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INTRODUCTION

The present study focuses on means of expression of the verb aspect and possible ways of expressing perfectivity in the languages to be contrasted. In the light of the integration processes taking place in the nowadays decreasing boundaries between cultures and languages the subject investigated is vividly attaining its importance. In order to transfer the meaning of the source language to the target language, many fields of linguistics are involved. In this study the main attention is paid on the perfectivization processes of English and Lithuanian verbs. Lithuanian belongs to the world's language category that has very specific grammatical and lexical features, which make the issue of transferring and conveying the semantics of verbs and verb aspect more-specifically urgent. The English language is specific in other ways. Though the English language as well as Lithuanian belongs to the Indo-European Language family, Lithuanian is a typical synthetic language while English is between analytic and synthetic types of languages. The difference creates grammatical and lexical boundaries for transferring the meaning and the semantics of the source language to the target language.

By analysing scientific articles where the perfective processes or perfective aspect was investigated, it could be noticed that the English perfect has never lacked an interest of grammarians. The pending problem of the perfect has been addressed and is still addressed by a great number of scholars due to the fact, that some important questions remain unanswered. The analysis and investigation of perfective and imperfective aspect leaded many authors to investigate four Vendler's (1957) verb aspect processes. The paper investigation focuses only on perfective processes. If going further into the matter, an area of the particular aspect is not properly analysed by comparative analysis in English and Lithuanian languages. The perfective aspect, especially accomplishment processes will be investigated with the help of scientific articles of previous and nowadays findings. After investigation of this subject the main problem will be to compare and contrast the examples of the perfective processes of verb aspect. For this reason the problem analysed in the study becomes the topic of great relevance for the analysed field of linguistics.

The issue of verb aspect and perfectivization processes has been discussed by both foreign (Arkadiev, 2011, Bach, 1986, Barkhudarov and Shteling, 1960, Bybee, 1985, Bybee & Dahl, 1989, Bickerton, 1981, Binnick, 2011, Bott and Hamm, 2014, Brinton, 1988, Comrie, 1976, Curme, 1931, de Swart, 1998, Dahl, 1985, Demizu, 2005, Depraetere, 1995, Dowty, 1979, 1986, Engelberg, 2016, Martin, 2010, Filip, 1999, Frawley, 2009, Garey, 1957, Gyarmathy, 2015, Halliday, 1985, Hamm, 2014, Heubner, Ferguson, 1984, Hons, 2012, Hopper, Thompson, 1980, IIyish, 1948, Boric and Janssen, 2008, Jespersen, 1931, 2004,

Krifka, 1989, 1998, Maisak, 1999, Meulen, 1995, Moens, Steedman, 1988, Mourelatos, 1978, Mulder, 2011, Mughazy, 2005, Nedjalkov, 1983, Nickel, 1968, Parsons, 1985, 1990, Piñón, 2007, Quirk, Greenbaum, Leech, Svartvik, 1972, Hickey and Puppel, 1997, Langacker, 1987, 1991, Rothstein, 2004, 2007, Arkadiev, Shluinsky, 2015, Smirnitsky, 1959, Smith, 1991, Sweet, 1892, van Lambalgen, Hamm, 2005, Vendler, 1957, 1967, Verkuyl, 1972, 1989, 1993, Wiemer, 2001, Zagona, 2004, Ziegeler, 2000; etc.) and by Lithuanian authors (Ambrazas, 1999, Buitkienė, Valeika, 2003, 2006, 2010, Dambriūnas, 1960, Galnaitytė, 1962, 1978, Jablonskis, 1922, 1957, Paulauskienė, 1980, Valeika, Sušinskienė, 2012, Ambrazas, Geniušienė, Girdenis, Sližienė, Tekorienė, Valeckienė, Valiulytė, 2006; etc.), but there has been little attention paid to Lithuanian verb perfectivization processes and verb aspect question and to the linguistic comparative analysis of the subject in Lithuanian and English languages. Hence, the **novelty** of the study is the examining of expression of aspect semantic features in English and Lithuanian languages when means of aspect accomplishment processes expressed on the base of semantic types are investigated. Items for comparison of the verb aspect perfectivization of accomplishment process of English and Lithuanian languages have been taken from Lithuanian author Skomantas(1997, 2003) tales as research sources.

The **problem**: a perfective aspect can be studied on a morphological level as it is expressed by present, past tense forms and by a co-text in English. Though there is no perfect time in some languages, including Lithuanian, so the verb aspect is expressed mainly by using prefixes and prepositions and the co-text. The Perfect especially in the English language as a notion can be confused with the Perfective Aspect. Consequently the investigation of the information on the subject is necessary.

In this study an attempt was to answer the following **questions**: how the Vendler's (1957) verb classification of quadripartition: States, Activities, Accomplishments, and Achievements influenced the linguistic literature these days, how to find the most appropriate classification for investigation of the subject in both (English and Lithuanian) languages as the specific linguistic criteria vary across different languages. Every language produces their criteria to give the Vendler-quadripartition an appropriate grounding. Thus in the study the following question is going to be answered: how to compare the selected grammatical object of two different languages (English and Lithuanian) in theoretical and research levels by comparing and contrasting analytical and synthetic languages. The key **issues** of this work are: 1) constituent parts of the notion of verb aspect introduced by different scientists; 2) classification schemes of verb classes denoting peculiarities proposed by linguists of English and Lithuanian languages; 3) the problem of correlation of verb aspects; 4) dissimilar types of means of expression used in forming verb aspect in both, Lithuanian and English, languages;

5) juxtaposition of the items of two different languages.

The **hypothesis** put forward in the work grew out of my observations during the investigation of verb lexical aspect categorisation based on Vendler's four class pattern. Verbs are classified according to two pairs of semantic features. Thus the domain of lexical aspect is entire predicate. There is a possibility to misanalyse tense morphology as tense morphology is employed to mark aspectuality instead of temporality.

Therefore, the **aim** of this study is to investigate the theoretical literature debating on the perfect and the perfective aspect and to analyse the possible ways of usage of perfective aspect, in particular an accomplishment process aspect items in English and Lithuanian languages.

To achieve the aim the following **objectives** were carried out:

• To review and classify the analysis of processes proposed by linguists and define the concepts of perfect in order to give a theoretical basis for analysing and investigating a Perfective aspect.

• To analyse and exemplify each category of accomplishment processes in the empirical part of the thesis.

• To compare and contrast the examples of verb aspect of accomplishment processes of two languages in morphological and syntactic levels.

The research methods employed in the study include:

1. the method of *linguistic literary analysis* helped to analyse various theoretical frameworks applied to the study of verb aspect classes as well as grammatical, lexical expression of the perfective verb aspect;

2. the *contrastive analysis* method enabled to juxtapose the verb aspect items of two languages and reveal their similarities and differences in means of expression in 256 patterns taken from the empirical sources;

3. the *statistical method* was applied as well. It helped to make the scientific research efficient and productive, and to accomplish the proper selection of statistical analyses for comparing languages in morphosyntactic levels the acquired data of 256 patterns taken from the empirical sources.

English–Lithuanian examples of verb aspect have been selected and analysed in detail by comparing the data or the **material** in the following monolingual literary books - data sources:

1. Skomantas, 2003. *Vilkė*. Vilnius: Tvermė.
2. Skomantas, 1997. *The Fen Wolf*. Vilnius: Tvermė

There were 256 patterns taken from the empirical sources for exemplifying and analysing the perfective aspect accomplishment process categories.

