

Direct and secondary object ditransitive structures in Old Romanian

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ABSTRACT

In the present article we investigate the ditransitive syntactic construction involving a [+animate] direct object and a [–animate] secondary object. The configuration, which was inherited from Latin, distinguishes Romanian from the other Romance languages, in which the corresponding pattern involves an indirect and a direct object. In Old Romanian, the pattern is well represented, being encountered in all types of texts. The configuration is examined in the following areas: the verbs that allow for it; the realizations of the secondary object; its particularities in Old Romanian texts.

Keywords: Old Romanian, ditransitive verbs, direct object, secondary object.

1. Introduction

Romanian has two types of ditransitive structures (see GR 2013: 66–8: (i) one in which the verb has a direct and an indirect object (V + IO +DO), as in (1a)); and (ii) one in which the verb has a direct and a secondary object (V + DO + SecO), as in (1b).

- (1) a. (El) trimite [cuiva]_{IO} [ceva]_{DO}
he sends someone.DAT something
‘He sends someone something.’
b. (El) învață [pe cineva]_{DO} [ceva]_{SecO}
he teaches PE someone something
‘He teaches someone something.’

The secondary object is selected by a small class of ditransitive verbs. One internal argument is syntactically encoded as a direct object with the feature [+Animate], frequently realized as an Accusative pronominal clitic (DO), and the other one, as an object with the feature [–Animate], currently realized as a DP without a differential object marker *pe* (GR 2013: 144–8). As far as the thematic roles in the ditransitive structure are concerned, the DO expresses the Recipient, and the SecO expresses the Theme (2a–b); the verb *a trece* ‘to cross’, encoding the Path in secondary object position, as in (2c), is an exception.⁵

- (2) a. întru cealea ce învață pre noi_{DO/RECIPIENT}
in those that teach.3 PE us

⁵ In Romanian, pronouns are morphologically marked for Case (e.g., different forms for Nominative and Accusative), but the nouns have structural Case, so that morphologically, they are non-distinct when assigned Nominative or Accusative Case. We gloss the direct object nouns as Accusative because of their position.

- dumnezăieștile scripturi**_{SecO/THEME}
 divine.DEF scriptures.ACC
 ‘in those that the Holy Scriptures teach us’ (Prav.1581: 173/240r)
- b. Acela **te**_{DO/RECIPIENT} *va* *învăța*
 that CL.ACC.2SG AUX.FUT.3SG teach.INF
doao bunăță_{SecO/THEME} folositoare de suflet
 two goodness.PL.ACC useful of soul
 ‘That one will teach you two things that are good and useful for your soul’
 (Ev.1642: 185)
- c. **și-i**_{DO/RECIPIENT} *va* *trece* **Marea** **Roșie**_{SecO/PATH}
 and=CL.ACC.M.3PL AUX.FUT.3SG cross.INF sea.ACC red
 ‘and with God’s power he will help them cross the Red Sea’
 (MC.1620: 106/15r)

The V + DO + SecO configuration, preserved from Latin (Ernout & Thomas 1959: 37), differentiates Romanian from the other Romance languages. Unlike Latin, where both objects were overtly marked as Accusatives (PUEROS DOCEO GRAMMATICAM), in Romanian only the [+human] object is preceded by a differential object marker and is in Accusative, which is clear due to the form of the pronominal clitic; the other object does not allow clitic doubling or substitution by an Accusative clitic form.

In the other Romance languages, this pattern corresponds to a structure containing a Dative and an Accusative object, as shown in (3a) for French and in (3b) for Italian.

- (3) a. Je lui enseigne les mathématiques
 I he.DAT teach.1SG DEF.ART.3PL mathematics
- b. Io gli insegno matematica
 I he.DAT teach.1SG mathematics
 ‘I am teaching him mathematics’

Grammarians have mentioned the existence of this syntactic pattern in Balkan languages too, considering it a *Balkan Sprachbund* phenomenon (Sandfeld 1930: 201-2; Feuillet 1986: 9; Mišeska Tomić 2004: 6).

