi	He sings him a song
ɨlkantulelkefiyu	We two sing him a song
ɨlkantulelkefimu	You two sing him a song
ɨlkantulelkefingu	They two sing him a song
ɨlkantulelkefiīn	We sing him a song
ɨlkantulelkefimɨn	You all sing him a song

ɨlkantulelkefingɨn   They sing him a song

ɨlkantulkeen   (l: benefactive marker; en:
                              subject-object relator marker
                              2nd Sg. subject, 1st Sg. IO.)
                              You sing me a song
ɨlkantulkefimi   You sing him a song
ɨlkantulmukeyu   (<u>muyu</u>: subject-object relator
                              marker 2nd Sg.S, 2nd dual IO.)
                              You sing us (dual) a song
ɨlkantulkefimiengu   You sing them (dual) a song
ɨlkantulmukein   You sing us a song
ɨlkantulkefimiengɨn   You sing them a song

ɨlkantulkeenew   (enew: subject-object relator
                              3rd Sg.S, 1st Sg. IO. marker) *
                              He sings me a song
ɨlkantulkeeymew   He sings you a song
ɨlkantulkefi   He sings him a song
ɨlkantulkeeyumew   He sings us (dual) a song
ɨlkantulkeeymumew   He sings you (dual) a song
ɨlkantulkeeyngumew   He sings them (dual) a song
ɨlkantulkeeīnmew   He sings us a song
ɨlkantulkeeymɨnmew   He sings you all a song
ɨlkantulkeeyngɨnmew He sings them a song

ɨlkantulmuken   (mun: subject-object relator
                              marker 2nd dual S, 1st Sg. IO.
                              mu + n discontinuous.)

ɨlkantulkefimu   You (dual) sing him a song
ɨlkantulkefimuengu   You (dual) sing them (dual)
                              a song
ɨlkantulmukeyu   You (dual) or you all sing
                              us (dual) a song

ɨlkantulmukeiñ	You (sing., dual, plural) sing us a song
ɨlkantulkefimuengɨn	You (dual) sing them (plural) a song
ɨlkantulkeenewengu	They (dual) sing me a song
ɨlkantulkeeymewengu	They (dual) sing you a song
ɨlkantulkefiengu	They (dual) sing him a song
ɨlkantulkeeyumewengu	They (dual) sing us (dual) a song
ɨlkantulkeeymumewengu	They (dual) sing you (dual) a song
ɨlkantulkeeyngumewengu	They (dual) sing them (dual) a song
ɨlkantulkeeiñmewengu	They (dual) sing us a song
ɨlkantulkeeymɨnmewengu	They (dual) sing you all a song
ɨlkantulkefinguengɨn	They (dual) sing them a song
ɨlkantulkeenewengɨn	They (plural) sing me a song
ɨlkantulkeeymewengɨn	They sing you a song
ɨlkantulkefiengɨn	They sing him a song
ɨlkantulkeeyumewengɨn	They sing us (dual) a song
ɨlkantulkeeymumewengɨn	They sing you (dual) a song
ɨlkantulkeeyngumewengɨn	They sing them (dual) a song
ɨlkantulkeeiñmewengɨn	They sing us a song
ɨlkantulkeeymɨnmewengɨn	They sing you all a song
ɨlkantulkeeyngɨnmewengɨn	They sing them a song
ɨlkantuluwiiñ	We (dual, plural) sang you a song
ɨlkantulfiiñ	We sang him a song
ɨlkantulfiinengu	We sang them (dual) a song
ɨlkantulfiinengɨn	We sang them a song

In Mapuche the subject words indicating person can be omitted, but they are always used in the presence of certain ambiguities. There are nine words corresponding to this class; they also function as objects.

Inche	kɨthawelkeeyu	I work for you
Eymi	kɨthawelkeen	You work for me
Fey	kɨthawelkeenew	He/she works for me
Inchiu	kɨthawelkefiyu	We two work for him
Eymu	kɨthawelmuken	You two work for me
Feyengu	kɨthawelkeenew	They two work for me
Inchiñ	kɨthawelkefiin	We work for him
Eymɨn	kɨthawelmuken	You all work for me
Feyengɨn	kɨthawelkeenew	They work for me

Subject

IO						
First Sg.	-wiñ	-en	-mew	—	-eymew engu	-mew wiiñ
Second Sg.	-eyu	-uwiñ	-eymew	-iyu	—	-eymew engu
Third Sg.	-fiñ	-fimi	-fi	-fiyu	-fimu	-fiñu
First Dual	-wiyu	-mayu	-eyumew	-wiyu	-mayu	-eyumew
Second Dual	-wiiñ		-eymu mew	-wiiñ	-uwiiñ	-eymu mew
Third Dual	-fiñengu	-fimiengu	-fiengu	-fiyuengu	-fimuengu	-fiñuengu
First pl.	-wiiñ	-muiñ	-eiñmew	-wiiñ	-muiñ	-eiñmew engu
Second pl.	-uwiiñ		-eymiñ mew	-uwiiñ		-eymiñ mew
Third pl.	-fiñengiñ	-fimiengiñ	-fiñengiñ	-fiñengiñ	-fimiengiñ	-fiñ engiñ

The directional marker.

The directional marker has four allomorphs: ɨrpa and ɨrpu, after C in free variation rpa and rpu after a V in free variation.

kɨthawelɨrpaen	(kɨthaw: root-work; el: ben-factive marker; ɨrpa: direc-tional marker: 'on the way way to some place') You stopped here for a moment and did some work for me.
kɨthawelɨrpafimi	You stopped here for a moment and did some work for him.
kɨthawelmurpayu	You stopped here for a moment and did some work for us two.
kɨthawelɨrpafimiengu	You stopped here for a moment and did some work for them two.
kɨthawelmurpaīn	You stopped here for a moment and did some work for us.
kɨthawelɨrpafimiengɨn	You stopped here for a moment and did some work for them.
kɨthawelɨrpuen	(ɨrpu: directional marker 'on your way from this place to that place') You stopped there for a moment and did some work for me.
kɨthawelɨrpufimi	You stopped there for a moment and did some work for him.

kɨthawelmurpuyu	You stopped there for a moment and did some work for us two
kɨthawelɨrpufimiengu	You stopped there for a moment and did some work for them two
kɨthawelmurpuin̄	You stopped there for a moment and did some work for us
kɨthawelɨrpufimiengɨn	You stopped there for a moment and did some work for them

The place marker.

The place marker slot may be filled by either <u>pa</u> 'here' or <u>pu</u> or <u>me</u> 'there'.

kɨthawelpaen	(pa: place marker 'here'; en: indirect object 2nd Sg.S., 1st Sg. IO.)
kɨthawelpafimi	You came here to do some work for him
kɨthawelmupayu	You came here to do some work for us two
kɨthawelpafimiengu	You came here to do some work for them two
kɨthawelmupain̄	You came here to do some work for us
kɨthawelpafimiengɨn	You came here to do some work for them
kɨthawelpuen	You went there to do some work for me
kɨthawelpufimi	You went there to do some work for him
kɨthawelmupuyu	You went there to do some work for us two

kɨthawelpufimiengu	You went there to do some work for them two
kɨthawelmupuiñ	You went there to do some work for us
kɨthawelpufimiengɨn	You went there to do some work for them
kɨthawelmeen	You went there to do some work for me
kɨthawelmefimi	You went there to do some work for him
kɨthawelmumeyu	You went there to do some work for us two
kɨthawelmefimiengu	You went there to do some work for them two
kɨthawelmumeiñ	You went there to do some work for us
kɨthawelmefimiengɨn	You went there to do some work for them

The passive marker.

    nge is the passive marker in Mapuche. Its position is between the root and the subject relator marker.

theumangey	It was done
pingey	It was said
fenthengey	It was sold

    When the passive marker is used together with the benefactive and the directional marker, the passive marker is put after the benefactive marker.

    kɨthawelngepan

    ɨlkantulelngepay

Formula: + root ± benefactive marker + passive m
       ± place m + subject relator marker

    kithawelngepan   (nge: passive marker)

	Someone came here and did some work for me
kɨthawelngepaymi	Someone came here and did some work for you
kɨthawelngepay	Someone came here and did some work for him
kɨthawelngepayu	Someone came here and did some work for us two
kɨthawelngepaymu	Someone came here and did some work for you two
kɨthawelngepayngu	Someone came here and did some work for them two
kɨthawelngepaiñ	Someone came here and did some work for us
kɨthawelngepaymɨn	Someone came here and did some work for you all
kɨthawelngepayngɨn	Someone came here and did some work for them
ɨlkantulelngepan	Someone came and sang me a song
ɨlkantulelngepaymi	Someone came and sang you a song
ɨlkantulelngepay	Someone came and sang him a song
ɨlkantulelngepayu	Someone came and sang us two a song
ɨlkantulelngepaymu	Someone came and sang you two a song
ɨlkantulelngepayngu	Someone came and sang them two a song
ɨlkantulelngepaiñ	Someone came and sang us a song
ɨlkantulelngepaymɨn	Someone came and sang you all a song

ɨlkantulelngepayngɨn   Someone came and sang them
                          a song

The detrimental marker.

   The detrimental marker has three allomorphs: un̄ma and
in̄ma in free variation after a C and n̄ma after a V. This
marker has the meaning of to be deprived of or to be hurt in
your feelings due to an unjust action.

kɨthawun̄mangepan   (un̄ma: detrimental marker)
                          Someone came here and did
                          some work without my consent

kɨthawɨn̄mangepaymi   Someone came here and did
                          some work without your
                          consent

kɨthawɨn̄mangepay   Someone came and did some
                          work here without his consent

kɨthawɨn̄mangepayu   Someone came here and did
                          some work without our (dual)
                          consent

kɨthawun̄mangepaymu   Someone came here and did
                          some work without your (dual)
                          consent

kɨthawun̄mangepayngu   Someone came here and did
                          some work without their
                          (dual) consent

kɨthawun̄mangepain̄   Someone came here and did
                          some work without our consent

kɨthawun̄mangepaymɨn   Someone came here and did
                          some work without your consent

kɨthawun̄mangepayngɨn   Someone came here and did
                          some work without their con-
                          sent

The passive desiderative verb.