As regards the structure of this study, it consists of five major parts. In the first part it was observed the cross-linguistic generalizations about TMA (tense, mood and aspect) categories. In the second part aspect as the internal temporal structure of the processes is provided. In the third part the theoretical overview is presented of the different scientific approaches towards the problem of Perfective processes of aspect. In the fourth part methodological principles of the research were presented and analysed. And in the fifth part the source of the empirical data is discussed as well as a methodological procedure is applied for the empirical study. There is also provided a contrastive analysis of verb aspect items of accomplishment process in two translations of Lithuanian and English collected from the empirical source of the study. The empirical sources were the Skomantas tales from the Baltic „Vilkė" (2003), and an English translation of the same book written by Skomantas "The Fen Wolf" (1997).

It could be presumed that the research and data collected for it might be useful for students conducting their investigations in comparative linguistics, translation or the language studies, for foreign language learners and especially for translators. Studies and analysis of various classifications are necessary to continue further investigations.

1. TMA categories for cross-linguistic generalizations

In order to investigate the notion of aspect and to analyse the data taken from literary texts of two languages it is needed to overview the TMA categories for making cross linguistic generalizations. The typologically oriented study of TMA (tense, mood and aspect) systems, according to Dahl, (1985: 31) determines the similarities and differences of human language systems. Findings on "language universals" help making cross-linguistic generalizations. The universals found by typologically oriented linguists are implicational or statistical. Dahl (1985) does not claim that all languages use the same TMA categories but only majority. He presumes that a universal grammar in someone's head comes from the view a human being is born with and it influences ways of expressing the semantics or the meaning of a thought.

Dahl (1985: 1-2) presumes that TMA categories attracted the attention of grammarians who have to explain the use of the categories in one language to speakers of another language with the different system. The semantics of TMA categories is connected with concepts, such as "time", "action", and „event". The studies on TMA systems are built on limited data bases. Though TMA systems of some languages were depicted in monographs and articles, yet it is still impossible to know whether the claims of these findings can be extended to other languages. Most delineation of the world's languages contains not enough information about

the use of TMA categories. The terminology is too idiosyncratic to warrant proper comparisons with other languages. The TMA categories of temporal, modal and aspectual notions correspond to grammatical categories. TMA categories are expressed by inflectional, derivational and periphrastic means. Nevertheless some categories have semantics as "binary feature-like" and others do not. Dahl (1985) says that the fundamental terms are difficult to define. Nevertheless, there are alternatives to the term for the TMA systems. However categories are defined on different levels and the notions, such as "the category of tense" or "the category of aspect". The categories that play a role in grammar can be called "grammatical categories". The term "grammatical category" is problematic: language has a level of expression or form and a level of content or meaning, and he sees the tendency to accept that any entity that figures in a linguistic theory belong to one of these. Jespersen (1924:37) proposed the idea that grammatical categories form a link between the sounds and ideas, or a written (i.e. spelling) and spoken language. Jespersen was keen on the idea of comparing languages in order to see the differences and similarities, especially in learning the mother tongue: where the notions come from, where the meaning of the words comes from, etc. After observing the history of not only English grammars, he proposed some systems of grammatical notions and categories as the help for comparing similar and different languages. Dahl (1985) disagrees with Jespersen's (1924) view that it is possible to come to conclusion that a universal characterization comes not only of semantic or notional categories but also of grammatical categories.

Dahl's (1985: 23) definition of the terms *tense, mood, aspect* reflects Comrie's (1976: 3) statement of aspects as the ways of viewing the internal temporal parts of a situation and a definition of Comrie (1976: 3) of tense as location in time by grammatizing it. This semantic approach could be considered problematic as it is common for categories as aspectuality can be explained as temporality. Dahl (1985: 81) suggested the notion for separating tense, mood, and aspect from each other.

Universal grammatical categories combine semantic parameters of temporal, aspectual or modal character. As the category of phrasal verb combines "perfectivity" and "past time reference", perfectivity is subject of fewer variation than a past time reference - and there is a reason to consider phrasal verb as a basically aspectual category. According to Dahl (1985: 25) tenses are deictic categories, as they relate time points to the moment of speech. Aspects, though, are non-deictic categories. The distinction between deictic and non-deictic categories can be used to distinguish tenses and aspects. Comrie (1976: 5) suggests the idea that the verb aspect ascribes the internal temporal state of the situation.

Croft (2003: 14) pointed out that grammatical categories, such as tense and aspect, are

identified cross-linguistically on the basis of their meaning and use, not on the basis of their formal properties. What concerns the notions of parts of speech, Evans and Levinson (2009:439) state that they are only descriptive labels and not in all languages can be applied equally. The same problem arises in attempting to compare tense and aspect categories across languages. Comrie (1976:8) pointed out, that Germanic languages lack aspectual categories.

Winford (2003:226) presumes that the way of comparing languages is on the actual tense/aspect categories found in languages. He pointed out that most functionalists and formalists use this basis of comparison. Winford discussed it in detail in his later works (Winford 2000, 2001); his studies were modelled on the base of typological studies of tense, mood and aspect systems performed by Dahl (1985), Comrie (1976), Bybee, Perkins, Pagliuca (1994). Winford (2009) after investigation of English and other languages came to the conclusion, that there are no absolute universals, as they differ in their tense/aspect categories, as well as the types of meaning and uses.

It could be assumed that the notions and their usages in this work will be used on the base of the presumptions of the linguists' observations, which will be discussed later.

2. Aspect as the internal temporal structure of the processes

It could not be disagreed with Valeika and Sušinskienė (2012: 7) that "Any message is a process, expressed by the verb. A process is <...> a "drama" which involves actors (participants) and the setting (circumstances)." And by referring to time which is fundamental to human language we could remember what is said by Hons (2012:18) that time is not visible, as "our representational system must find ways to conceptualize and encode temporal relations beyond perceptible motions, situations, and experiences. This task naturally resides in the domain of language. The question of how language learners establish a linguistic encoding of temporal situations has become a focal area of investigation in second language acquisition research in the last two decades."

The linguist's Halliday's (1985: 101-137) proposed classification of six semantic types of processes distinguished with respect to transitivity structure: material (e.g. do, make), mental (e.g. see, understand), behavioural (e.g. die, smile), verbal (e.g. say, tell), relational (e.g. be, appear, relate) and existential (e.g. be, exist) mainly reveals the roles of participants in the process and does not reveal whether the processes are imperfective or perfective, nor the aspect of the processes. Only the classical Vendler's(1957) classification of four processes (states, activities, accomplishments and achievements) helps to investigate the imperfective and perfective aspects in order to compare and contrast the aspect of further described

processes in Lithuanian and English languages.

The problem of aspect in Lithuanian has been raised for many years as a lack of investigation was vivid. One of the first Lithuanian linguists Jablonskis (1922/1957) by investigating it has identified a category of aspect of two processes: Perfective ("event aspect") and Imperfective ("process aspect"). Later debate in Lithuanian linguistics on the nature and status of this aspectual opposition was provoked by a monographs of Dambriūnas (1960), Galnaitytė (1962, 1978), Paulauskienė (1979: 83, 208). The linguists wrote that aspect in Lithuanian was a purely derivational category, which concerns the formal expression of aspectual oppositions, but semantically, aspect in Lithuanian is analogous to some other languages, and submits a grammatical opposition of aspects.