When it comes to Old Romanian, from the oldest 16th century texts, the secondary object is well represented and has the characteristics of the present-day construction. Aspects that are significant for the secondary object’s diachrony regard the age and continuity of the structure, the inventory of matrix verbs, and its relation with cognate objects.

2. The inventory of verbs selecting a secondary object

In Old Romanian, the secondary object is selected by the transitive verbs listed in (4a-i): *a învăța* ‘to teach’, *a întreba* ‘to ask’, *a înștiința* ‘to inform’, *a pohti* ‘to wish’, *a povățui* ‘to advise’, *a ruga* ‘to ask’, *a sfătui* ‘to advise’, *a trece* ‘to cross’. These verbs are distributed in two subclasses: the subclass of verbs of *saying* (*a înștiința* ‘to inform’, *a întreba* ‘to ask’, *a ruga* ‘to ask’, *a sfătui* ‘to advise’) and the subclass of *causative* verbs (*a învăța* ‘to make someone learn’, *a trece* ‘to make someone cross’).

- (4) a. *a învăța* ‘to teach’
 [frica]_{SECO} Domnului *învăța-vă*_{DO-VOIU}
 fear.DEF.ACC God.DEF.GEN teach.INF=CL.ACC.2PL=AUX.FUT.1SG
 ‘I shall teach you to fear God’ (CP.1577: 149/58r)
- b. *a întreba* ‘to ask’
 [Trei întrebări]_{SECO} *întrebară* [Iudeii]_S [părinții orbului]_{DO}
 three questions.ACC asked Jews.DEF.NOM parents.DEF.ACC blind.man.DEF.GEN
 ‘The Jews asked the blind man’s parents three questions’ (CC².1581: 172/9)
- c. *a înștiința* ‘to inform’
 care *înștiințând* [toate acestea]_{SECO} [pe meghistanii Porții]_{DO}
 who informing all these.ACC PE high.officials.DEF Ottoman.Empire.DEF.GEN
 ‘who, informing the high officials of the Ottoman Empire about all these’
 (CIst.1709–19: 30/121r)
- d. *a pohti* ‘to wish’
*Aceasta*_{SECO} *poftesc* *pe dumneata*_{DO}
 this.F.ACC wish.1SG PE you.MID.POL.2SG.ACC
 ‘These things I wish to you’ (ISB: 70/27)
- e. *a povățui* ‘to advise’
 nu-î_{DO} *povățui* [pre dânșii]_{DO} [Dumnezău]_S
 not=CL.ACC.3PL advise.PS.3SG PE they.ACC God.NOM
 [calea pământului Filistiin]_{SECO}
 way.DEF.ACC=NOM land.DEF.GEN Philistine
 ‘God did not tell them the way to the land of the Philistines’ (BB.1688: 48–49/17)
- f. *a pâri* ‘to denounce’
 Și [alte multe]_{SECO} ca aceste î_{DO} *pârâsă* ciocoii
 and other many.ACC like these CL.ACC.3SG denounce.PLUPERF.3PL boyars.NOM
 ‘And the boyars had said many other things like these against him’ (NL.1750–66: 377)
- g. *a ruga* ‘to ask’
 Derept-acea **rugăm pre domniavoastră**_{DO} [se puteți face
 for=this ask.1PL PE you.2PL/SG SĂ_{SUBJ} can.2PL do.INF
 ca se ne tocmim **binisor**]_{SECO} (DÎ.1592: LXXXII)
 CA SĂ_{SUBJ} CL.ACC.1PL negotiate.SUBJ.1PL well
 ‘For this reason we ask you to find a way for us to reach an agreement’
- h. *a sfătui* ‘to advise’, ‘to plot’
 toate [ce]_{SECO} *s*_{DO-AU} *sfătuit* boierii împotriva lui
 all that.ACC=NOM CL.REFL.ACC.3PL=have plotted boyars.DEF.NOM against him
 ‘all that the boyars plotted against him’ (CIst.1709–19: 99/139v)
- i. *a trece* ‘to cross’

i-au luat de i_{DO}-au trecut [Dunărea]_{SECO}, de ceea
 CL.ACC.3PL=has taken and CL.ACC.3PL=have crossed Danube.DEF.ACC from that
 parte în Misia
 side in Misia
 ‘he took them and he helped them cross the Danube from that side to Misia’ (CIst.1709–
 19: 171/38v)