   The passive desiderative verb is composed of a verb root,

the benefactive marker, the passive marker and the desiderative marker: they are all obligatory constituents.

kɨthawelngechi	(chi: desiderative subject relator marker)
	May someone work for me
kɨthawelngenge	May someone work for you
kɨthawelngeyu	Let's make someone work for us two
kɨthawelngemu	May someone work for you two
kɨthawelngepeengu	May someone work for them two
kɨthawelngeiñ	Let's make someone work for us
kɨthawelngemɨn	May someone work for you all
kɨthawelngepeengɨn	May someone work for them

The active desiderative verb.

The active desiderative verb is composed of an obligatory verb root, an obligatory benefactive marker, an obligatory desiderative object marker depending on the subject, and finally an obligatory subject or a subject relator marker to avoid ambiguities.

feyengɨin kɨpalelechimew

or

kɨpalelechimewengɨn

fey	kɨpalelechimew	(fey: 3rd Sg. pronoun; kɨpal: root: bring something; echimew: desiderative subject relator marker)
		May he bring to me
	kɨpalelfipe	So be it he brings him
	kɨpalelfipeengɨn	So be it he brings them
eymɨn	kɨpalelmuchi	You all bring me.....
eymɨn	kɨpalelfimɨn	You all bring him.....
eymɨn	kɨpalelmuyu	You all bring us.....

```
eymɨn      kɨpalmumɨn                    You all bring yourselves.....
eymɨn      kɨpalelfimɨnengɨn             You all bring them.....
feyengɨn kɨpalelechimewengɨn            So be it they bring me.....
feyengɨn fey kɨpalelfipeengɨn           So be it they bring him.....
feyengɨn feyengu                        So be it they bring them
            kɨpalelfipeengɨn            two.....
feyengɨn kɨpalelfipeengɨn               So be it they bring them.....
```

The imperative marker.
```
     + root: kɨthaw        + imperative subject relator marker
              kɨpal
              theuma
```

```
         kɨthawelen                Work for me
         kɨthawnge                 Work
         kɨthawelfinge             Work for him
         kɨthawelmuyu              Work for us two
         kɨthawmu                  Work (dual)
         kɨthawelfingeengu         Work for them two
         kɨthawelmuiñ              Work for us
         kɨthawelfingeengɨn        Work for them
```

```
         kɨpalelen                 Bring me.....
         kɨpalnge                  Bring.....
         kɨpalelfinge              Bring him.....
         kɨpalelmuyu               Bring for us two.....
```

```
         kɨthawelfimɨnengu         Work for them two
         kɨthawelmuiñ              Work for us
         kɨthawelfimɨnengɨn        Work for them
```

```
         kɨpalmu                   Bring (dual).....
         kɨpalelfingeengu          Bring them two.....
         kɨpalelmuiñ               Bring us.....
         kɨpalelfingeengɨn         Bring them.....
```

theumalen	Make me.....
theumange	Make.....
theumalfinge	Make him.....
theumalmuyu	Make us two.....
theumamu	Make (dual).....
theumalfingeengu	Make them two.....
theumalmuin̄	Make us.....
theumalfingeeng‡n	Make them.....

Eymu (dual)   You two

k‡thawmu	Work
k‡thawelmuchi	Work for me
k‡thawelfimu	Work for him
k‡thawelmuyu	Work for us two
k‡thawelfimuengu	Work for them two
k‡thawelmuin̄	Work for us
k‡thawelfimueng‡n	Work for them

Eym‡n (plural)   You all

k‡thawm‡n	Work
k‡thawelmuchi	Work for me
k‡thawelfim‡n	Work for him
k‡thawelmuyu	Work for us two

The Imperative & Subject Object Relations

Subject	Object						

amuwey	He has been going lately
amuwen	I have been going lately
amuweymi	You have been going lately
amuweyu	We two have been going lately
amuweymu	You two have been going lately
amuweyngu	They two have been going lately
amuweīn	We have been going lately
amuweymɨn	You all have been going lately
amuweyngɨn	They have been going lately

The cessation marker.

kɨthawwelay	(wela: cessation marker)
	He has stopped working
amuwelay	He has stopped going
kɨpawelay	He has stopped coming
wankɨwelay	It has stopped barking

Verbs derived from adjective stems.
The stative marker.

The stative marker has two allomorphs: kɨle and le; kɨle is used after a consonant and le is used after a vowel. The position of this marker within the verb is between the root and the subject relator marker.

chothkɨley	(root: choth; kile: stative marker)
	It is yellow
pothkɨley	It is dirty
kutrankɨlen	I am sick
ayiwkɨlen	I am glad
lhathkɨleymi	You are angry
lifkɨley	It is clean
lingarkɨley	It is white
tingkɨley	It is quiet
rakithuamkɨley	He is thoughtful
kurɨley	It is black
witraley	He, she is standing
fentreley	It is a lot There is a lot

pichiley	It is a little. There is a little
epuley	There are two
kiñeley	There is one
athkintuley	He is watching
arkɨley	It is dry
ilhkuley	He is angry

The starting permanent stative marker has two variants: kɨlewe and lewe; these variants follow the rules of the stative marker we have previously examined.

pothkɨlewey	(root: poth; kilewe: starting permanent stative marker) It has remained dirty since....
kutrankɨlewen	I have been sick since.....
ayiwkilewen	I have been happy since.....
lhathkɨleweymi	You have been angry since.....
lifkɨlewey	It has been clean since.....
lingarkɨlewey	It has been white since.....
tingkɨlewey	It has been quiet.....
rakithuamkɨlewey	He has been thoughtful since...
kurɨlewey	It has been black since.....
witralewey	He, she, it has been standing since.....
fentrelewey	There has been a lot There is a lot left
pichilewey	There has been a little There is a little left
epulewey	There are two left
kiñelewey	There is one left
athkintulewey	He, she was kept watching since.....
arkɨlewey	It has been dry since.....
ilhkulewey	He, she has been angry since...

The near past marker.

kɨthawpen	(pe: near past marker)
	I worked a little while ago
kɨthawpeymi	You worked a little while ago
kɨthawpey	He, she worked a little while ago
kɨthawpeyu	We two worked a little while ago
kɨthawpeymu	You two worked a littel while ago
kɨthawpeyngu	They two worked a little while ago
kɨthawpeīn	We worked a little while ago
kɨthawpeymɨn	You all worked a little while ago
kɨthawpeyngɨn	They worked a little while ago
kintupen	(root:kintu: look for)
	I looked for....a little while ago

pe also connotes present tense when used with some verbs that require an object.

kintupen	I look for.....
yepapen	(root: yepa: come and get)
	I have come to get.....
ngilhapen	I bought...a little while ago
	I am buying.....
pipen	I am saying.....
	I have said.....
	I want.....(now)

The surprise marker.

mɨlerkey	(root: mɨle: be; rke: surprise marker)
	To my surprise he was there
amurkey	To my surprise he had gone.....
kutrankɨlerkey	To my surprise he was sick
kɨthawɨrkeymi	To my surprise you worked
kɨthawɨrkeymu	To my surprise you two worked
kɨthawɨrkeyngu	To my surprise they two worked
kɨthawɨrkeymɨn	To my surprise you all worked
kɨthawɨrkeyngɨn	To my surprise they worked
pichilewerkey	To my surprise there was a little left

The pretence marker.

The pretence marker has two allomorphs: kantu and wfaluw or faluw; wfaluw is used after a root ending in vowel, and faluw is used after a root ending in consonant. The position of this marker is between the root and the subject relator marker.

ilhkuwfaluwnge	Pretend you are angry
ngimakantunge	Pretend you are crying
lhikakantufinge	(root:lhika: to be afraid; kantu: pretence marker; finge: 2nd Sg.S., 3rd Sg.O) Pretend you are afraid of him.
amukantunge	Pretend you are going
thumakantufinge	Pretend you are making it

kewakantuen	Pretend you are fighting with me
ulelkantuen	Pretend you are hitting me
lhikawfaluwfinge	(wfaluw: pretence marker) Pretend you are afraid of him
amuwfaluwnge	Pretend you are going
thewmawfaluwfinge	Pretend you are making it
kewawfaluwen	Pretend you are fighting with me
ulelfaluwen	Pretend you are hitting me

Verb reduplication.

    Some Mapuche verbs denote continuative aspect by means of reduplication.