On the other hand, Reklaitis (1980), who published his work in the English language, investigated the aspect in Lithuanian and looked at Lithuanian language from a cross-linguistic point of view, as he studied a complex interaction between diverse kinds of semantic properties of verb forms and distinguished "Perfective" and "Imperfective" verbs. Ambrazas (ed., 1997: 234-237), Valeckienė (1998: 285-287) and Ambrazas (1999) kept the newest investigation tendencies and used similar notions as well.

A nowadays study of Arkadiev (2011: 83) reveals that actional properties of Lithuanian verbs in various tense forms can be combined with the imperfective viewpoint. He assumed that verbs of atelic[1] eventualities can combine with the imperfective viewpoint, while verbs with telic[2] actionality can occur with the perfective viewpoint. According to Swift (2004) this correlation can for a telic event be realized, as it must fulfil its inherent endpoint; otherwise, for an atelic event to be realized, it could be started and continue for some time. Thus, according to Swift (2004), the reverse is not possible. According to this presumption Arkadiev (2011) states that verbs which can be attributed to, for example, the Punctual class cannot co-occur with the imperfective viewpoint. And when they are used in the Simple past, verbs denote a single completed punctual event, and the perfective viewpoint is assigned to such uses automatically. The Present tense with such verbs receives a marked interpretation, habitual or the historical present.

Event aspect of the verb value is abstract. Thus the aspect of the verb is not the inflectional category of a verb and an essential matter of a remaining verb in all categories, this is the direct relation with the verb stem value. Terms of aspect express specific action performing ways. Galnaitytė (1962) concedes with Jablonskis'(1957) concept that event aspect

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[1] Atelic is a quality of a verb that shows that an action is incomplete. The definition can be found in:
http://www.yourdictionary.com/atelic#l7FEuqG7lQyWREYD.99
[2] Telic is a perfective aspect. The definition can be found in:
http://www.yourdictionary.com/telic#websters#Lx55rdoP7YcF6xDJ.99

is named as an event or limitation term.

2.1. Verb classes and aspectual classifications

According to the observation of Valeika and Sušinskienė (2012) Vendler's(1957) semantico-syntactic classification has been criticised by linguists underserved, as the author classified the verbs of the clause. Various classifications are applied to classical Vendler's(1957) classes. Dowty (1979, 1986) proposed a division between Activities and States. But Activities and States according to Dowty (1979, 1986) do not form a natural class. From the provided investigation results by him, it is clear that the division can be made without any refer to Vendler-classes (1957). Filip and Rothstein (2005) by distinguishing verb classes and aspectual classification presume that separate issue concerns the nature of lexical aspectual classifications. Though Vendler (1957, 1967) revealed his classification into states, activities, achievements and accomplishments as very useful for predicting the linguistic behaviour of verbal predicates and this classification became the most influential over the last 35 years. In order to reveal whether lexical classes are just accidental generalizations over properties of lexical items, or whether they are constraints on possible meanings, and where they come from in the next section of aspectual classifications will be discussed.

Binnick (2011) presents Vedler's (1957) classification as applying to the lexical verbs of English. Verbs *like, love, know* are categorized as states, and verbs like *win, reach* are categorized as achievements. It was discussed by Garey (1957) and Verkuyl (1972) that the aspectual classification of verbs is not fixed, but varies according to the properties of the arguments they combine with. Vendler's (1957) examples indicate that the aspectual classes are not restricted to the meanings of individual lexical verbs. The observation that verbs reveal variability in their aspectual classification depending on the broader context of their use led to broader investigation of the Vendlerian (1957) classes to the level of verbal phrases, and also to include the subject argument as a determinant of aspectual class (Verkuyl, 1972, Mourelatos, 1978; Dowty, 1979). Later research on aspectual classes has focused on identifying the semantic underpinnings of the telic/atelic distinction and the compositional build-up of (a)telicity through the interaction of lexical verbs with other syntactic and morphological elements in the sentential structure (Bach, 1986; Krifka, 1989; Parsons, 1990; Filip, 1999).

Dowty (1979) assumes that Vendler's (1957) verb classes are composed by separating non-statives from statives. Only non-statives occur in the progressive. Accomplishment verbs are used with in-adverbials as temporal modifiers, thus activity verbs can be companied only

with for-adverbials. Achievement verbs are not used with for-adverbials only the combination with in-adverbials can be found. Activities in the past progressive entail their past reading but accomplishments in the past progressive do not.

Vendler (1967) subsumed the Perfectives as lexical properties of verbs. This position was and still remains questionable for many linguists, in particular for Dowty (1979) and Verkuyl (1993). Dowty (1979) presumed that if activity is a lexical property of a verb, then by combining it with the noun this property is preserved for the complex phrase. However, if the verb is combined with the noun phrase an activity is turned into an accomplishment. The converse problem arises if an accomplishment is thought to be a lexical property of a verb. Perfectives are not fixed at the verbal phrase-level. The verb *arrive in* is an achievement. But if a bare plural is taken as subject it is turned into an activity and sentence is grammatical. Dowty (1979) later proposed a conclusion that aspectual class cannot be reached below the sentence level. According to the scholar coercion can be iterated and aspectual class can interchange in this iteration process. With the phrase *"every day"* a state can be coerced into an activity.

Hamm (2014) assumed that there are linguists who distinguish four or five aspectual classes. While earlier the philosopher Vendler (1967: chapter four) introduced only four of them on the basis of previous works of philosophers Kenny (1963), Ryle (1949) and Aristotle (et. al. 1941). Van Lambalgen and Hamm (2005: 85) assembled Vendler's Verb classes and Aspectual classifications into a table provided underneath (Lambalgen and Hamm (2005: 85)):

Table 1. Vendler's Verb classes and Aspectual classifications grouped by Lambalgen and Hamm (et al., 2005: 85).

States	*Activities*	*Accomplishments*	*Achievements*
know	run	cross the street	recognize
be beautiful	swim	draw a circle	reach
believe	talk	paint a picture	find

Later Van Lambalgen and Hamm (2005) introduced a verb class of Perfectivity, which was earlier presented by scholar Smith (1991) who assumed that verbs like *flash, spot* and *blink* form an extra class—the class of semelfactives[3] or points. Also a useful notion - Perfectives is the "event nucleus" introduced by Moens and Steedman (1988). It is composed of a preparatory phase, a culminating event and a consequent phase. Activities refer to the

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[3] semelfactive is a class of or lexical aspect (verb aspects that reflect the temporal flow of the denoted event, lexically incorporated into the verb's root itself rather than grammatically expressed by inflections or auxiliary verbs). (https://en.wikipedia.org/wiki/Semelfactive)

preparatory phase, states to the consequent phase, achievements to the culminating event as well as to the consequent phase and the accomplishments to all three parts of the event nucleus.

As it was seen a need of investigation of material of aspectual classifications, some classifications and some presumptions were made by Tatevosov and Ivanov (2002) different terms were used for this notion, as well as aspectual class (Vendler, 1967; Verkuyl, 1989), inherent lexical content (Klein, 1994), situation type (Smith, 1997/1991), eventuality description (de Swart, 1998), eventuality type (Filip, 1999). Frawley (2009: 325) reveals in his "Linguistic semantics" that all notions of aspect must explain two logical and empirical facts. The perfective/imperfective distinction, according to linguist, was the principal aspectual opposition. As Bybee (1985) and Dahl (1985) observe it is the most widespread aspectual opposition in languages.

A variety of classification leads to one more classification of the distinguishing of various categories into indivisible whole combining them according the classical Vendler's (1957) classification. Gyarmathy's (2015: 1-5) aspectual classifications are revealed in a Table 2. (provided below). The columns delineate the counterparts across classifications, where exact boundaries among predicates differ.