3. Implementation

The structure of the constituent that qualifies as a secondary object can vary, and it is preserved in Modern Romanian. Thus, in this position we may find:

- a definite or indefinite DP (5a–d):
- (5) a. *Învăță* [pre noi]_{DO} cu bună înțelepție
 teaches PE we.ACC.1PL with good wisdom
 [calea **spăseniei**]_{SECO}
 way.DEF.ACC repentance.DEF.GEN
 ‘He teaches us very wisely how to repent ourselves’
 (CC².1581.Predoslovie: 2/19–20)
- b. [elu-l]_{DO} *învăța* soru-sa_S
 he.ACC=CL.ACC.M.3SG teach.IMPERF.3SG sister.NOM=his
 Polhiriiia [toată înțelepciunea]_{SecO}
 Polhiriiia all wisdom.DEF.ACC
 ‘his sister Polhiria was teaching him all the wisdom’ (MC.1620: 142-56r)
- c. le trimise împăratul un popî
 CL.DAT.3PL sent.PS.3SG emperor.DEF.NOM a priest
 de cei jidovești, să-i_{DO} *învețe* legea
 of those Jewish SĂ_{SUBJ}=CL.ACC.3PL teach.SUBJ law.DEF.ACC
 ‘the emperor sent them a Jewish preacher, to teach them the law’
 (VCaz.1643: 116/5/161v)
- d. Și voi *învăța* [al meu cuvânt]_{SECO} [pre voi]_{DO}
 and AUX.FUT.1SG teach.INF AL my word.ACC PE you.ACC
 ‘And I shall teach you my word’ (DPar.1683: 109/II.5v)

Among the verbs entering SecO configurations, *a învăța* ‘to teach’ can also select a bare NP, as in (6a–c).

- (6) a. deci o_{DO} *învățară* [carte]_{SECO} și o creștină
 so CL.ACC.F.3SG taught book.ACC and CL.ACC.F.3SG baptized
 ‘so they taught her and they baptized her’ (MC.1620: 181/107r)
- b. Așijdere și către Timotei scrie de-l_{DO} *învață*
 alike also to Timothy writes and=CL.ACC.M.3SG teaches
 [așa credincios cuvânt]_{SECO}
 such faithful word.ACC
 ‘He also writes this to Timothy and teaches him words of faith’

(VCR.1645: 212/18v)

- c. *să înveațe* [pr<e> ei]_{DO} în limba haldeilor [*carte*]_{SECO}
SĂ_{SUBJ} teach.SUBJ PE they.ACC in language.DEF Chaldeans.DEF.GEN book.ACC
'to teach them in the language of the Chaldeans' (VT.1679–99: 283r)

- an DP headed by a pronoun – an indefinite quantifier (7a–c), a pro-sentence feminine demonstrative with neutral reading, either alone (7d, f) or modified by a universal quantifier (7e), by an interrogative or by a relative (7g).