    Examples:

kɨthawkɨthawngey	He/she is working
ngɨmangɨmangeyngu	They two are crying
thunguthungungeyngɨn	They are speaking
putuputungey	He is drinking wine
mawɨnmawɨnngey	It is raining
wankɨwankɨngey	It is barking

The negative markers.

kɨthawkilnge	(kil: negative marker: nge: imperative subject relator marker) Don't work
kɨthawelkeeli	(ke: negative marker; eli: subject object relator marker; 2nd person Sg, 1st person singular) Don't work for me

kɨthawelkifilnge	(kil: discontinuous negative marker)
	Don't work for him
kɨthawelmukiyu	Don't work for us two
kɨthawelkifilngeengu	Don't work for them two
kɨthawelmukiliīn	Don't work for us
kɨthawelkifilngeengɨn	Don't work for them
kɨthawkinulnge	(kinul: negative marker)
	Don't work
kɨthawelkenueli	Don't work for me
kɨthawelkinufilnge	Don't work for him
kɨthawelmukinuliyu	Don't work for us two
kɨthawelkinufilngeengu	Don't work for them two
kɨthawelmukinuliīn	Don't work for us
kɨthawelkinufilngeengɨn	Don't work for them
kɨthawlan	(la: negative marker)
	I don't work; I didn't work
kɨthawlaymi	You don't work (present or past)
kɨthawlay	He doesn't work (present or past)
kɨthawlayu	We two don't work (present or past
kɨthawlaymu	You two don't work (present or past)
kɨthawlayngu	They two don't work (present or past)
kɨthawlaīn	We don't work (present or past)
kɨthawlaymɨn	You all don't work (present or past)
kɨthawlayngɨn	They don't work (present or past)

kɨthawlaan	I will not work
kɨthawlaaymi	You will not work
kɨthawlaay	He, she will not work
kɨthawlaayu	We two will not work
kɨthawlaaymu	You two will not work
kɨthawlaayngu	They two will not work
kɨthawlaaiñ	We will not work
kɨthawlaaymɨn	You all will not work
kɨthawlaayngɨn	They will not work
thewmangelay	It was not done
pengelay	It was not seen
kintungelay	It was not looked for
kintungelan	I was not looked for
ramtungelan	I was not asked
imfitangelan	I was not invited
mangelngelan	I was not invited
kɨthawnulmi	(nu: negative marker; lmi: conditional subject relator marker)
	If you don't work
kɨthawnuli	If I don't work
kɨthawnule	If he doesn't work
kɨthawnuliyu	If we two don't work
kɨthawnulmu	If you two don't work
kɨthawnuleengu	If they two don't work
kɨthawnuliiñ	If we don't work
kɨthawnulmɨn	If you all don't work
kɨthawnuleengɨn	If they don't work
kɨthawnuali	(li: conditional subject relator marker)
	If I am not going to work
kɨthawnualmi	If you are not going to work

kɨthawnuale	If he is not going to work
kɨthawnualiyu	If we two are not going to work
kɨthawnualmu	If you two are not going to work
kɨthawnualeengu	If they two are not going to work
kɨthawnualiin̄	If we are not going to work
kɨthawnualmɨn	If you all are not going to work
kɨthawnualeengɨn	If they are not going to work
thewmangenuale	If it is not going to be done
pengenuale	If it is not going to be seen
kintungenuale	If it is not going to be looked for
kintungenuali	If I am not going to be looked for
ramtungenuali	If I am not going to be asked
mangelngenuali	If I am not going to be invited

The negative marker has basically four sets of allomorphs: kil, kinul, la and nu.

1)   kil is used as an imperative negative marker and it has three variants:

   kil is used in the second person singular, third person singualr, third person dual and third person plural.

   ke is used before the second person singualr-first person singualr subject-object relator marker.

   ki or kil is used in second person singular-first person

dual subject-object relator marker.

2)   kinul is used before the second person singular, third person singular, first person dual, third person dual, first person plural and third person plural subject object relator marker.

kenu is used before the second person singular-first person singular subject object relator marker.

3)   la is used invariably for all persons in the present, past and future tense.

4)   nu is also used invariably in all conditional forms.

The following illustrate how a Mapuche verb can be made more complex by addition of optional markers.

1.   kïthawïn   I work, I worked
     root - SRM (subject relator marker)

2.   kïthaweleyu   I work for you, I worked
                                      for you
     root - ben.m. - SORM

3.   kïthawelpaeyu   I worked for you here.
     root - ben.m. - place m. - SORM

4.   kïthawelïrpaeyu   I worked for you here on my
                                      way to.....
     root - ben.m. - dir.m. - SORM

5.   kïthawelurpalaeyu   I didn't work for you here
                                      on my way to.....
     root - ben.m. - dir.m. - neg.m. - SORM

6.   kïthawelngerpalaymi   Nobody did any work for you
                                      here on the way to.....
     root - ben.m. - passive m. dir.m. neg.m.   SRM

7.   kïthawelmekengerparkelaymi   To my surprise they haven't
                                      done any work for you here
                                      on their way to.....

```
        root - ben.m. - do - passive m. - dir.m. - surprise m.
                      neg.m. - SRM
```

8. kithawelmekengewerparkelaymi   To my surprise they have
                                    stopped doing some work for
                                    you here on their way to.....

root - ben.m. - do - pass.m. - end of an action m.
(discontinuous in this case) - dir.m. - surprise m. -
cessation m. SRM.

9. kithawelkantumekengewerparkelaymi

10. kithawelfaluwkantumekeñgewerparkelaymi

11. kithawelkantulfaluwmekeñmangewerparkelaymi

12. fenthekantulfaluwmekeñmangewerparkelaymi

13. hgɨllalkantulfaluwmekeñmangewerparkelaymi

14. ɨlkantukantulfaluwmekeñmangewerparkelay

15. thewmakantulfaluwmekeñmangewerparkelaiñ

16. enseñalfaluwkantulmekeñmangewerparkelaymɨn

Abbreviations

m	marker
ben.	benefactive
SORM	subject object relator marker
dir.	directional
neg.	negative
SRM	subject relator marker
pass.	passive
surp.	surprise

Although the Mapuche verb is highly inflected, nouns are not inflected but do combine with certain derivational affixes to form derived words.

Examples:

kɨthaw	work
kɨthawɨn	to work
mamɨlh	firewood
mamɨlhtun	to get firewood
kofke	bread
kofken	to make bread
kofketun	to eat bread
ilo	meat
ilon	to kill an animal for meat
ilotun	to eat meat
chalhwa	fish
chalhwan	to fish
chalhwatun	to eat fish
chumpiru	hat
chumpirun	to make hats
chumpirutun	to put on a hat

To indicate a person's occupation the marker fe is added to the corresponding noun or verb root.

kɨthawfe	worker
chalhwafe	fisherman
chumpirufe	hat maker
kofkefe	baker
rukafe	house builder
makuṉfe	poncho maker
lichitufe	milkman
enseṉachefe	teacher
thungufe	speaker, one who likes to talk

wewpife	one who delivers speeches
awkantufe	player

There are other markers which convert a noun or verb into a noun indicating the special use of a place, the name of a room, or the name of a tool or implement. They are:

ruka	house
ruka<u>we</u>	the place where houses are built
palin	to play palin (Mapuche game)
pali<u>we</u>	the place where palin is played
chalhwa	fish
chalhwa<u>we</u>	the place where you can go fishing
umawtun	to sleep
umawtu<u>we</u>	bedroom
umawtupeyɨmchi ruka	bedroom
kosina	kitchen
kosina<u>we</u>	the place where you cook
kosina<u>peyɨmchi</u> ruka	the place where you cook
kofke	bread
kofke<u>we</u>	oven
katrɨn	to cut
katrɨ<u>we</u>	an implement for cutting
katrɨ<u>peyɨm</u>	an implement for cutting
katrɨ<u>peyɨmchi</u> makina	harvester

The noun in Mapuche is not inflected for plural. Personal nouns are singular, unless overtly marked for plural. Animate personal nouns may optionally be marked overtly for plural but otherwise may be either singular or plural. <u>Pu</u> is never used with inanimate nouns.

Examples:

che	person

pu che	people
wentru	man
pu wentru	men
thomo	women
pu thomo	women
trewa	dog, dogs
thewɨ	mouse, mice
kulhiñ	animal, animals
ufisa	sheep (sing., pl.)
waka	cow, cows
achawalh	chicken, chickens

Adjective morphology.

When an adjective or adjectives accompany the animate or inanimate noun, the plural marker ke is added to one or more adjectives.

Examples:

kɨme che	good hearted person
kɨmeke che	kind people
pu kɨmeke che	kind people
kim wentru	wise man
kimke wentru	wise men
pu kimke wentru	wise men
kurɨ trewa	black dog
kurɨke trewa	black dogs
pichi ufisa	little sheep
pichike ufisa	little sheep (pl.)
fɨta ruka	big house
fɨtake ruka	big houses
kɨme lifru	good book
kɨmeke lifru	good books
kɨmeke we fɨtake ruka	good new big houses

If a noun is modified by an adjective and there is no plural marker in the noun phrase, it is singular.

In Mapuche it is also possible to derive verbs from adjectives.

Examples:

kɨme	good
kɨmen	to be good
kurɨ	black
kurɨn	to be black
ath	beautiful
athɨn	to be beautiful

Tiechi motriñ pichi ufisa kurɨy.
The fat little sheep is black.

III. THE VERB PHRASE.

The subject of the Mapuche verb phrase can be deleted, since either the auxiliary or the main verb has a subject agreement marker.

There are about three types of verb phrases:

One of them is composed of an inflectional aspectual auxiliary, a possessive which agrees with the subject, and an invariable main verb.

Type I----n-form

Aux + Poss + V (Aux and Poss must agree)

meken n̄i papeltun	I am studying
mekeymi mi papeltun	You are studying
mekey n̄i papeltun	He is studying
mekeyu yu papeltun	We two are studying
mekeymu mu papeltun	You two are studying
mekeyngu n̄i papeltun	They two are studying
mekein in̄ papeltun	We are studying
mekeymɨn mɨn papeltun	You all are studying
mekeyngɨ n̄i papeltun	They are studying
konɨn n̄i n̄ɨthɨfkan	I am beginning to sew
konimi mi n̄ɨthɨfkan	You are beginning to sew
koni ñi n̄ɨthɨfkan	He, she is beginning to sew
koniyu yu n̄ɨthɨfkan	We two are beginning to sew
konimu mu n̄ɨthɨfkan	You two are beginning to sew
koningu n̄i n̄ɨthɨfkan	They two are beginning to sew
koniin̄ in̄ n̄ɨthɨfkan	We are beginning to sew

konimɨn mɨn n̄ɨthɨfkan	You all are beginning to sew
koningɨn n̄i nɨthɨfkan	They are beginning to sew
thewman n̄i ngɨren	I finished weaving
	I have finished weaving
thewmaymi mi ngɨren	
thewmay n̄i ngɨren	
thewmayu yu ngɨren	
thewmaymu mu ngɨren	
thewmayngu n̄i ngɨren	
thewmain̄ in̄ ngɨren	
thewmaymɨn mɨn ngɨren	
thewmangɨn n̄i ngɨren	

Type II A----the -ael form.