Table 2. Aspectual classifications by Gyarmathy (et.al. 2015: 1-5)

Scholar	Aspectual classifications				
Vendler (1957	state	activity	accomplishment	achievement	
Kenny(1963)	state	activity	performance		
Comrie (1976)	state	activity	accomplishment	achievement	semelfactive
Taylor (1977)	State- verbs	Energeia - verbs	Kinesis -verbs		
Mourtelatos(1978)	state	process	event		
			development	Punctual occurrence	
Dowty(1979)	State Interval moment	activity	Complex change of state	Single change of state	
Carlson (1981)	Dynamic stative	activity	accomplishment	achievement	momentaneous
Bach (1981)	state	process	Event		

			protracted		instantaneous	
Bach (1986)	State Dynamic static	process	event			
			protracted	momentaneous		
				culmination	happening	
Moens and Steedman (1988)	State	process	Event			
			culminated process	culmination	point	
Verkuyl (1989)	State	process	event			
Parsons (1990)	State	process	event			
			accomplishment	achievement		
Pustejovsky (1991)	State	process	transition			
Smith (1991)	State	activity	accomplishment	achievement		semelfactive
example	sit, own	walk, push a cart	walk to Boston	reach the top	recognize	flash

Table 2, proposed by Gyarmathy (2015: 1-5), summarizes aspectual classifications with the columns depicting sets of predicates. Gyarmathy (2015: 1-5) assumes that many classifications depend on Vendler's (1957), though differences occur. She noticed that since the work of Vendler (1957), the same features of aspectual classes recur as criteria for the provided classifications, with differences in their interpretation. The scholar provides aspectual features of verbal predicates where a distinction is seen between statives and dynamic predicates. States constitute stative verbs that express a state rather than an action. According to Vendler (1957) activities, accomplishments and achievements are dynamic. A second feature is durativity, distinguishing between predicates that are true at non-degenerate intervals and those which are true at instants. Accomplishments and activities are durative. Achievements are instantaneous. The third distinction is between telic and atelic predicates, depending on whether or they are associated with a typical endpoint. It is revealed that states and activities are atelic while accomplishments and achievements are telic.

Gyarmathy (2015: 1-5) reveals that there are lexical and grammatical factors contributing to the aspectual properties of a verb phrase or sentence, a verb's inherent meaning, the verb's arguments, such as the subject, the object or prepositional arguments. As Meulen (1983: 178) said: "we can stretch the standard use of just about any verb in a specific context". And about stretching of the standard use of any verb in a specific context there were

discussions in the seventies (Comrie 1976, Steedman 1977, Dowty 1979).

Accomplishments and achievements are collated by Taylor (1977) in his Kinesis-verbs[4], by Pustejovsky (1991) in his transitions, and also by Kenny (1963) in his investigations. Verkuyl (1972, 1989 and 1993) argued that achievements are a subset of accomplishments with a short stage process. According to Verkuyl's (1993) point of view the dual acted behaviour of achievements, when the same predicate may be instantaneous and durative, given the right context.

Pustejovsky (1991) argued that achievements in context could behave like accomplishments in their temporal properties, when are modified with a for-adverbial. However, Pustejovsky places the distinguishing feature between what are accomplishments and achievements not in their temporal properties, but in agentivity. Gyarmathy (2015: 42) presumes that these two aspectual types have no distinction in terms of classifying the event structure; they can reveal the opposing of an agentive/non-agentive distinction.

All in all the debates continue as still lots of research is performed. Even the distinguishing of all aspectual classes are assigned of linguistics of various languages, one of them is a Lithuanian language. Ambrazas (ed., 1997) though reveals that in Lithuanian verbs belong to one of the three verb aspect categories: "Imperfective", "perfective" or even "Biaspectual". Ambrazas (ed., 1997) states that Lithuanian verbs have a paradigm of inflectional and analytic forms as well. Arkadiev (2011: 72) states that in Lithuanian the opposition between "Imperfective" and "perfective" is derivable.

Dambriūnas (1959, 1960) assumes that the aspectual values Lithuanian verb forms can have in the Simple Past as it is aspectually neutral. Arkadiev (2011: 73) states that Simple Past is "perfective", if "Perfective" verbs are used, while they could be ascribed as "imperfective" if "Imperfective" verbs prevail. The scholar (Arkadiev 2011:74) insights that "Imperfective" verbs are compatible with the perfective viewpoint, whereas other Simple Past forms are "Imperfective". Paulauskas (1958) states, that Lithuanian has a bounder based aspectual system, where a primary role is played by prefixation. Arkadiev (2011:74) presumes that the Lithuanian is located on the first steps of the common grammaticalization path and in Lithuanian there is no need of a separate level of aspectual categories mediating between lexical semantic properties of verbs and their aspectual behaviour.

Biaspectual (dviveiksliai) verbs according to Arkadiev (2011: 75) by distinction between the Perfective and Imperfective aspects grammatical aspect in Lithuanian could be constituted as a small class of exception to the general pattern. Galnaitytė (1963) writes that "biaspectual"

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[4] knesis verbs - verbs that express accomplishments and achievements - verbs of motion.(Muskens, 1995. (114: 172)).

verbs are an important category of Lithuanian verbal lexicon. Arkadiev (cf. 2011) says that the "biaspectual" class in Lithuanian is not homogeneous as it comprises predicates showing different type of behaviour. Though (cf. 2011: 75) some of Lithuanian "biaspectual" verbs he calls "aspectually-split" as in Present tense they can be of both perfective and imperfective aspect, while their Simple Past is perfective.

Arkadiev (2011) states that the categories of "Perfective" and "Imperfective" in Lithuanian are related to widely accepted aspectual viewpoints and are not grammaticalized. Classification of verbal lexemes in Lithuanian was to "Perfective" and "Imperfective" can be found in Valeika and Sušinskienė (2012), while "Biaspectual" verbs and "Aktionsarten" were never defined by Galnaitytė (1980). Arkadiev (2011) assumes that the latest actional classification of Lithuanian verbs is according to cross-linguistic validity.

Arkadiev (2011) cannot approve the doubtable theoretical background of a traditional classification of Lithuanian verbs to "imperfective", "perfective", and "biaspectual". He noticed the ability of Lithuanian verbs to fall into either perfective or imperfective aspect categories in accordance with lexical semantics of verbs, or to their actional properties. The durative and punctual actional meanings vary as well. Actional meanings of Lithuanian predicates are lexically specified only for their combinations. The aspectually limitative verbs have lexicalized perfective viewpoint.

Thereby Arkadiev (2011: 79) distinguishes the following Actional Classes in Lithuanian: "*Punctual, Processual, Stative, Strong Telic, Multiplicative, Limitative Stative, Limitative Telic, Weak Inceptive-Stative, Punctual-Ingressive, Weak Telic, Limitative Processual, Strong Multiplicative*"[5]. Thus the scholar (Arkadiev (2011:79)) presumes that in actional system of division of Lithuanian verbs into actional classes has to be more precise than the previous classification into two aspects. "Imperfective" verbs fall into actional classes when Perfective and Imperfective are thought to be identical, while "Perfective" verbs correspond to the empty Imperfective classes, and all other classes, which allow the progressive interpretation of the Present and have different Imperfective and Perfective involve the traditional "biaspectual" verbs. Reklaitis (1980) and Arkadiev (2011:79) agree on the fact of cross-linguistic actional classes. For instance, Arkadiev (2011:79) states that in Lithuanian there is a category of Strong Telic class, the marginal Weak Telic class. Galnaitytė (1963: 140) and Arkadiev (2011:82) ascribe simple Strong Telic verbs of directed motion and others of "common-sense" as they belong to the Strong Telic class in Lithuanian. According to Arkadiev (2011) two types of "biaspectual" verbs differ on the level of actionality as imperfectivity of the Simple Past verbs

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[5] Arcadiev(2011) distinguishes twelve subdivisions of verb aspect, or subdivides Vendler's aspectual classes more precisely, as he sees the high variability of Lithuanian verb aspectual qualities.

can be considered when the verbs belong to the Weak Telic and Weak Inceptive-Stative classes, contrary to those of the Strong Telic class.