- (7) a. [**Nemică altă**]_{SECO} *nu învață* [pre noi]_{DO} [Domnul]_S
nothing other.ACC not teaches PE us God
'God teaches us nothing else' (CC².1581: 394/33)
- b. *Învață* și [pre mine]_{DO} [*ceva*]_{SECO}
teaches also PE me something.ACC
'He also teaches me something' (FD.1592–604: 145/527r)
- c. Și așa *să-l*_{DO} *întreabă* [pre acela]_{DO} foarte cu dinadinsul
and so SĂ_{SUBJ}=CL.ACC.3SG ask.SUBJ PE that.ACC very with diligence
[**una după alta**]_{SECO}
one after another.ACC
'And he should ask him questions one after the other very diligently'
(AD.1722–5: 302)
- d. Și [**aceasta**]_{SECO} *învață* pre noi_{DO} Dumnezeu,
and this.F.ACC teaches PE we.ACC God
să nu ținem pizmă
SĂ_{SUBJ} not hold.SUBJ envy
'And this is what God teaches us, not to envy others' (CC².1581: 47/11-12)
- e. [**Toate acestea**]_{SECO} den dumnezeieștile scripturi *să ne*_{DO}
all these.F.PL.ACC from divine.DEF scriptures SĂ_{SUBJ} CL.ACC.1PL
învățăm
learn.SUBJ.1PL
'Let us learn all these from the Holy Scriptures' (CC².1581: 200/9)
- f. Și domnul nostru Iisus Hristos [**aceasta**]_{SECO} *ne*_{DO}
and lord.DEF our Jesus Christ this.F.SG.ACC CL.ACC.1PL
învață în sfânta Evanghelie
teaches in holy.DEF Evangel
'And our Lord Jesus Christ teaches us these in the Holy Evangel'
(AD.1722–5: 227)
- g. întru cealea [**ce**]_{SECO} *învață* [pre noi]_{DO}
in those that.ACC teach.3PL PE we.ACC
[**dumnezeieștile** scripturi]_S
divine.DEF scriptures
'in those that the Holy Scriptures teach us' (Prav.1581: 173/240r)

- a clause headed by a complementizer (8a–g) or an infinitival clause (8h). Complementizers vary according to the type of reported sentence: in (8a–b), where a declarative clause is changed into the indirect speech, *că* and *cum că* 'that' are selected; in (8c), where

interrogatives are changed into reported speech, either *de* ‘whether’ (in the case of total interrogatives) or *cum* ‘how’ (in the case of partial interrogatives) is selected; in (8d–f), where imperative/directive clauses are subordinated to a reporting verb, *să*, *ca să*, *ca* are selected; (8g), where the verb is a causative, the archaic complementizer *de* is selected. The complementizer *de* is different from the interrogative *de* in (8c).

- (8) a. *și-l*_{DO} *pârâe* *la Poartă* [*că sunt haini*]_{SECO}
 and=CL.ACC.M.3PL denounced at Empire that are malicious
 ‘and he denounced them to the Ottomans that they were malicious’
 (NL.1750–66: 283)
- b. *și l*_{DO}-*au* *pârât* *la veziriul* *Gin Alui-pașa*
 and CL.ACC.M.3SG=have denounced at vizier.DEF Gin Alui=pasha
 [*cum că este hain, agiunsu cu moscalii*]_{SECO}
 that that is malicious conspiring with Russians.DEF
 ‘and they denounced him to the vizier Gin Alui-pasha, saying that he was
 malicious and conspiring with the Russians’ (NL.1750–66: 283)
- c. *întrebară* *Iudeii*_S [*părinții orbului*]_{DO}:
 ask.PS.3PL Jews.DEF parents.DEF.ACC blind.man.DEF.GEN
 [*de iaste feciorul lor*]_S (...) *și* [*cum* *veade*]
 whether (he)is son.DEF their and how sees
 ‘The Jews asked the parents of the blind man if he was their son and how he could
 see’ (CC².1581: 172/9)
- d. *Cela ce va sfătui* [*pre muiare*]_{DO}
 the.one that AUX.FUT.3SG advise.INF PE woman.ACC
 [*să fure de la bărbat*]_{SECO}
 SĂ_{SUBJ} steal.SUBJ from man
 ‘The one that will advise women to steal from their husbands’
 (Prav.1646: 47)
- e. *și ne*_{DO} *învață* [*ca să ne*
 and CL.ACC.1PL teaches CA SĂ_{SUBJ} CL.REFL.ACC.1PL
izbăvim *de păcate*]_{SECO}
 absolve.SUBJ of sins
 ‘and he teaches us so that we should be absolved of our sins’
 (CC².1581: 60/13)
- f. *Că învață* [*pre noi*]_{DO} [*ca nu ne* *trebuie* *să* *mult*]_{SECO}
 because teaches PE we.ACC CA not CL.ACC.1PL need.SUBJ.3SG much
 ‘Because he teaches us not to need much’ (CC².1581: 157/34)
- g. *Și-l*_{DO} *învăță* [*de-ș* *aruncă* *toiagul*
 and=CL.ACC.M.3SG teach.PS.3SG that=CL.REFL.DAT.3SG throws staff.DEF
înaintea lui Faraon]_{SECO}
 before LUI.GEN Pharaoh
 ‘And teaches him to throw his staff before Pharaoh’ (VCaz.1643: 46/2/58)
- h. *Că să-ară* *fi fost* *și Thoma* *cu nușii* (...), *nici*
 because if=AUX.COND.3SG be been also Thomas with them not.even
ară *fi învățat* [*oamenii*]_{DO} [*a crede*]_{SECO}
 AUX.COND.3SG be learned people.DEF.ACC A_{INF} believe.INF