This is composed of an inflectional aspectual auxiliary, a possessive agreeing with the subject, and a main verb ending in -ael.

Aux. + Poss. + M.V. + Nominal marker

muyɨn n̄i amuael	I forgot to go
muyɨymi mi amuael	
muyɨy n̄i amuael	
muyɨyu yu amuael	
muyɨymu mu amuael	
muyɨyngu n̄i amuael	
muyɨin̄ in̄ amuael	
muyɨymɨn mɨn amuael	
muyɨyngɨn n̄i amuael	
muyɨn n̄i amu_ael	

Type II B

There is another kind of verb phrase which contains an invariable auxiliary, a possessive which agrees with the subject, and a main verb which ends in -ael.

```
          + aux + poss + ---ael

          m±ley ñi kelhuael          I have to help
          m±ley m± kelhuael
          m±ley n̄i kelhuael
          m±ley yu kelhuael
          m±ley mu kelhuael
          m±ley n̄i kelhuael
          m±ley in̄ kelhuael
          m±ley m±n kelhuael
          m±ley n̄i kelhuael


          ay±n n̄i m±leael           I want to stay
          ay±ymi mi m±leael
          ay±y n̄i m±leael
          ay±yu yu m±leael
          ay±yngu ni m±leael
          ay±in̄ in̄ m±leael
          ay±ym±m m±n m±leael
          ay±yng±n n̄i m±leael
```

Type III A

This type contains an invariable auxiliary (modal auxiliary) and an inflectional main verb.

```
          + aux + main verb
          kim leyen               I know how to read
          kim leyeymi
          kim leyey
          kim leyeyu
          kim leyeymu
          kim leyeyngu
          kim leyein̄
          kim leyein̄
          kim leyeym±n
          kim leyeyng±n
```

The modal auxiliary <u>kim</u> can be combined with all subject agreement markers and convey meaning by itself when the main verb is deleted in a context dependent sentence.

Kim leyemi?	Do you know how to read?
May, kimn.	Yes, I know.

pepi leyen	I can read
pepi leyeymi	
pepi leyey	
pepi leyeyu	
pepi leyeymu	
pepi leyeyngu	

Type III B

The modal auxiliaries <u>rupa</u> and <u>kɨpan</u> are always invariable.

kɨpa amun	I want to go
kɨpa amuymi	
kɨpa amuy	
kɨpa amuyu	
kɨpa amuymu	
kɨpa amuyngu	
kɨpa amuiñ̄	
kɨpa amuymɨn	
kɨpa amuyngɨn	

rupan ɨlkantun	I finished singing
	I have finished singing
rupan ɨlkantuymi	
rupan ɨlkantuy	
rupan ɨlkantuyu	
rupan ɨlkantuymu	
rupan ɨlkantuyngu	
rupan ɨlkantuiñ̄	
rupan ɨlkantuymɨn	
rupan ɨlkantuyngɨn	

IV. NOUN PHRASES.

Noun phrases can occur in the subject slot as well as in the direct object and indirect object slot.

The noun phrase can contain:

1. Predeterminers: kom, kiñeke, mɨr (all, some, both)
2. Possessives: n̄i (my), mi (your), n̄i (his, her, its), yu (our-dual), mu (your-dual), n̄i (their-dual), in̄ (our), mɨn (your), n̄i (their)
3. Determiners: ti, tiechi, tɨfachi (the, that, this)
4. Numerals: kiñe, epu, kɨla (one, two, three)
5. Modifiers: kɨme, fɨta, we, kurɨ (good, big, new, black)
6. Postdeterminers: kangelu, kakelu (other, others)
7. Noun modifying a noun: kura-ruka, mamilh-ruka (stone house, wooden house)
8. Noun head: ruka, lifru, koral (house, book, corral)

ruka	Head noun: house
kiñe ruka	(kiñe: numeral-one)
	One house, a house
kɨme ruka	(kɨme: modifier-good)
	Good house
fɨta ruka	(fɨta: modifier-big)
	Big house
kelɨ ruka	(kelɨ: modifier-red)
	Red house
we ruka	(we: modifier-new)
	New house
kura ruka	(kura: noun modifying noun)
	Stone-house
tiechi kura-ruka	(tiechi: determiner-that)
	That stone house
kakelu ruka	(kangelu: postdeterminer-other)

```
                              The other house
         n̄i ruka                (n̄i: possessive-my)
                              My house
```

The following examples illustrate the inclusion of each filler progressively:

```
      A       B
      Tiechi ruka

      A       C      B
      Tiechi kura-ruka

      A       D    C     B
      Tiechi we kura-ruka

      A       D    E    C     B
      Tiechi we keli̵ kura-ruka

      A       D    F     E    C     B
      Tiechi we fi̵ta keli̵ kura-ruka

      A       G     D    F    E    C     B
      Tiechi ki̵me we fi̵ta keli̵ kura-ruka
```

Some of these fillers can change place within the phrase without producing any meaning alterations.

```
      H̄      A       G     C     B
      Kin̄e tiechi ki̵me kura-ruka

      A   H̄    A     G    D   C    B
      Tie kin̄e chi ki̵me we kura-ruka
```

                              (tiechi is a discontinuous
                              filler)

```
      H̄      A      G     D   C    B
      Kin̄e tiechi ki̵me we kura-ruka

      A   H̄    A   D    G   C    B
      Tie kin̄e chi we ki̵me kura-ruka

      A   H̄     A   D   G    E    C     B
      Tie kin̄e chi we ki̵me keli̵ kura-ruka

      A        H̄  D    G   E     C     B
      Tiechi kin̄e we ki̵me keli̵ kura-ruka

      A        H̄   G    D   E     C     B
      Tiechi kin̄e ki̵me we keli̵ kura-ruka
```

```
   A      G      H   E   D   C   B
Tiechi kɨme kine kelɨ we kura-ruka

   A      F    B
Tiechi fɨta ruka

   A      F    C    B
Tiechi fɨta kura-ruka

   A      G    F    B
Tiechi kine fɨta ruka

   A   H_   A    F    B
Tie kine chi fɨta ruka

   A      H_   G    F      B
Tiechi kine kɨme fɨta ruka

   A      H_   F    G    C    B
Tiechi kine fɨta kɨme kura-ruka

   A   H_   A    F    G    C    B
Tie kine chi fɨta kɨme kura-ruka

   A      H_   G    F    C    B
Tiechi kine kɨme fɨta kura-ruka

   A   H_   A    G    F    C    B
Tie kine chi kɨme fɨta kura-ruka

   H_   A      G    F    C    B
Kine tiechi kɨme fɨta kura-ruka

   A   H_   A    G    D    F    C    B
Tie kine chi kɨme we fɨta kura-ruka

   A   H_   A    D    G    F    C    B
Tie kine chi we kɨme fɨta kura-ruka

   A      H_   G    D    F    C    B
Tiechi kine kɨme we fɨta kura-ruka

   A      H    F    G    D    C    B
Tiechi kine fɨta kɨme we kura-ruka

   H_   A      D    G    F    C    B
Kine tiechi we kɨme fɨta kura-ruka

   A   H_   A    D    G    E    F    C    B
Tie kine chi we kɨme kelɨ fɨta kura-ruka

   A   H_   A    G    D    E    F    C    B
Tie kine chi kɨme we kelɨ fɨta kura-ruka
```

```
A   H_   A   D   E   G       F     C    B
Tie kiñe chi we keli kime fita kura-ruka

A   H_   A   F   D   E   G         C    B
Tie kiñe chi fita we keli kime kura-ruka

A   H_   A   D   E   F   G         C    B
Tie kiñe chi we keli fita kime kura-ruka

H_      A   D   E   G       F     C    B
Kiñe tiechi we keli kime fita kura-ruka

D   C     B
We kura-ruka

E      F   D    B
Keli fita we ruka

D   F   E      B
We fita keli ruka

F    D   E    B
Fita we keli ruka

D   F   E    C   B
We fita keli kura-ruka

I   A   H   D   G      B
Kom ti mari we kimeke ruka

I   A   H   E   D   G      F   B
Kom ti mari keli we kime fitake ruka

A   H   E   D   G      F     B   I
Ti mari keli we kime fitake ruka kom

I   A   J   H   E   D   G      F     B
Kom ti kakelu mari keli we kime fitake ruka

A   J   I   H   E   D   G      F     B
Ti kakelu kom mari keli we kime fitake ruka

J       A   I   H   E   D   G      F     B
Kakelu ti kom mari keli we kime fitake ruka

J       I   A   H   E   D   G      F     B
Kakelu kom ti mari keli we kime fitake ruka

I   J   A   H   D   G      F     B
Kom kakelu ti mari we kime fitake ruka
```

```
          All other the ten new good big (plural marker) house
          All the other ten good big new houses

           I   A   H    D   G    F      B     J
          Kom ti mari we kɨme fɨtake ruka kakelu

           I   A   H    D   G    F      B     J
          Kom mi mari we kɨme fɨtake ruka kakelu

          All your ten new good big (pl.m) house other
          Your other ten good big new houses


          Kom yu kakelu mari we kɨme fɨtake ruka
          Our (dual) other ten good big new houses
```

Noun phrase formula: ± Predeterminer ± determiner (or possessive) ± Postdeterminer ± Numeral ± Modifier 1 ± Modifier 2 ± Modifier 3 ± Modifier 4 ± Noun Modifier + Head Noun.

Relative clauses modifying noun functioning as subject.

Mi kɨpalel chi ponɨ (kɨmelay)

> (mi: 2nd Sg.; kɨpalel: brought: chi: relative clause marker; ponɨ: potatoes; kɨmelay: are not good)
> The potatoes that you brought are not good.

Variants

Kɨmelay mi kɨpalel chi ponɨ.

Chi ponɨ mi kɨpalel kɨmelay.

Kɨmelay chi ponɨ mi kɨpalel.