Paulauskienė (1980), by reviewing grammatical research work on the matter of verb aspect categories of the Lithuanian linguists, noted that the latter grammatical research sphere is inefficient, as only a few tangible results have been obtained. The discussion is not on the same basis of categories and she noted that there is a lack of investigation on the matter. One of the reasons for the inefficiency is uncertainty about the aspect category as such. Galnaitytė (1963) and Paulauskienė (1980) believe that linguists make a substantial mistake by ascribing it as a grammatical category, and later it was understood as a grammatical morphological category only. Paulauskienė (1980) states that some linguists do not ascribe aspect as a grammatical category at all.

Linguist Arkadiev (2011:78-79) explains though that the distinction between the "correlative" Processual and Punctual verbs is not neutralized in Lithuanian and the difference between them is not in their aspectual properties, but in their actional content. He claims that verbs with a prefix and without a prefix do not describe the same linguistic situation, but refer to different situations. As one of them denotes a process and implies nothing about its endpoint, whereas another denotes the instantaneous event of the object coming into the state. The linguist also says that correlations between Stative and the entry into the state is possible (Arkadiev, 2010). The scholar presumes that the Stative and Punctual verbs can denote the same durative and instantaneous type of situation as the tense form they may be used only in habitual or narrative functions, but not in the progressive.

Bybee & Dahl (1989) presume that Lithuanian has "bounder-based perfectives", forming one of the subtypes of derivational, or word classifying, aspectual systems (et.al. Arkadiev & Shluinsky, 2015) when verbal lexeme has perfective vs. imperfective meanings, rather than being a part of the inflectional system.

Second Arkadiev's (2011: 89) assumption is that the actional system of Lithuanian has typological features distinguishing it from the "*Standard Average European*" type system. The majority of simple verbs in Lithuanian is atelic and denotes states and processes; the transition point between states is changed by a prefix as it makes the verb punctual. The most complex eventualities are obtained through a lexicalization of sub events of process in Lithuanian; the verbs denoting subevents are independent lexemes and retain their actional properties in all contexts. There is no neutralization of event semantics in Lithuanian system.

The particular classification is still analysed and cited by Lithuanian linguists Valeika and Buitkienė (2003), (2010 III. P. 4-11), Valeika and Sušinskienė (2012), as it has been performed some years or even some decades ago, for example, by Comrie(1976), Mourelatos

(1978), Depraetere(1995), Demizu(2005) and others. The classifications and introductions of new notions, based on investigation evidences help to develop a new field more accessible and makes more applied for the users of languages, especially the investigators of the contrastive analysis sphere. The investigation of the new notions and classifications helped to choose the least investigated sphere of verb aspect to analyse in the empirical part of the thesis.
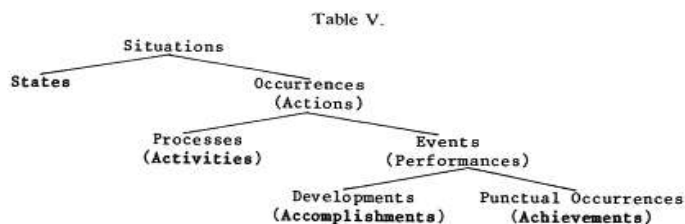
2.2. A category of accomplishment aspect

As it was postulated above about division of verbs into aspectual categories according to the internal temporal structure of the process, even more debates were held on the two major parts: accomplishments and achievements. Verkuyl (1989: 10) thinks that Vendler *"would have to put, evaporate, pass, dry out, and eject"* (et.al. 1989: 10) the category of Accomplishments. Dowty (1979) accepts these verbs as non-agentive. Mourelatos (1978) introduced the term *"Developments"* in order to compose both agentive Accomplishments and non-agentive cases in one. Verkuyl (1989: 12) notices that Vendler restricted himself to the opposition between Accomplishments and Activities. Verkuyl (1989: 14) assumes that Vendler did not accept the idea that Accomplishments and Achievements form a definite class. Verkuyl (1989: 39) presumes that Accomplishments do not meet the requirements for filters. Ter Meulen (1995) offers a quadripartition notion. Achievements can be assumed as Accomplishments as Achievements and Accomplishments are Activities, and nevertheless Achievements, Accomplishments and Activities can be States as well. Verkuyl (1989: 22) noticed that Vendler indicated the length of Achievement processes by dividing moments into points in order to widen the gap of Accomplishment processes. Two of Vendler's (1957) parameters can be mixed up of by adding non-agentive parts. Mourelatos (1978) and Dowty (1979) presumed that it cannot be remade without changing the essential features of his classification.

Carlson (1981) distinguishes six classes. He introduces a class of "dynamics" between Statives and Activities, whereas his Achievements are Momentaneous Achievements. The Momentaneous class appears between Accomplishments and Achievements. Thus it is rather aspectual generalizations than the classes themselves.

Mourelatos (1978) also focuses on the homogeneity. Mourelatos (1978) amalgamates Vendler and Kenny's classifications and concepts and proposes a classification related to agentive and non-agentive cases. It is he who coined the terms for situational types related with sentences. His classification is revealed in the Diagram 1.

Diagram 1. Focussing on the matter of homogeneity of aspectual classes by Mourelatos (et al., 1978(Table V)).


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                          Table V.
                  Situations
        States                   Occurrences
                                 (Actions)
                    Processes            Events
                    (Activities)      (Performances)
                            Developments        Punctual Occurrences
                            (Accomplishments)      (Achievements)
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The Kennyan-Vendlerian tree of the form is extended with Accomplishments and Achievements as subclasses. However, Mourelatos (1978) undid Vendler's analysis from agentive point of view the distinguishing of Vendler's non-States subclasses. As it is seen, the main part in Diagram (3) involves States, Processes and Events, as the distinction between Developments and Punctual Occurrences is a secondary division.

Verkuyl (1989: 26) notices that Dowty (1979) by trying to represent the aspectual classes the Vendler-classes called a part of grammar. Dowty introduces a notion of a *"reductional analysis"*(et.al. 1979: 26). It is called reductional because Accomplishment, Activity, and Achievement verbs are constructed by employing one or more Stative predicates which directly change the aspectivity of State verbs. In order to extend Vendler's system, Dowty (1979) tried to distinguish the classes agentive from non-agentive. The presumptions were made after observing that criteria given by Vendler related with agentivity, control, animacy or other notions. But Dowty (1979) disagrees with Verkuyl's (1989) conclusion, that the criteria given by Vendler (1957) cannot be used to distinguish aspectual oppositions as too complex. They confounded agentivity and phase constituency. According to Verkuyl (1989), agentivity is not essential for aspect, notwithstanding an important part in the co-texts expressing aspect. And according to Dowty (1979) agentive and non-agentive factors are temporal.

Parsons (1985) presumes that achievements and accomplishments do not belong to two different semantical classes. While Carlson (1981) points out the importance of dynamicity[6] in the analysis of aspect.

