

- (55) a J. Paul Getty donated a famous painting to the museum.
b *J. Paul Getty donated the museum a famous painting.
- (56) a Uncle George contributed \$50,000 to the building fund.
b *Uncle George contributed the building fund \$50,000.

Even though the verbs *donate* and *contribute* are semantically very similar to *give*, they unexpectedly fail to alternate; they allow only the prepositional marking of the recipient. Thus it appears that they must simply be marked (lexically) as exceptions to the Dative rule; that is, the predicted output form is not listed in the lexicon.²⁰

There have been various attempts to "explain" these exceptions on the basis of etymology, phonological shape, etc. There is a general tendency for Dative Shift to apply to native Germanic verbs (*give, send, throw, lend, etc.*) but not to Latin-derived verbs (*donate, contribute, dedicate, describe, etc.*). Latinate words which have assimilated to the "native" phonological pattern (e.g., those with word-initial stress, or beginning with an unstressed schwa) are more likely to undergo this rule (e.g., *promise, offer, assign, allow, etc.*). But none of these rules will allow us to make the correct prediction in every case. In general, we simply have to recognize that certain verbs are marked in the lexicon as exceptions to the Dative rule. Lexical exceptions of this kind are a normal feature of lexical rules.

Exercise 3B: Indonesian verbal affixes

Based on the following data, identify the function of the Indonesian verbal affixes *di-*, *-kan*, and *-i*, and write lexical rules for each affix. (Do not worry about the verbal prefixes *meN-* and *ber-*.) Do these rules need to be ordered? If so, state the correct ordering and give sample derivations contrasting the correct and incorrect orders. **Hint:** the two suffixes never co-occur. (**Note:** the agentive preposition *oleh* is optional when the agent phrase immediately follows the verb.)²¹

- B1 Guru kami duduk di ruang Pak rektor.
teacher our sit in room Mr. rector
'Our teacher is sitting in the rector's office.'
- B2 Guru kami menduduki ruang Pak rektor.
teacher our sit room Mr. rector
'Our teacher is occupying the rector's office.'
- B3 Ruang Pak rektor diduduki oleh guru kami.
room Mr. rector sit by teacher our
'The rector's office is occupied by our teacher.'
- B4 Air akan meresap ke-dalam tanah.
water FUT seep into ground.
'Water will seep into the ground.'
(i.e., 'Water will be absorbed by the ground.')

This constraint does not relate only to benefactive constructions, where the oblique PP is marked with *for*. Even with some *to*-phrases, Dative Shift fails to apply for the same reason. Note the contrast between the following examples:

- (52) a Karl Marx wrote a letter to his wife.
b Karl Marx wrote his wife a letter.
- (53) a Karl Marx dedicated the book to his wife.
b *Karl Marx dedicated his wife the book.

The difference between these examples can be explained on semantic grounds. When I write a letter to someone, that person normally becomes the possessor of the letter. But when I dedicate a book to someone, that person does not become the possessor of the book. I may give one or more copies of the book to the person, but that is a separate action; the act of dedicating a book does not involve a transfer of ownership or possession.

Pinker (1989) refers to this constraint on the Dative rule in English as the "Possessor Effect." He states (p. 48) that the rule of Dative Shift can only apply to verbs which are "capable of denoting prospective possession of the referent of the second object by the referent of the first object." In other words, the double object construction implies that the primary object (the recipient) gains possession of the theme or patient. Where this interpretation is impossible, the Dative rule cannot apply. Pinker illustrates the Possessor Effect with the following example, which involves a contrast between the homophonous words *border* and *boarder*.

- (54) a John sent a package to the boarder/border.
b John sent the boarder/*border a package.

A *boarder* is a normally a person (e.g., someone who rents a room in someone else's house). Since people can easily be imagined as recipients, the verb *send* in this case can be interpreted as involving transfer of possession, and the double object construction is grammatical. But a *border* is an inanimate location. It cannot be said to possess or own anything. Therefore in this case the verb *send* can only be interpreted as involving a change of location, and the double object construction is impossible.

3.4.2 Lexical exceptions

We noted above that lexical rules typically have lexically specified exceptions. This is true of the Dative rule as well. In addition to the systematic exceptions illustrated in the preceding section, Dative Shift also fails to apply with certain verbs which do take a true recipient argument, verbs which we would expect (on semantic grounds) the rule to apply to. Some examples are given below:

B19	Dia sedang membuatkan adik baju. She PROG make yg-sib shirt 'She is making my younger sibling a shirt.'
B20	Adik sedang dibuatkan baju. yg-sib PROG make shirt 'Younger sibling is being made a shirt.'
B21	*Baju sedang dibuatkan adik. shirt PROG make yg-sib (cannot mean 'A shirt is being made for younger sibling.'))
B22	*Adik sedang dibuat baju. yg-sib PROG make shirt (could only mean 'Younger sibling is being made by the shirt.'))
B23	Ima memasak sate untuk kami. Ima cook satay for us 'Ima cooked satay for us.'
B24	Ima memasak kami sate. Ima cook us satay 'Ima cooked satay for us.'
B25	Sate dimasak untuk kami (oleh Ima). satay cook for us by Ima 'Satay was cooked for us by Ima.'
B26	*Sate dimasakkan kami. satay cook us (cannot mean 'Satay was cooked for us.'))
B27	Kami dimasakkan sate oleh Ima. we cook satay by Ima 'We were cooked satay by Ima.'
B28	#Kami dimasak sate. we cook satay 'We were cooked by the satay.'
B29	Anak-anak suka melompat di halaman sekolah. children enjoy jump at yard school 'Children enjoy jumping in the school yard.'
B30	Anak-anak melompat pagar. children jump fence 'Children jumped over the fence.'
B31	Pagar dilompati (oleh) anak-anak. fence jump (by) children 'The fence was jumped by the children.'

B5	Air meresapi tanah. water seep ground 'Water seeps into the ground.'
B6	Tanah diresapi air. ground seep water 'The ground is seeped into by water.' (i.e., 'The ground is absorbing water.'))
B7	*Tanah diresap air. ground seep water
B8	Dia sering menghindar dari teman-teman-nya. he often stay-away from friends-his 'He often stays away from his friends.'
B9	Dia sering menghindari teman-teman-nya. He often stay-away friends-his 'He often avoids his friends.'
B10	Pesawat itu sedang mendekat. plane that PROG near 'The plane is approaching.'
B11	Pesawat itu sedang mendekati kota. airplane that PROG near city 'The plane is approaching the city.'
B12	Ayah membeli sepeda baru untuk adik. father buy bicycle new for yg-sib 'Father bought a new bicycle for younger sibling.'
B13	Ayah membelikan adik sepeda baru. father buy yg-sib bicycle new 'Father bought younger sibling a new bicycle.'
B14	Adik dibelikan sepeda baru oleh Ayah. yg-sib buy bicycle new by father 'Younger sibling was bought a new bicycle by Father.'
B15	Sepeda baru dibeli oleh Ayah untuk adik. bicycle new buy by father for yg-sib 'A new bicycle was bought by Father for younger sibling.'
B16	*Sepeda baru dibelikan adik oleh Ayah. bicycle new buy yg-sib by Father
B17	Dia sedang membuat baju untuk adik. She PROG make shirt for yg-sib 'She is making a shirt for my younger sibling.'
B18	Baju sedang dibuat untuk adik. shirt PROG make for yg-sib