Fey ñi kɨpalel chi lifru (ruka mew mɨley)

> (ñi: his; lifru: book; ruka: house; mew: relator marker; mɨley: copula)
> The book that he brought is at home.

Variants

Ruka mew mɨley fey n̄i kɨpalel chi lifru.

Mɨley ruka mew fey n̄i kɨpalel chi lifru.

Chi lifru fey n̄i kɨpalel ruka mew mɨley.

Ti n̄ɨtramkameke chi pu wentru (Arkentinu tui)

<div style="margin-left: 40%">
(ti: def. art.; nɨtramkameke: talking;

pu: plural marker; Arkentinu: Argen-

tina; tui: come from)

The men who are talking come from

Argentina
</div>

Variants

Arkentinu tui ti nɨtramkameke chi pu wentru.

Ti nɨtramkameke(lu) chi pu wentru Arkentinu tui.

Ti pu wentru nɨtramkamekelu Arkentinu tui.

Relative clauses in NP functioning as DO.

Iñche kimfin̄ ti kutrankɨle chi wentru

<div style="margin-left: 40%">
(iñche: 1st Sg.; kimfin̄: know;

kutrankɨle: be sick)

I know the man who is sick
</div>

Variants

Kimfin̄ iñche ti kutrankɨle(lu) chi wentru.

Ti kitrankɨle chi wentru kimfin̄ iñche.

Ti kutrankɨle chi wentru iñche kimfin̄.

Ti wentru kutrankɨlelu kimfin̄ iñche.

Iñche pefin̄ ti ngilhatumeke(lu) chi thomo

<div style="margin-left: 40%">
(ngilhatumekelu: praying; thomo:

woman)

I saw the woman who was praying.
</div>

Variants

Iñche pefin̄ ti ngilhatumeke chi thomo.

Ti ngilhatumeke chi thomo iñche pefin̄.

Ti ngilhatumeke chi thomo pefiñ iñche.

Ti thomo ngilhatumekelu pefiñ iñche.

Ti wentru petu kintufi ti maputhungu chi winka

                         (petu: present marker; kintufi:look
for him, 3rd Sg.; maputhungu: Mapuche
speaking; winka: non-Mapuche)
The man is looking for the stranger
who speaks Mapuche

Variants

Ti wentru petu kintufi ti maputhungu(lu) chi winka.

Petu kintufi ti maputhungu chi winka ti wentru.

Iñchiñ thungufiiñ ti kutrankïle chi makuñfe.

                         (iñchiñ: 1st pl.; thungufiiñ: spoke;
makunfe: poncho maker)
We talked to the poncho maker who is
sick

Variants

Thungufiiñ ti kutrankïle chi makunfe.

Ti kutrankïle chi makuñfe thungufiiñ inchiñ.

Ti makuñfe kutrankïlelu inchiñ thungufiiñ.

Ti kutrankile(lu) chi makuñfe thungufiiñ.

Relative clauses in NP functioning as IO.

Ti maputhungu chi winka iñchiñ elufiiñ lifru.

                         We gave the book to the stranger who
speaks Mapuche.

Variants

Ti maputhungu chi winka elufiiñ lifru iñchiñ.

Ti winka maputhungulu iñchiñ elufiiñ lifru.

Ti winka maputhungulu elufiiñ lifru iñchiñ.

Elufiiñ lifru ti maputhungu chi winka.

(Feyengɨn amulelfingɨn kiñe karta) <u>ti kutrankɨle chi pichi thomo.</u>
    They   sent   a   letter the sick is   who little girl.
They sent a letter to the little girl who is sick.

Variants

Ti kutrankɨle chi pichi thomo feyengɨn amulelfingɨn kiñe karta.
Feyengɨn amulelfingɨn kiñe karta ti pichi thomo kutrankɨlelu.
Ti pichi thomo kutrankɨlelu feyengɨn amulelfingɨn kiñe karta.
Ti kutrankɨle(lu) chi pichi thomo feyengɨn amulelfingɨn kiñe.
karta

<u>Deletion of noun.</u>

    The noun in the relative clause can be deleted in a context dependent sentence.

    Mi kɨpalel chi ponɨ kɨmelay.
    Mi kɨpalel kɨmelay.

    Ti nɨtramkameke(lu) chi pu wentru Arkentinu tui.
    Ti nɨtramkamekɨlu Arkentinu tui.
       But
    Ti nɨtramkameke(lu) chi Arkentinu tui.
    Ti nɨtramkamekechi Arkentinu tui.
       are ungrammatical
       <u>chi</u> is not used when the noun is deleted.

Amulelfingɨn kiñe karta ti kutrankɨle(lu) chi pichi thomo
Amulelfingɨn kiñe karta ti kutrankɨlelu.

Kiñe kɨme(lu) chi lifru ngilhange.
 A   good   real book   buy
Buy a good book.

Kiñe kɨmelu ngilhange.
Buy a good one.

V. PREPOSITIONAL AND POSTPOSITIONAL PHRASES.

The Mapuche locative phrase contains nouns, optional
noun modifiers and optional determiners plus a prepositional
or postpositional relator.

Ti trewa aniley <u>minche</u> fita mesa.

The dog is sitted <u>under</u> the big table.

Ti narki kuthuley <u>wente</u> kawitu.

The cat is lying <u>on</u> the bed.

Ti chalha miley <u>saku chathi pile</u>.

The pot is near the sack of salt.

Kuan eli ñi lifru <u>mamilh wanku mew</u>,

John left his book <u>on</u> the wooden chair.

VI. ADJECTIVE PHRASES.

In Mapuche all adjectives precede the noun. The adjective phrase can modify a noun or noun phrase.

Kiñe kɨme lifru   A good book.
Rume kɨme mapuche lifru Very good Mapuche book.
rume is an intensifier modifying the adjective kɨme.

It's important to note that in Mapuche there are just a few intensifiers. Rume is the only example we have come across in the present study.

VII. COMPARISON.

Inequality.

The adjective phrase may be expanded by comparative or superlative structures when the adjective is used as a verb.

thoy + V + standard of comparison

Ti keli polhera <u>thoy</u> athi ti choth we polhera <u>mew</u>.
The red dress more beautiful the yellow new dress
than.
The red dress is more beautiful than the yellow
new dress.

<u>thoy</u> is the intensifier and <u>mew</u> is the marker of
the standard of comparison which is used postposi-
tionally.

Kuan <u>thoy</u> kimi Fransiku <u>mew</u>.
John knows more than Frank.

Tifachi wentru thoy kithawi tiechi wentru mew.
This man works more than that man.

Tifachi ko thoy arey tiechi ko mew.
This water is hotter than that water.

Iñche thoy kimim eymi mew.
I know more than you do

Eymi thoy kimimi iñche mew.
You know more than I do.

Fey thoy kimi iñche mew.
He knows more than I do.

Eymu thoy kimimu inche mew.
You two know more than I do.

Inchiu thoy kimiyu eymi mew.
We two know more than you do.

Feyengu thoy kimingu inchiu mew.
They two know more than us two.

Inchin thoy kimiin eymin mew.
We know more than you all do.

Eymin thoy kimimin inchin mew.
You all know more than we do.

Feyengin thoy kimingin inchin mew.
They know more than we do.

Kuan thoy kim wentru ngey Fransiku mew.
John is wiser than Frank.

Kuan thoy kim kona ngey Fransiku mew.
John is a better servant than Frank.

Lautaru thoy kim pichi wentru ngey Kose mew.
Lautaro is a wiser little boy than Joseph.

Formula: ± determiner ± personal pronoun + noun
          + intensifier ± adjective 1 ± verb
          ± adjective 2 + noun ± verb ± noun
          + standard of comparison.

Equality level.
          Tunte mi kimin eymi inche kay (ka) kimin.
          How much you know you I also know.

I know as much as you do,

Variants

Eymi mi tunte kimɨn iñche kay(ka) kimɨn.
Mi tunte kimɨn eymi iñche kay(ka) kimɨn.
Iñche kay(ka) kimɨn eymi mi tunte kimɨn.

Eymi mi tunte kɨthawɨn inche kay(ka) kɨthawɨn.
I work as much as you do.

Variants

Tunte mi kɨthawɨn eymi iñche kay(ka) kɨthawɨn.
Mi tunte kɨthawɨn eymi iñche kay(ka) kɨthawɨn,
Iñche kay kɨthawɨn eymi mi tunte kɨthawɨn.

Eymi kay(ka) kithawimi inche ni tunte kithawɨn.
You also   work   I   my how much work.
You work as much as I do.

Variants

Tunte ñi kɨthawɨn iñche eymi kay(ka) kɨthawimi.
Ni tunte kɨthawɨn iñche eymi kay(ka) kɨthawimi.
Iñche ñi tunte kɨthawɨn eymi kay(ka) kɨthawimi.

Tɨfachi polhera ñi chumwechi athɨn tiechi polhera
kay(ka) athi.
This   dress   its how much beautiful be that dress
beautiful is.
This dress is as beautiful as this dress.

Variants

Ni chumwechi athɨn tiechi polhera tɨfachi polhera kay(ka) athi.
Chumwechi ñi athɨn tiechi polhera tɨfachi polhera kay(ka) athi.

Formula: ±determiner ±noun +possessive + qualifier + verb
         ±determiner + noun + equality marker + verb.

The superlative meaning is conveyed in Mapuche by a
comparative structure in which kom is used in the standard

of comparison.

Tɨfachi polhera <u>thoy</u> athi <u>kom</u> ti kɨla polhera <u>mew</u> .
This   dress   more beautiful all the three dress among
This dress is the most beautiful among the three.

Kuan thoy kimi kom ti pichike wentru mew.
John knows the most among the little boys.

Fransiku thoy kɨthawi kom ti pu kona mew.
Frank works the most among the servants.

VIII. CLAUSE STRUCTURES.

Meteorological clauses.