Dowty (1979, 1986) criticized Verkuyl's generative - semantic - approach for being too syntactic. Dowty (1979, 1986) characterizes the Verkuyl's (1989) approach as a weak semantics because he interpreted some predicates impressionistically[7]. And later the generative semantics was considered as a bad syntax. According to Verkuyl (1989) durativity is *"the garbage can"*.

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[6] A dynamic verb is a verb that shows continued or progressive action on the part of the subject. This is the opposite of a stative verb.

[7] giving general idea rather than particular facts or details.

As it was revealed in the previous sections, the majority of scholars acknowledge the accomplishments as one of the perfective aspects. Nevertheless each of them ascribes it in their own interpretation. According to Rothstein (2004) accomplishments are complex event predicates constructed of activities and a culminations or telic events. Maisak (1999: 12) assumes that compound verbs indicate culmination of Accomplishments, inception of Activities or States and are also compatible with Achievements. Mulder (2011) Vendler's accomplishments has subdivided into weak and strong telic classes, whereas inceptive-stative and ingressive-processual classes have no corresponding Vendlerian class at all.

Nevertheless accomplishments are differentiated in their description and distinction. Linguists, after extensive investigations, distinguish accomplishments into other subclasses. Demizu (2005) reveals a new notion of *"abstract accomplishments"* which he ascribes as not genuine accomplishments. According to him if to consider their temporal properties, they might be similar to Accomplishments. And Rothstein (2004) obtained, that they might be termed as *"protracted"* or *"process-incorporating"* achievement processes.

Demizu (2005) mentions the English imperative form. Verbs used as imperatives in their meaning have a process with a manner controlled by an agent. And when achievements occur in the imperative form, they could be shifted to *"abstract accomplishments"* through an aspectual type shifting operation triggered by the imperative function. His investigation reveals that an Achievement incorporates its preliminary searching process and turns into an *"abstract accomplishment"*, which contains a process with a manner controllable by an agent.

Demizu (2005) found the second phenomenon of Achievements in while-clauses. Uchikiba (2004) claims that verbs in while-clauses are durative. The scholars Demizu (2005) and Uchikiba (2004) resume that when achievements occur in while-clauses, they are shifted to "abstract accomplishments". After investigation, Uchikiba(2004) claims, that the conjunction "while" makes an expansion of aspectuality, and makes instantaneous events having temporal duration and incorporate their preliminary stage. In this way the scholars proved that Rothstein's (2004) so called *"Abstract Accomplishments"* cannot be real Accomplishments as they cannot be derived by the operation of event structure models, which, to their mind, correspond to Vendlerian (1957) classes.

As Martin (2010:43-64) assumes that *"resultative accomplishments"* is paradigmatical kind of accomplishments, which differ from the accepted Predicate is not a repetitive accomplishment, it cannot be modified and its progressive cannot be implicative. He proposes to call resultative accomplishments a kind of predicates which do not reveal an event but resemble achievements by their incapacity to denote an incomplete event and their inaptitudity with the standard progressive.

One more notion of strictly strong accomplishments was presented by another linguist. *"Cure/convince"* (Piñón, 2007b: 3) are the examples of verbs belonging to two aspectual classes, which indicate an event. They are not used with adverbs of attention but with an appropriate part and aspectual verbs. The aspectual verb changes a state in a co-text. The predicates posit the action and change a state denoted by the subject. An adverb modifies an aspect of a verb by modifying the event expressed in a verb. Adverbs cannot change the state, so the interpretation is necessary. The predicates can reveal an incomplete change of state. This way they are similar to *canonical accomplishments*. According to Piñón (2007a: 3), strong accomplishments are the predicates which can presuppose the initial part of the event, and weak accomplishments are the predicates not capable to do so. Piñón (2007a) states that all English accomplishments are strong. The ambiguity (i.e. have two meanings) of accomplishments occurs when they are modified. The scholar Piñón (2007a) proposes to call strictly strong accomplishments as a subclass of accomplishments.

Rothstein (2004: 18-19) agrees with the previous presumptions of other linguists that Accomplishments is the most complicated verb aspect case. They last for a period of time and denote changes of state. The structure of the change reveals one event. Rothstein's (2004) accomplishments are complex events consisting of an activity event, a gradual process event, or process of change. The extent of a process depends on the purpose. The identifying the change of state depends on a tiny entity to which the change of state occurs. The small direct object allows occurring a single event.

Krifka (1998) assumes that accomplishments can reveal gradual thematic roles. It is the property distinguishing accomplishments from activities. Krifka (1998) characterises telicity as a property of accomplishments and activities. While Rothstein (2004) presumes, that characterisation of telicity in terms of quantization[8]is ineffective.

Linguists Streitberg (1889) and Poutsma (1926) present perfective aspect as a terminative aspect (in Vendler's terms is called Accomplishment) and momentaneous aspect (in Vendler's terms is called Achievement). However, Rothstein (2004) supposes that the momentaneous and terminative aspects could be combined. Rothstein (2004) presumes that accomplishment is an activity which moves toward a finishing point. Another way of describing an accomplishment as a non-cumulative activity: it is an activity which has an internally determined point at which it ends. Accomplishment cannot be part of a bigger event of the same kind without changing its structure. It is a telicity which distinguishes accomplishments from activities and states, accomplishments and activities have stages. Both

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[8] Quantization has proven relevant to the proper characterization of grammatical telicity (sentences that present events as **bounded/unbounded** in time) and the mass/count distinction for nouns. The notion was first applied to linguistic semantics by the linguist Manfred Krifka. (https://en.wikipedia.org/wiki/Quantization_(linguistics)

activities and accomplishments occur easily in the progressive.

According to Hamm and Bott (2014) accomplishments have two parts: an activity satisfies principle and a result part. Both parts are connected by a causality relation CAUSE. Accomplishments with for-adverbials are not real accomplishments. They are formed with in-adverbials. And a verb combined with the noun phrase an activity turns into an accomplishment.

Linguists continued discussion whether aspectual properties are properties of entities in the world (Bach 1981, 1986, Parsons 1990). The idea that aspectual properties are properties of event descriptions is supported by the theory of fine-grained event individuation introduced by Parsons (1990) and Landman (2000). Partee 1999, Filip 1993 disagree that events do not have any inherent atomic structure. Otherwise Kamp (1979a, b) supposes that events themselves have some properties.

As the vast majority of investigators pay attention to a category of accomplishment aspect it could be assumed that it is worth of it as it the most complicated and catches the attention of linguists of many languages. The overviewing the literature on this matter will help to investigate the accomplishment process verb aspect cases in Lithuanian and English languages by comparing and contrasting not only grammatical means of expression.

2.3. Distribution of accomplishment processes.

Accomplishment processes are diverse and are divided according their durativity, completeness of the processes, and can be subdivided into its subclasses as well. One subdivision could be found in the latest investigations. After the investigation of studies of diverse languages the notion of ***non-inchoative accomplishment processes*** was proposed by Valeika & Sušinskienė (2012: 39) who presume that this kind of perfectivity in English language is realized syntactically and lexically, or only lexically. In English perfective forms for expressing it is insufficient and the function is expressed by the co-text. Consequently, in order to express perfectivity or the completion of the process, in English a co-text is used, while in Lithuanian, a synthetic language, morphological means (prefixation) are invoked. Both languages have the lexical perfective such as punctual accomplishment which does not require using other means of perfectivization. In Lithuanian perfectives are morphologically marked or used with a perfectivizing prefix. Nevertheless, the use of a perfectivizing prefix allows forming the sufficiency of a perfective process. Without a prefix can only be expressed as a partial perfectivity. In order to perfectivize a process the past or the future tense forms could be used as well, as processes can only be completed in the past or the future, not in the

present.