‘Because if Thomas had been with them, he wouldn’t teach them to believe’
(CC².1581: 131/18)

Present-day Romanian does not have the complementizer *ca* any longer; *de*₁, *de*₂ and *ca să* are restricted to non-standard Romanian (dialectal and colloquial).

Except for *a trece* ‘to cross’, which cannot introduce a reported sentence, the other verb behave as such. As reportative verbs, they can introduce direct speech, as in (9a, b). The absence of a complementizer in these examples also indicates that the reported clause is not embedded.

- (9) a. eu *l-am* *întrebat* denaintea a omeni buni
I CL.ACC.3SG=have asked before A_{GEN} people good
[furatu-i-au au năpast(ă) iaste]
stolen=CL.DAT.3SG=has or slander is
‘I asked him in front of good people whether he had stolen from them or he was wrongly accused’ (DRH.A.1635: 70)
- b. și *i-au* *întrebat*, [merge-or cu dânsul
and CL.ACC.3PL=have asked go.INF=AUX.FUT.3PL with him
la Moscu au ba?]
at Moscow or not
‘and they asked them, will they go with them to Moscow or not?’
(NL.1750–66: 252)

For the verbs that can introduce reported speech, clausal constructions are more numerous than nominal or pronominal configurations (for example, in CC².1581, in the first 400 pages, the occurrence ratio is 32 clausal realizations versus only 5 realizations as an NP).

- relative clause, headed by pronominal (10a) and adverbial relatives (10b):

- (10) a. și *voi* *învăța* [pre tine]_{DO} [**ce vei** **grăi**]_{SECO}
and AUX.FUT.1SG teach.INF PE you.ACC what AUX.FUT.2SG speak.INF
‘and I shall teach you what to say’ (PO.1582: 143)
- b. și-*au* *învățat* [pre noi]_{DO} [**cum să lăsăm** **noi greșalele**
and=have.3 taught PE we how SĂ_{SUBJ} forgive.SUBJ we mistakes.DEF
fraților **noștri**]_{SECO}
brothers.DEF.GEN our
‘and they taught us how to forgive the mistakes of our brothers’
(CC².1581: 46/36)

4. Syntactic variation

Like in present-day Romanian, the secondary object in Old Romanian displays syntactic variation (syntactic instability). The SecO structure is attested in synonymous structures in which a prepositional object with the prepositions *de* ‘about’, *spre* ‘towards’, *cu* ‘with’, *într(u)* ‘in’ (11a–e), or a Dative object (11f–g) correspond to the secondary object; it is rare that an indirect

object, either with an inflectional (12a) or with an analytic marker (12b–c), corresponds to the direct object.