In Mapuche there are clauses which contain just one nuclear tagmeme. All those clauses which describe natural phenomena fall under this category.

$$+ \underline{\text{MPr}}$$
$$+ \underline{\text{verb}}$$

Mawɨni	It rained
Pirey	It hailed
Tralkani	It thundered
Nɨyɨni	There was an earthquake

Intransitive clauses.

The intransitive clauses are composed of two nuclear tagmemes. Subject and Intransitive Predicate

$$+ \text{Subject} \quad + \text{Intransitive Predicate.}$$

S   P
Mawitha echiwi.

Mawitha sneezed.

S   P
Pegro chafoy.

Pegro coughed.

S   P
Ti pichiche trani.

The baby   fell down.

The subject and objects of a Mapuche clause can contain a noun, a noun phrase, an appositional structure, an adjective phrase or a relative clause. The order of each of the clauses can change; apart from some emphasis on the constituent that comes first, there is no other profound change in meaning.

Examples of intransitive clauses containing a noun phrase and
a relative clause as subject:

```
                    S                             P
        Ti ̄namɨmlu lifru chi pichi wentru/ngɨmay.
        The little boy who lost a book cried.
```

Alternative

```
          P                S
        Ngimay/ti namimlu lifru chi pichi wentru.

                    S               T   P
        Ti fɨta wentru kɨpalu/uya/lay.
        The old man who came yesterday died.
```

Alternatives

```
        S   T        S                P
        Ti/uya/kɨpalu chi fɨta wentru/lay.

        S      T        S          P
        Kɨpalu/uya/chi fɨta wentru/lay.

        P     S      T     S
        Lay/kɨpalu/uya/chi fɨta wentru.

        P    T      S
        Lay/uya/kɨpalu chi fɨta wentru.
```

Unitransitive clauses.

Unitransitive clauses are composed of a nuclear subject,
a nuclear predicate and a nuclear direct object.

   ✛ Subject ✛ Predicate ✛ Direct Object.

```
        S        P        DO
        Inche/ngilhan/kiñe trutruka.
         I   bought    a trutruka.
```

Alternatives

```
          P       S     DO
        Ngilhan/inche/kiñe trutruka.
```

```
       DO            S         P
Kiñe trutruka/inche/ngilhan,
```

```
       DO            S         P
Kiñe trutruka/inche/ngilhan.
```

```
   S                            P    DO
Kuan Tralkan, ti kasike/niey/mari kawelh.
Kuan Tralkan, the chief has ten horses.
```

Alternatives

```
   S                        DO          P
Kuan Tralkan, ti kasike/mari kawelh/niey,
```

```
       DO        P    S
Mari kawelh/niey/Kuan Tralkan, ti kasike.
```

```
                 S
Tɨfachi kɨme ath, kelɨ ange, fɨta witran ɨlcha thomo/
  P         DO
pey/epu lifru.
This pretty red face tall young lady saw two books.
```

Alternatives

```
                     S
Tɨfachi kɨme ath, kelɨ ange, fɨta witran ɨlcha
```

```
            DO  P
thomo/epu lifru/pey.
```

```
   DO        P        S
Epu lifru/pey/tɨfachi kɨme ath, kelɨ ange, fɨta
witran ɨlcha thomo.
```

Bitransitive clauses.

    The bitransitive clauses are composed of four nuclear tagmemes: subject, predicate, direct object and indirect object.

    + Subject + Predicate + Direct Object + Indirect Object

```
     S     P    DO     IO
Kuan/elufi/iyael/ti pu wentru.
```

John gave food to the men.

Alternatives

```
S       DO    P     IO
Kuan/iyael/elufi/ti pu wentru.


  DO     S    P     IO
Iyael/Kuan/elufi/ti pu wentru.


  DO     S    IO         P
Iyael/Kuan/ ti wentru/ elufi.


  S        P            DO          IO
Inche/ngilhalfiñ/kiñe chaketa/Kuan.
```
I bought John a jacket.

Alternatives

```
   P              S         DO          IO
Ngilhalfiñ/inche/kiñe chaketa/Kuan.


    DO              P            S    IO
Kiñe chaketa/ngilhalfin/inche/Kuan.


    P              DO          IO   S
Ngilhalfiñ/kiñe chaketa/Kuan/inche.


  S     IO        P            DO
Inche/Kuan/ngilhalfiñ/kiñe chaketa.


  S        P          IO    DO
Inche/ngilhalfin/Kuan/kiñe chaketa.
```

When the clause has a third person plural subject, the
verb can take the third person singular inflection. When
there is a third person subject and a third person object it
is assumed that the subject comes before the object.

```
       S                P          DO   IO
Ti pichike thomo/yelfi(ngɨn)/ko/ti pu kithawfe
```
The girls took water to the workers

Alternatives

```
        S             DO   P        IO
Ti pichike thomo/ko/yelfi/ti pu kithawfe.

        S             IO              P    DO
Ti pichike thomo/ti pu kithawfe/yelfi/ko.

        S             IO          DO   P
Ti pichike thomo/ti pu kithawfe ko/yelfi.

DO   P         S              IO
Ko/yelfi/ti pichike thomo/ti pu kithawfe.
```

Stative clauses .

The stative clauses are composed of three nuclear tag-memes: subject, complement and predicate.

+ Subject + Complement + Predicate .

```
        S               C      P
Kuan Toki, mi chaw/kasike/ngeay.
```
Kuan Toki, your father will be a chief.

Alternative

```
        C    P     S
Kasike/ngeay/Kuan Toki, mi chaw.

        S          C          P
Ni lamngen/enseñachefe/ngeay.
```
My brother will be a teacher.

Alternative

```
        C          P      S
Enseñachefe/ngeay/ni lamngen.

        S        C         P
Fransiku/kulhin kaman/ngey.
```
Frank is a cowboy.

Alternative

```
        C        P     S
Kulhin kaman/ngey/Fransiku.
```

Stative transitive clauses.

Stative transitive clauses are composed of four nuclear tagmemes: subject, complement, predicate and direct object.

Subject   Complement   Predicate   Direct Object

```
          S              C          P        DO
1.  Ti pu wentru/kasike/entufingin/Kuan.              ✗
    The men elected John chief.
```

Alternatives

```
          S              DO      C        P
2.  Ti pu wentru/Kuan/kasike/entufingin.
```

```
    S      C      P      DO
    Kuan/narki/pifi/ñi lamngen.
    John called her sister a cat.
```

No ambiguity is implied in clause 2 since if we want to express the idea that 'John called a cat for her sister' we have to add a benefactive marker to the verb.

```
        S      C        P    DO
    Fransiku/koylatufe/pifi Rayen.
    Frank called Rayen a liar.
```

Motional clauses.

Motional clauses are composed of three nuclear tagmemes: subject, motional predicate and directional. The directional is joined to the verb by prepositional and postpositional relators.

+ Subject + Predicate + Directional

```
            S            P      D
    Ti pichike wentru/puwi/inaltu mawitha.
    The little boys got near the forest.
```

Alternatives

```
    D              P        S
    Inaltu mawitha/puwi/ti pichike wentru.
```

```
        P              D          S
    Puwi/inaltu mawitha/ti pichike wentru.

            S              D              P
    Ti pichike wentru/inaltu mawitha/puwi.

        S     P        D
    Fransiku/amuy/waria mew.
    Frank went to town.
```

Alternatives

```
        P     D          S
    Amuy/waria mew/Fransiku.

     D           P      S
    Waria mew/amuy/Fransiku.

        S         D        P
    Fransiku/waria mew/amuy.

        S     P      D
    Kuan/puwi/leufi pile.
    John got near the river.
```

Alternatives

```
        D           P     S
    Leufi pile/puwi/Kuan.

        P              D     S
    Puwi/leufi pile/Kuan.

        S     D           P
    Kuan/leufi pile/puwi.
```

Motional transitive clauses.

The motional transitive clauses are composed of four nuclear tagmemes: subject, predicate, direct object and directional.

+ Subject + Predicate + Direct Object + Directional

```
        S       P                      DO
    Inche/yefiñ/ti fita malal mew milelu chi fita kawelh/
        D
    waria mew.
```

I took the big horse that was in the corral to town.

Alternatives

```
        D         P       S              DO
Waria mew/yefiñ/inche/ti fɨta malal mew mɨlelu chi
```

fɨta kawelh.

```
        S       D           P        DO
Inche/waria mew/yefiñ/ti fɨta malal mew mɨlelu chi
```

fɨta kawelh.

```
                                 S
Ti fɨta witran, kɨme ath, kim mapuche weche, wekun
```

```
              P              DO                   D
mɨlelu/elmey/ ñi pu kɨmeke winka wėnɨy/kolekio mew.
```
The tall, good looking wise young Mapuche, who is
outside, took his good non-Mapuche friends to school.

Alternatives

```
     P               DO                     D
Elmey/ñi pu kɨmeke winka wenɨy/kolekio mew/ti fɨta
```

```
     S
witran, kɨme ath kim mapuche weche, wekun mɨlelu.
```

```
                              S
Ti wekun mɨlelu chi kim, kime ath, fɨta witran,
```

```
                       P          DO
mapuche weche/elmey/ ñi pu kɨmeke winka wenɨy/
```

```
     D
kolekio mew.
```

```
     D           P        DO                    S
Kolekio mew/elmey/ni pu kɨmeke winka wenɨy/ti wekun
mɨlelu chi kim kɨme ath, fɨta witran mapuche weche.
```

IX. PERIPHERAL TAGMEMES

In Mapuche the peripheral tagmemes can occur in several different positions.

Uya mi kɨpalel chi ponɨ kimelay.
The potatoes you brought yesterday are not good.

Alternatives

Mi uya kɨpalel chi ponɨ kimelay.
Mi kɨpalel uya chi ponɨ kimelay.
Mi kɨpalel chi ponɨ uya kimelay.

Tɨfachi wentru kɨthaway ule .
This man will work tomorrow .

Alternatives

Tɨfachi wentru ule kɨthaway.
Ule kɨthaway tɨfachi wentru.

Backlooping clauses functioning as peripheral tagmemes

Iterative clauses.