The part or a subdivision of non-inchoative accomplishment processes is ***punctual accomplishment processes*** proposed by Valeika & Sušinskienė (2012). Frawley (2009: 306-309) in his book 'Linguistic semantics" ascribes punctuals in this way: if an event is momentary and has no temporal duration, it is punctual. Punctual events have no temporal extension and denote a momentaneous act. There is no need to specify the length of time required for punctual event. Momentaneous adverbials, according to Frawley (2009), used for forming punctuals leads to three reproofs. First, the punctual, durative distinction concerns only the fact of the extension of the event, not any specific measurement of the events quantity of length. Very short events, no matter how short are not thereby punctual; nor are events that consist of a single undifferentiated act punctual. The event is of short duration. Second, though punctual events are momentarily and nonextended, they are not imperfective or unbounded. Brinton (1988: 25) described it in this way: "punctuality and durativity are inherent features of the meanings of verbs or of situations signified by verbs; perfectivity and imperfectivity are means of viewing situations as whole and complete or ongoing and incomplete." Furthermore, punctual events are not always telic. Even momentaneousness does not imply telicity. Some atelic verbs in some situations can be punctual. Third, though the punctual/durative distinction is independent of other aspectual distinctions, because no language encodes all semantic distinctions separately. In cases where specific punctual/durative encoding is absent, other aspectual and event properties cover the needs. In English punctuals can be converted into duratives by progressivization.

According to Valeika & Sušinskienė (2012) punctuals are accomplishments as they express perfectivity where the inceptive, the medial and the terminal phases are merged into an indivisible whole. They have very short duration and express a perfective aspect. Punctuals express a completed process, in the English language special means of perfectivization are not needed, in this way they are similar to achievements. Punctuals are not used in the non-progressive form either, but the verb may require a compliment. In some cases a compliment to the verb is not needed, otherwise there are cases where the verb alone is not enough.

The perfectivity of punctuals expressed by the future or present tenses with the reference for the future could be found as well. The verb is used mainly in the simple past tense. This is the most usual form the punctuals are used. What concerns present tenses, Valeika & Sušinskienė (2012) cognize that the distinction should be made between real and unreal processes. As the process expressed by punctuals is rather short, it could end at the moment of speaking or it is over at the moment of speaking. It also could be called "past-in-the-present" (Valeika & Sušinskienė (2012)) as the process is over while the present moment lingers on.

Another subdivision of non-inchoative accomplishment processes is ***non-punctual accomplishment processes***. According to Valeika & Sušinskienė (2012: 42) accomplishment processes consist of a beginning, middle, and an end phases. The end of one phase leads to the beginning of the following phase. Accordingly the end of the inceptive phase procedes to the beginning of the medial phase: the end of the medial phase leads to the beginning of the terminal phase.

The process expressed by the progressive form, e.g. present continuous tense implies the completion of the inceptive phase and the past simple implies the completion of the inceptive and the medial phase. In the formulation: present perfect + gerund an operation is in the process of doing something. If the progressive form of present continuous with a compliment "now" is operated: the process will lead to the terminal phase. There can be two types of perfective process: a) part of the whole process and b) the whole of the process, i.e. the process which consists of all the three phases. In this case the completion of the medial phase can be treated as the completion of the process as a whole.

If a part of the process is completed, the inceptive verbs can be used for expressing inception. Neither English nor Lithuanian have many of such verbs, or capable of being used with non-finites. On the contrary Lithuanian, unlike English, has some inceptive prefixes: *pra-, už-*. As for nominal processes, in English such inceptives are used: *launch, inaugurate, initiate, herald*. Partitive perfective processes can be expressed using degree adverbials such as: *almost, nearly: beveik; some: šiek tiek; somewhat: šiek tiek; a little: nedaug, truputį*. The adverb *almost: beveik* provides a meaning of almost starting the process (part of the inceptive phrase). When the verb *start* is used the distinction is clearer.

In order to convey the process as a whole in Lithuanian, the perfectivity is marked by prefixes. In English verb lexemes are aspectively neutral. And in order to paraphrase a process in English the process must be used in an appropriate co-text. In English the co-text is important. If languages lack of one of the signals, another signal occurs. More than one signal raises effectiveness of communication. The perfectivity of the process is signalled by the quantitative non-durative adverbial, which reveals that the process came to an end. And the process is imperfective if adverbial is durative. Thou the process might not came to an end. So there appear several signals: the type of adverbials, a Goal and, the situation or a wider co-text. If there is not a Goal, the process becomes imperfective. Sometimes the frame adverbial can be redundant as a marker of perfectivity. The marker of perfectivity can be the quantifier (the article) *a* and *one*. The quantifier expressed by the indefinite article can be considered as a weak marker as the process might be understood as imperfective.

Valeika & Sušinskienė (2012: 45) presume that perfective process in Lithuanian can be

replaced in a wider co-text with belonging to them imperfective counterparts. The linguists found out that the neutralization of the perfective aspect in the Lithuanian language when there is a wish to present the situation from a distance, without directly relating the process to the moment of speaking.

Linguists who investigated the issue provided such assumptions on the matter and it is contrary with the Valeika & Sušinskienė (2012) assumptions. Hopper and Thompson (1980: 252), suppose that non-punctual accomplishment processes verbs are of low transitivity. Engelberg (2016-04-21 19:14) provides information that durative but usually occurring not punctual verbs combine with time-span adverbials as punctual verbs can be found with time-span adverbials carrying a presupposition about the occurrence of a preceding event.

Heubner and Ferguson (1984: 104) by talking about non-punctual, include all habitual, progressive, or durative predicates which are realise and which neither advance the reference time nor refer to a point in time before the established reference time. "Non-punctual(other)" refers to habitual, progressive, or other durative actions which are either irrealis, temporally sequenced with preceding clauses, or refer to a point in time before the established reference time.

In the Second International conference on Conceptual Structures there were assumptions that a punctual event is represented by a time interval with no duration, though a non-punctual event has certain duration. Non-punctual events can be subdivided into two subcategories: simple-non-punctual events and multi-non-punctual events. Multi-non-punctual events can be continuous or discontinuous. ((p.50), ICC'94, 1994)

Bickerton (1981: 133) presumes that punctual-non-punctual distinction was primarily in the grammaticalization of the tense-mood-aspect system. (Comrie 1976:21) states that punctuality is regarded broadly in the present context as entailing meanings of perfectivity, lacking reference to the internal temporal constitutiency of a situational non-punctuality and stativity are seen as entailing imperfectivity, or meanings which do have reference to the internal temporal constituency of a situation. Bickerton(1981) suggests that semantically, the notion of punctuality must entail "pastness" (the notion is taken from Ho, Mian-Lian and Platt (1993: 154)). For this reason, according to Ho, Mian-Lian and Platt(1993), punctual and telic verbs are marked for past in Singaporean English, and non-punctual and stative verbs are referring to a still continuing situation, with almost no marking for past. Bickerton (1981) states that punctuality is determined by contextual features as well as those which are inherent in the lexical verb semantics. He finds that verbs are marked for past when they implied the attainment of a goal (telicity), when the context, not the verb, and implies the completion of an act. (Ziegeler 2000: 113).