- (11) a. Cum și Petr apostol ne *învață* de-aceasta
 as also Peter apostle CL.ACC.1PL teaches of=these
 ‘As apostle Peter teaches us these’ (VCR.1645: 208/15v)
- b. Acela *va întreba* pre noi de toate lucrurile noastre
 that AUX.FUT.3SG ask PE we.ACC of all things.DEF our
 ceale reale
 CEL bad
 ‘He will ask us about all our bad deeds’ (Ev.1642: 44)
- c. *să-i învățăm spre mai bună viață*
 SĂ_{SUBJ}=CL.ACC.3PL teach.SUBJ.1PL towards more good life
 ‘to teach them to lead a better life’ (CC².1581: 396/17)
- d. **cu** *aceaia învață* noi
 with that teaches us
 ‘he teaches us that’ (CC².1581: 97/24)
- e. *carei sunt învățați într-aceastea*
 who are taught in=these
 ‘who have been taught these things’ (CC².1581: 27/22)
- f. și **cărilor** tale *învață-mă*
 and ways.DEF.PL.DAT your teach.IMP=CL.ACC.1SG
 ‘and teach me your ways’ (CP.1577: 114/40v)
- g. de *învață* pre noi **smereniei și sărăciei**
 and (he)teaches PE we.ACC humbleness.DEF.DAT and poverty.DEF.DAT
 ‘and teach us humbleness and poverty’ (CC².1581: 260/4)
- (12) a. Dumnezeu amu [**tuturorū oamenilorū**]_{IO} *învață*
 God now all.DAT people.DEF.PL.DAT teaches
 [să se iubească]
 SĂ_{SUBJ} CL.REFL.ACC love.SUBJ
 ‘Now God teaches all the people to love one another’ (CC².1581: 290/10)
- b. de va fi episcop *să-ș întreabe* lege
 if AUX.FUT.3SG be bishop SĂ_{SUBJ}=CL.REFL.DAT.3SG ask.SUBJ law
 [la mitropolitul lui]_{IO}
 at metropolitan his
 ‘if he becomes bishop he should ask his metropolitan about the law’
 (ȘT.1644: 164/44)
- c. de meargeți voi acmu *a întreba* sfat și înțelepciune
 if go you now A_{INF} ask.INF advice and wisdom
 [la Belzev]_{IO}
 at Belzev
 ‘if you go now to ask Belzev for advice and wisdom’ (VT.1679–99: 122v)

In the case of *a trece* ‘to cross’, which encodes the Path in secondary object position, variation includes prepositional constructions with *preste/prespre* ‘above, across’:

- (13) a. *cumu i-au trecut prespre Marea Mohorătă în pustie*
 how CL.ACC.3PL=has crossed across sea.DEF dark in desert
 ‘how he helped them cross the Red Sea and arrive in the desert’ (PO.1582: 16)
- b. *și i-au trecut pre toți preste Nistru*
 and CL.ACC.3PL=has crossed PE all across Dniester
 ‘and they helped them all cross the Dniester’ (NL.1750–66: 255)

An explanation for the syntactic variation seen with secondary objects should probably be related to the avoidance of structures in which the two (direct and secondary) internal arguments occur, in some contexts, without formal differentiation (14a). For this reason, since Old Romanian, this structure frequently occurs with a marked realization of the direct object, as a pronominal clitic or as a prepositional construction, and with a clausal realization of the secondary object, as in (14b–c).

- (14) a. **Trei întrebări**_{SECO} *întrebară* Iudeii_S **părinții**_{DO} orbului
 three questions.ACC asked Jews.DEF parents.DEF.ACC blind.man.DEF.GEN
 ‘The Jews asked the parents of the blind man three questions’ (CC².1581:172/9)
- b. *învață-mă* [să fac voia ta]
 teach.IMP=CL.ACC.1SG SĂ_{SUBJ} do.SUBJ will.DEF your
 ‘teach me how to do your will’ (CC².1581: 5/1)
- c. *Că învață pre noi* [ca nu trebuiască multă]
 that (he)teaches PE us CA not need.SUBJ much
 ‘That he teaches us not to need much’ (CC².1581: 157/34)

5. Lost features

The secondary object is attested in all types of old texts, original and translated. No significant differences occur between the two stages of Old Romanian (1510–1650 *vs.* 1650–1780). During this timeline, secondary objects display a number of peculiarities that are lost in Modern Romanian. For example:

- The inventory of verbs has changed: two neologisms are included in this class (*a anunța pe cineva ceva* ‘to announce someone something’, *a examina pe cineva ceva* ‘to examine someone’) and a few terms are lost, due to semantic changes (e.g., *a tocmi* ‘to teach, to show’, see (15a)) or to changes in the thematic grid (e.g., *a mărturisi* ‘to confess, to state’, which is no longer reflexive (15b)).