In Mapuche the iterative meaning is conveyed by the use of fey and the iterative marker yɨm added to the verb root.

+ Fey + root + yɨm

Fey iyɨm kutranken .
Every time I eat I get sick .

Fey amutuyɨm Kuan, Rayen ngɨmakey.
Every time John leaves, Rayen cries.

Fey amuyɨm inche, nɨtramkakeenew.
Every time I go, he talks to me.

Fey amuyɨm waria mew, ngilhaken filhem,

Every time I go to town I buy everything.

Fey ngimayɨm ti pichiche, asukura elukefin.

Every time the baby cries, I give him(her) sugar.

Concessive clauses.

    Concessiveness in Mapuche is expressed by adding the corresponding conditional marker to the verb plus rume.

conditional form + rume

Kimnuli rume mɨley ñi amuael.

Even if I don't know I have to go.

Kimnulmi rume mɨley mi amuael.

Even if you don't know you have to go.

Kimnule rume mɨley ñi amuael.

Even if he doesn't know he has to go.

Kimnuliyu rume mɨley yu amuael.

Even if we two don't know we have to go.

Kimnulmu rume mɨley mu amuael.

Even if you two don't know you have to go.

Kimnuleengu rume mɨley ñi amuael engu.

Even if they two don't know they have to go.

Kimnuliiñ rume mɨley iñ amuael.

Even if we don't know we have to go.

Kimnulmɨn rume mɨley mɨn amuael.

Even if you don't know you have to go.

<u>Kimnuleengɨn rume</u> mɨley n̄i amuael engɨn,
Even if they don't know they have to go.

Causal clauses.

The causal meaning in Mapuche is expressed by adding
the causal marker <u>pɨtha</u> between the verb root and the condi-
tional marker.

root + pɨtha + conditional marker.

Elelaeyu tɨfachi plata <u>kɨpapɨthale ti kɨthawfe</u>.
I will leave this money in case the worker comes.

Yenge mi makun̄ <u>mawɨnpithale</u> .
Take your poncho with you in case it rains.

Kofke yean <u>afpɨthale ti iyael</u> .
I will take bread in case the food is over.

Yenge ko <u>wɨywɨpɨthalmi</u>,
Take water with you in case you are thirsty.

Manner clauses.

In Mapuche manner is expressed by using <u>reke</u> and the
verb <u>kechilen</u> which may be classed as <u>if</u> and <u>look like</u>
respectively; <u>reke</u> can be omitted when used before <u>kechilen</u>,
but never omitted before any other verb; <u>kechilen</u> is always
deleted when some other verb is used after <u>reke</u>.

+ noun or verb + reke + kechilen
+ noun or verb + reke + verb

Kuan kutrankɨlelu(reke) kechiley.
John looks as if he were sick.

<u>Molhilelu</u>(reke) kechileymi.
You look as if you were drunk.

Rayen pichiche reke ilelfi ti pichi wentru.
Rayen fed the little boy as if he were a baby.

Che reke ngᵻmay ti trewa.
The dog cried as if it were a person.
Fᵻta che reke thunguy ti pichi thomo.
The little girl spoke as if she were a grown up.

Final clauses.

Purpose in Mapuche is expressed by using a possessive and adding the nominalizing marker ael to the verb root; lu used after a verb root also indicates purpose.

Ñi athkintuael kᵻpay.
Ke came here to see.....
Athkintualu kᵻpay.

Ñi ngilhaael chathi amun waria mew.
I went to town to buy salt.
Ngilhaalu chathi inche amun waria mew.

Mi kimael amuaymi kolekio mew.
You will go to school in order to learn.
Kimalu eymi amuaymi kolekio mew.

Ñi papeltuael amuy kolekio mew.
He went to school to study.
Papeltualu amuy kolekio mew.

Locative clauses.

The Mapuche locative clauses come after a directional verb and begin with a locative relator.

Amun chew ñi feypietew engᵻn.
I went where they told me.

Akun chew ñi milemum ñi mapu.
I came where my piece of land is.

Miley iñ amuael chew iñ feypietew.
We have to go where they told us to go.

Temporal clauses.
Temporal clauses are formed by the inclusion of ula.

+ noun phrase(main verb) + ula.

Konin anti ula tripaan inche.
I will go out when the sun is set.

Tripan anti ula konaymi mi kithawin.
You will begin working when the sun rises.

Akule ula Rayen thewmaan ñi papeltun.
I will finish studying when Rayen gets here.

Durational clauses.
The durational clauses are introduced by fey plus a
possessive and a nominalized verb.

+ fey + possessive + nominalized verb.

Lhathkithuamkilewey Kuan fey ñi amumutum Rayen.
John has been sad since Rayen left.

Rakithuamkilewey ti thomo fey ñi kimmmufiyim ti
thungu.
The woman has been thoughtful since she knew about
the business.

Ilhkulewey Rayen fey mi amumutum.
Rayen has been sad since you left.

To indicate a specific period of time ngetuy feula is

used after the time expression.

> Kɨla kɨyen ngetuy feula ñi kutrankɨlen ti pichiche.
> The baby has been sick for three months now.

> Epu antɨ ngetuy feula ñi ayiwkɨlewen.
> I have been happy for two days now.

> Meli tripantu ngetuy feula ñi amumutum Kuan.
> It has been four years since John left.

The conditional.

In Mapuche the conditional can either precede or follow the main clause.

Future - conditional

> Nieli plata, ngilhaafiñ.
> If I have money, I will buy it.
> Ngilhaafiñ, nieli plata.

> Amulmi waria mew, asukura kɨpalelaen.
> If you go to town, you will bring me sugar.
> Asukura kɨpalelaen, amulmi waria mew.

Less vivid future.

fu is used between the verb root and the subject relator marker to indicate less vivid future; it is optional between the root and the conditional subject relator marker.

> Puliwen akulmi, mɨr amuafuyu.
> If you come early, we could go together.
> Mɨr amuafuyu, puliwen akulmi.

> Puliwen akufulmi, mɨr amuafuyu.
> If you came early, we would go together.
> Mɨr amuafuyu, poliwen akufulmi.

X. SENTENCE STRUCTURES.

Examples of declarative non focus sentences:

```
            S                P        IO         DO
    Ti pichike wentru/elufingin/Rayen/kimeke lifru.
    The little boys gave Rayen good books.
```

We have already said that the order of clauses can vary without producing any deep alterations in meaning.

No ambiguity is implied in the above sentence since the plural ending of the verb agrees with the plural subject. But it is possible to use a third person singular form after a plural subject; in this case it is assumed that the subject comes before the object,

thus we could have:

```
            S               P     IO        DO
    Ti pichike wentru/elufi/Rayen/kimeke lifru.
```

```
            S                 DO       P       IO
    Ti pichike wentru/kimeke lifru/elufi/Rayen.
```

```
            S               IO    P    DO
    Ti pichike wentru/Rayen/elufi/kimeke lifru.
```

Examples of declarative active sentences with focus on subject:

```
        S          P    IO        DO
    Inchiñ nga/elufiiñ/Rayen/kimeke lifru.
    We were the ones who gave Rayen good books.
```

```
        S          P    IO        DO
    Ti profesor nga/elufi/Rayen/kimeke lifru.
    It was the teacher who gave Rayen good books.
```

Apart from emphasis in pronunciation, the focus marker nga or manga is added after the subject or object you want to focus.

Examples of declarative active sentences with focus on indirect object:

<pre>
              S   P   IO focus marker   DO

      S _   IO   P _   DO
   Inchiñ/Rayen nga/elufiiñ/kɨmeke lifru .
   It was Rayen that we gave good books to.

   Ti profesor/Rayen manga/elufi/kɨmeke lifru.
   It was Rayen that the professor gave good books to.

     IO   S   P   DO
   Inche manga/Kuan/eluenew/tɨfachi makuñ .
   It was me that John gave this poncho to .
</pre>

Examples of declarative active sentences with focus on direct object:

<pre>
              S   P   IO   DO focus marker

           DO   P _ IO   _ S _
   Kɨmeke lifru nga/elufiiñ/Rayen/inchiñ .
   It was good books that we gave Rayen .

           S   P   IO   DO
   Ti profesor/elufi/Rayen/kɨmeke lifru manga .
   It was good books that the professor gave Rayen.

     IO   S   P   DO _
   Inche/Kuan/eluenew/tɨfachi makuñ manga.
   It was this poncho that John gave (to) me .
</pre>

Examples of declarative active sentences with focus on predicate:

<pre>
              S   P focus   IO   DO

      S _   IO   P _   DO
   Inchiñ/Rayen/elufiiñ manga/kɨmeke lifru.
   What we did was give good books to Rayen.

        S   IO   P   DO
   Ti profesor/Rayen/elufi manga/kɨmeke lifru.
   What the teacher did was give Rayen good books.
</pre>

```
        IO      P           DO           S
        Inche/eluenew manga/tɨfachi makuñ/Kuan.
        What John did was give me this poncho.
```

Two other elements can be introduced to these sentences to convey even a more emphatic idea. They are chumi (what) which agrees with the predicate, and then the particle fey which agrees with the focus marker nga.
Example:

```
        P       S           P           IO      DO
        Chumiiñ/inchiñ/fey elufiiñ manga/Rayen/kɨmeke lifru.

        P       S           P       IO      DO
        Chumi/ti profesor/fey elufi nga/Rayen/kɨmeke lifru.

        P     S       P           IO      DO      -
        Chumi/Kuan/fey eluenew nga/inche/tɨfachi makun.
```

Examples of declarative passive non focus sentences:
    In Mapuche the agent of the passive sentence is not mentioned, thus the constituents are: subject, passive predicate and indirect object. The passive is an indefinite actor in Mapuche. No agent is mentioned.

```
                        S   P P   IO

        S               P       IO
        Kɨmeke lifru/elungey/Rayen.
        Good books were given to Rayen.

        S           P       IO
        We ruka/thewmalngey/Kuan.
        A new house was built for John.

        S                   P           IO
        Kiñe achawalh/kɨpalelngen/inche.
        A hen was brought for me.
```

Examples of declarative passive sentences with focus on subject:

```
          S                P          IO
Kɨmeke lifru nga/eluyengey/Rayen.
```

Good books were given to Rayen.

```
     S             P          IO
We ruka manga/thewmalngey/Kuan.
```

It was a new house that was built for John.

```
        S                P          IO
Kiñe achawalh manga/kɨpalelngen/inche.
```

It was one hen that was brought for me.

