

Karl Marx wrote a letter to his wife.

Karl Marx wrote his wife a letter.

Karl Marx dedicated the book to his wife.

Karl Marx dedicated his wife the book.

ence between these examples can be explained on semantic grounds. e a letter to someone, that person normally becomes the possessor of it when I dedicate a book to someone, that person does not become or of the book. I may give one or more copies of the book to the hat is a separate action, the act of dedicating a book does not involve ownership or possession.

89) refers to this constraint on the Dative rule in English as the "Pos-t." He states (p. 48) that the rule of Dative Shift can only apply to are "capable of denoting prospective possession of the referent of bject by the referent of the first object." In other words, the double ruction implies that the primary object (the recipient) gains posses-heme or patient. Where this interpretation is impossible, the Dative apply. Pinker illustrates the Possessor Effect with the following ex-h involves a contrast between the homophonous words *border* and

ohn sent a package to the boarder/border.

ohn sent the boarder/*border a package.

r is a normally a person (e.g., someone who rents a room in someone). Since people can easily be imagined as recipients, the verb *send* in e interpreted as involving transfer of possession, and the double ruction is grammatical. But a *border* is an inanimate location. It id to possess or own anything. Therefore in this case the verb *send* interpreted as involving a change of location, and the double object is impossible.

lexical exceptions

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

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'.)

- 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
'The shirt is being made for my younger sibling.'

- 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 memasakkan 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 melompati 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.'