- (15) a. *cert pre fieștecarele și tocmesc* [pre ei]_{DO} [poruncile lui
 scold.1 PE each.one.ACC and teach PE them commandments of
 Dumnezeu și leagea lui]_{SECO}
 God and law.DEF his
 ‘I scold each one and I teach them God’s commandments and his law’
- b. *însămi* [pri mene]_{DO} *mărturescu* cu cest zăpis al miu,
 myself PE me confess with this document AL my
 [că mi-amu vâ<n>dut a mea derăptă parte de ocină și moșie]_{SECO}
 that CL.DAT.1SG=have sold AL my rightful part of land and land

- after many tortures that CL.ACC.3SG=has tortured PE Constantin prince
 ‘after how much he tortured prince Constantin’ (CIst.1709–19: 119/146r)
- d. dupe multă **goană** **ce i-au** **gonit** **pe tătari**
 after much driving.away that CL.ACC.M.3PL=has driven.away PE Tartars
 ‘after he drove the Tartars away’ (CIst.1709–19: 179/51r)
- e. spuid și lauda **ce li** **să** **lăudase** turcul
 telling also praise.DEF that CL.DAT.3PL CL.REFL.ACC. boast.PLUPERF Turk.DEF
 ‘telling them about the Turk’s words of praise’ (CIst.1709–19: 85/135v)
- f. **Mustările** **ce l-au** **muștrat** **pe Staicul**
 remorse.DEF that CL.ACC.3SG=have caused.remorse PE Staicul
 ‘the remorse that Staicu felt’ (CIst.1709–19: 44/124r)
- g. pentru pâra **ce-l** **pârâse**
 for denouncement that=CL.ACC.3SG denounce.PLUPERF.3SG
 ‘for the fact that he had denounced him’ (NL.1750–66: 124)
- h. le-u părut rău de **păgubirea ce-au** **păgubit țara**
 CL.DAT.3PL=have seemed badly of loss.DEF that=has hurt country.DEF
 ‘they felt sorry for the losses they had caused to their country’
 (NL.1750–66: 177)

The cognate object pattern, irrespective of the syntactic position it concerns (SecO, DO, S etc.), occurs predominantly in the language of biblical translations, where it reproduces a Greek model, which, in turn, reproduces the Hebrew text (Arvinte 2004).

However, examples of cognate objects occur outside the religious texts as well. For example, they also occur in original documents (DÎ), in the narrative text of „popular” books (FD), and, later, at Neculce, an 18th century chronicler, who represents a „popular” stylistic direction. The cognate pattern is also the source for idiomatic expressions, such as *a-l lauda laude mari* ‘to praise one greatly’; or *a-l pârî feliuri de feliuri de pârî* ‘to say all kinds of things against someone’). Therefore, there is a second source of this pattern, besides religious texts. It is certain, however, that the frequency and the overuse of cognate objects in biblical translations is due to the religious literary pattern (for frequency and overuse data, see BB.1688).

6. Conclusions

- Romanian preserved from Latin the V + DO + SecO configuration, which differentiates it from the other Romance languages. Interestingly, the same configuration is found in other Balkan languages as well.
- In Old Romanian, the secondary object is selected by two subclasses of ditransitive verbs: verbs of *saying* (they can introduce the direct speech) and *causative* verbs; the verb *a învăța* ‘to teach’ is the most frequent.
- The most numerous realizations of the secondary object are clausal constructions and pro-sentence feminine pronominals (demonstrative and indefinite) with neutral reading.
- In the context of the syntactic variation in Old Romanian, the secondary object is of utmost importance. The variation concerns both the secondary object (in competition with the prepositional object) and the direct object (in competition with the indirect one).
- A special type of configuration typical to Old Romanian is the one in which the

secondary object has a cognate realization, as a result of the externalization of the Theme/Content (*îl pârăște* “CL.ACC.M.3SG denounces” > *îl pârăște pâri* “CL.ACC.M.3SG denounces denouncements”, *îl muștră* “CL.ACC.M.3SG reprimand” > *îl muștră muștrări* “CL.ACC.M.3SG reprimand reprimands”).

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