Examples of declarative passive sentences with focus on predicate:

```
            S    Predicate focus    IO
```

```
   P           IO        S
Elungey nga/Rayen/kɨmeke lifru.
```

It was given to Rayen good books.

```
     P               S        IO
Thewmalngey manga/we ruka /Kuan.
```

It was built a new house for John.

```
       S              P              IO
Kiñe achawalh/kɨpalelngen manga/inche.
```

It was a hen that was brought for me.

Examples of declarative passive sentences with focus on indirect object:

```
            S    P    IO focus
```

```
    IO           P        S
Rayen manga/elungey/kɨmeke lifru.
```

It was Rayen who was given good books.

```
   S        P              IO
We ruka/thewmalngey/Kuan manga.
```

It was John who was built a new house for.

```
    S            IO            P
Kiñe achawalh/inche manga/kɨpalelngen.
```

It was I who was brought a hen.

Interrogative sentences.

The interrogative markers am (present, past and future),
ama (past) and kay (for all tenses indicating special interest
on the part of the speaker) are either used at the end of
the sentence, or at the end of any of the constituents you
want to put a little emphasis on. They can be omitted by
using rising terminal intonation.

Examples of interrogative corroborative predicate active non
focus sentences:

```
                S    P    IO    DO    IM

      S       P         IO        DO         QT
Eymɨn/elufimɨn/Rayen/kɨmeke lifru/felelay am?
You gave Rayen good books, didn't you?


Eymɨn/elufimɨn/Rayen/kɨmeke lifru/feley?


Eymɨn/elufimɨn/Rayen/kɨmeke lifru/feley, felelay?
```

Interrogative informational subject active non focus sentences.

Apart from using the interrogative word iney (who), chem
(what), a dative marker is used after the verb root in inter-
rogative informational sentences; this dative marker agrees
with the IO in person and number.

```
                WM    P    IO    DO

   QW      P         IO        DO
Iney/elueyew/Rayen/kimeke lifru (am)?
Who gave Rayen good books?

   QW      P              DO    IO
Iney/thewmaleyew/we ruka/Kuan (am)?
Who built a new house for John?
```

Interrogative informational direct object active non focus
sentences.

```
   QW         S      P      IO
Chem (am)/eymɨn/elufimɨn/Rayen?
```

What did you give Rayen?

```
 QW             S          P    IO
Chem (am)/ ti profesor/ elufi/Rayen?
```
What did the teacher give Rayen?

```
 QW             P         S   IO
Chem (am)/elueymew/Kuan/eymi?
```
What did John give you?

Interrogative informational subject active sentence with focus on subject.

```
QW          P           IO    DO
Iney ama elueyew/Rayen/kimeke lifru?
```
Who was it that gave Rayen good books?

```
QW            P           DO    IO
Iney ama/elueyew/we ruka/Kuan?
```
Who was it that gave a new house to John?

Informational interrogative direct object active focus on DO.

```
QW          S     P        IO
Chem ama/eymin/elufimin/Rayen?
```
What was it that you gave Rayen?


```
Chem am/ti profesor/elueymew/eymi?
```
What was it that the teacher gave you?

Informational interrogative active sentence with focus on IO.

```
 QW          S      P         DO
Iney ama/eymin/elufimin/kimeke lifru?
```
Who was it that you gave good books to?

```
 QW             S          P     DO
Iney ama/ti profesor/elufi/kimeke lifru?
```
Who was it that the teacher gave good books to?

Interrogative informational passive sentence with focus on DO.

```
 QW              P      IO
Chem ama/elungey/Rayen?
```

What was it that was given to Rayen?

```
 QW              P        IO
Chem ama/thewmalngey/Kuan?
```

What was it that was done for John?

Interrogative informational passive sentences with focus on IO.

```
 QW          P        S
Iney ama/elungey/kɨmeke lifru?
```

Who was it that good books was given to?

```
 QW          P            S
Iney ama/thewmalngey/kine we ruka?
```

Who was it that a new house was built for?

Focus on locative.

```
 QW      P          S        IO
Chew/thewmalngey/kine ruka/Kuan?
```

Where was it that a house was built for John?

Focus on manner.

```
 QW      P          S        IO
Chum/thewmalngey/kine ruka/Kuan?
```

How was it that a house was built for John?

Focus on purpose.

```
 QW              P          S        IO
Chumwelu/thewmalngey/kine ruka/Kuan?
```

Why was it that a house was built for John?

Imperative Sentences.

The Mapuche imperative sentences contain one obligatory tagmeme and other optional tagmemes such as subject, directional and manner.

$$\pm\ S\ \ +\ P\ \ \pm\ O\ \ \pm\ M\ \ \pm\ D$$

```
        S       P       D
    Eymi/amunge/waria mew.

    You go to town.

        S       M       P
    Eymi/matu/kithawnge.

    You work rapidly.

        S       M       P       DO
    Eymu/matu/thewmamu/mu kithaw.

    You two finish your work quickly.

        S       P       D
    Eymin/amumin/waria mew.

    You all go to town.
```

Structures that can fill subject or object slots.

Apposition structures.

In Mapuche the appositional noun or phrase can come before or after the noun modified.

```
                    S                   P       DO
    Kuan Pailhafil, ti kasike/niey/meli thomo.

    Kuan Pailhafil, the chief has four wives.

    Ti kasike, Kuan Pailhafil niey meli thomo.

        P       DO  IO
    Eluafin/mapu/Lautaru Trapial, ti profesor.

    ·I will give land to Mr. Lautaro Trapial, the teacher.

    Ti profesor, Lautaru Trapial eluafin mapu.
```

Coordination Structures.

Ka, engu and engin are three of the Mapuche coordination markers.

```
        S       P       DO
    Eymi/nieymi/kawelh, ruka, mapu engin achawalh.

    You have horses, a house, land and chickens.

                    S                       P       D
    Fransiku engu ti pichi wentru/amuy/kolekio mew.

    Frank and the little boy went to school.
```

Amuafuyu mɨr akufulmi puliwen.

Contrary to fact.

Apart from including fu, em is also used either in the
main clause or the conditional clause.

Nielmi plata, thoy ngilhaafuymi em.
If you had money, you would have bought more.
Nielmi plata em, thoy ngilhaafuymi.
Thoy ngilhaafumi em, neilmi plata.

Pefili, feypiafuiñ em.
If I-had seen him, I would have told him.
Pefili em, feypiafuiñ.
Feypiafuin em, pefili.

Thewmali, amuafun em.
If I had finished, I would have gone.
Thewmali em, amuafun.
Amuafun em, thewmali.

Present contrary-to-fact and past contrary-to fact.

Present contrary-to-fact and past contrary-to-fact are
only distinguished in Mapuche if an optional temporal is
manifested.

Nieli plata, fewla thoy ngilhaafun em.
If I had money, I would buy more now.

Nieli plata, uya thoy ngilhaafun em.
If I had had money, I would have bought more yester-
day.

```
                    S                    P      L
     Pu thomo ka pu pichike che/mileay/tifamew.
     The women and the children will be here.
```

Ka is used to coordinate two elements in the singular or plural.

Engu coordinates two singular nouns or noun phrases indicating dual.

Engiñ coordinates two or more elements and it indicates plural.

Ka alone is used to coordinate inanimates.

Indirect questions.

In Mapuche the indirect questions are formed by a direct question functioning as DO of the verb.

```
               DO          P    S
     /Chew amuaymi/pifiñ/inche.
     I asked him where he was going.

               DO                 P    S
     /Chumwelu kipalaymi/pienew/Kuan.
     John asked me why I didn't come,
```

There is another type of indirect question conveyed by another type of backlooping clause functioning as DO which contains a question word, a possessive corresponding to the S and an -ael or -n form.

```
          S     P        DO
     Inche/kimlan/chew ñi amun.
     I don't know where he went.

               DO               P        S
     /Chumwelu ñi kipamun/ramtuan/inche.
     I will ask why he didn't come.
```

```
     S        P           IO    _
Kuan/ramtuenew/chumɨl ñi amuael.
```
John asked me when I would go.

```
     S        P          IO
Rayen/ramtuenew/chem ñi ngɨlhan.
```
Rayen asked me what I bought .

```
     S        P          DO _
Rayen/ramtuenew/tunte ñi ngɨlhaael.
```
Rayen asked me how much I would buy.

BIBLIOGRAPHY

Blansitt, Edward L., Jr. "On Defining the Tagmeme," in Don
    Graham Stuort, ed., Linguistic Studies in Memory of
    Richard Blade Harrall. Washington: Georgetown Uni-
    versity Press, 1967.

Blansitt, Edward L., Jr. "Grammatical Constituents," in
    Studies in Linguistics, Vol. XXI.

Elson, Benjamin and Velma Pickett. An Introduction to Mor-
    phology and Syntax. Santa Ana: Summer Institute of
    Linguistics, 1962.

Cook, Walter A., S.J. Introduction to Tagmemic Analysis.
    The Transatlantic Series in Linguistics. New York:
    Holt, Rinehart and Winston, 1969.

Moesbach, P. Ernesto Wilhelm de. Idioma Mapuche. Imprenta
    "San Francisco," Padre las Casas, Temuco, Chile, 1962.

Augusta, Fray Felix José de. Diccionario Araucano. Imprenta
    y Editorial "San Francisco," Padre las Casas, Temuco,
    Chile, 1966.