Valeika & Sušinskienė (2012: 45) assumes that there are two types of non-punctual accomplishment processes perfectivity: general and specific (non-pure). In general perfectivity there is no additional meaning as the perfectivity is not mixed with other meanings. In specific perfectivity there is no additional meaning as all the necessary details are included.

Valeika & Sušinskienė (2012: 46) assume that English applies particular mean of expressing **general perfectivity**: the co-text. It is the immediate setting of the verb and includes frame adverbials and the Goal. The co-text helps to express the meaning with remarkable definiteness. In Lithuanian the co-text is of secondary importance. Wherefore a prefix is of the utmost importance. For expressing general perfectivity in Lithuanian scholars (Dambriūnas, 1960:153) attribute prefixes: *pa-, iš-, nu-, su-*. However, the listed prefixes by themselves do not signal general perfectivity. As they "modify the lexical meaning of the verb in a variety ways"(Lithuanian Grammar, 1977:235). The prefix *pa-* is used for general perfectivization as well as with verbs to show the direction of a process, a partial completion of a process and a short process.

English, as analytic language, does not have many prefixes used for this purpose. To such prefixes we can attribute *up-* and *down-* as well as the other prefixes express additional meaning and are attributed to specific means of perfectivization.

According to Halliday (1985:134-137) the structure of perfective, as an analytic verb structure, is referred to as the Range. The first part lacks of lexical meaning and has grammatical information while the second part has lexical information. A part of lexical information is in a nominalised form, preceded by the article and marked by noun determiners. In this process the verb may lose part of its primary meaning. The Range structure is rather uncommon in English. The nominal structure is longer and more profound than the verbal structure. Subsequently, the Range helps avoiding use of verbs. Quirk (1972:968) denotes that English has a tendency not to use verbs. The Range nominal makes a WH-cleft structure clearer than a verb. The perfective aspect can be expressed by some constructions. The verbs used in this construction are: have, take, give, make, put, and do. English also often splits the particular verb into two parts. As for the nominal part the linguist Nickel (1968) distinguishes five categories:

- Nouns denoting movement or rest e.g. have a run, sleep a deep sleep.
- Nouns denoting vision e.g. give a look, take a glance.
- Nouns denoting sounds or the process of speaking, e.g. give a moan, give a lecture, and make a remark.
- Nouns denoting the process of cleaning e.g. give a clean, give a polish.
- Nouns denoting the process of drinking e.g. have a sip, take a gulp.

Accomplishment processes are useless for it, or the Range cannot be perfectivizing device for the syntax of accomplishments, which are syntactically transitives. The immediate environment of the verb effects the specification of the aspect of the verb in accomplishment clauses. The Range construction is used for stylistic reasons: the construction splits the process in two parts for better specialness to the grammatical and lexical part of the process. Aspect effects the construction, as the Range is not devised to express the perfective aspect. It is important for activity processes not a structure as accomplishments when is perfectivized.

The Range construction prevails In Lithuanian as well, though less common: Lithuanian prefers expression of a process through finite forms: nominalised verbs occur in written Lithuanian.

To perfectivize the process, implicative (factive) verbs are used, such as: *manage/fail: sugebėti, be able: sugebėti, succeed: pasiekti, remember: prisiminti*, etc.

Alternative perfectivizing device: adverbial particles (phrasal verbs). The grammatical status of adverbial particles (e.g. up, through, down, over, etc.) is discussable. Smirnitsky (1959:376) the second element considers as a variety of adverbs or preposition-like adverbs, Anichkov (1947) as adverbial postposition, Ilyish, (1948:243-245) and Blokh (1983:225) as a separate part of speech called postposition calls the second element a special particle. Valeika & Sušinskienė (2012: 49) the verb and the second element call as a verb-adverbial particle combination. Valeika & Sušinskienė (2012: 49) admit that some of these particles (up, down, off, out, over, away, through) can be used to change the aspect of the verb. These particles with other verbs may be used as adverbials showing direction forming specific perfectives.

Alike prefixes, the use of the mentioned particles is determined by the meaning of the verb-lexeme. With some lexemes they indicate general perfectivity or specific perfectivity. Particles with prepositions should not be confused: prepositions precede nouns but particles do not.

Expression of ***specific perfectives***, according to Valeika & Sušinskienė (2012: 49), processes can be fully or partially realized. Specific perfectives are partially realized, with included other components of meaning, processes. Linguists (ibid. 2012: 50) assume that there are more specific perfectives than general as specific express more meaning than general perfectives.

Specific perfectives, according to Valeika & Sušinskienė (2012: 50), in English are formed by the use of particles. In Lithuanian - most of prefixed perfectives are specific. The process of forming and the meaning of perfectivity are modified quite diversely. Specific perfectives are formed through a lexico-grammatical process, i.e. lexical meaning of the verb determines the use of the perfectivizing elements. English and Lithuanian possess a limited

number of the devices, for this grammatical process, used with verb lexemes. In English particles used for the forming of specific perfectives *are: up, down, over, off, away, out, bark, through, in;* in Lithuanian are used such prefixes: *iš-, į-, už-, ap-, per-, pri-, su-, pra-, at-, ati-.*

Valeika & Sušinskienė (2012: 51) revealed that ***inchoative accomplishments*** are perfectivized in the simple tense form (non-perfect or perfect) – present, past or future. They presume (ibid. 2012: 51), that non-habitual and habitual forms are perfective such as: habitual present, past and future as well as non-habitual past and future. Perfect forms of inchoative achievements allow durative adverbials, and active participles derived from inchoative achievement display inconsistent patterns of licensing adverbials (Mughazy, 2005: 153). Inchoative aspect is focused on the beginning of a process or state that is the moment of change. Change of state is performed by attaching an auxiliary formative to intransitive or transitive verbs.

Semantically, accomplishments are not homogeneous processes: as for inchoative accomplishments, they are agentive processes. As inchoative accomplishments (Valeika & Sušinskienė (2012: 12)) are gradual non-agentive processes an entity is subjected to, they naturally combine with appropriate adverbials.

General perfectives prevail over non-inchoative accomplishments and inchoative accomplishments.

Not many linguists pay attention to a distinguishing of the accomplishment process, as not all languages may have such verb qualities. Lithuanian, as well as the English language can be investigated as the verbs of both languages have the same or very similar qualities, thought expressed quite diversely.

3. Perfective processes of aspect

Buitkienė and Valeika (2010) recall the origin of the perfect. According to Ilyish (1972, 109), English perfect forms are originated from Old English. The word combination is: *wesan / bēon* plus past participle structure. The scholar Ilyish (1972: 109) wrote: "*the phrase expressed a state which the subject acquired as a result of his own action*"(Ilyish (1972: 109)). However, as the scholar points out, the same meaning was depicted by the phrase *habban* plus past participle as well. This eventually led to the replacement of *wesan / bēon* by *habban*.

Perfect, according to Dahl (1985: 129), with its subvarieties, can be observed in many languages. The scholar assumes that clear examples are found in 24 languages. Categories, according to him, with extensions included in Perfect and not identified as other categories occur in another nine languages.

The problem of the English perfect has been investigated by a great number of scholars

(Ilylish 1972:109), Hornby (1962, 98), Khaimovich and Ragovskaya (1967, 128), Vorontsova (1960, 234-235), Barkhudarov & Shteling (1960, 147-148), Smirnicky (1959, 274-316). Researchers have been attracted by this construction, as there were some important questions unanswered. One most important question was the meaning of the Perfect construction. Another question was its grammatical status, and the third question was its discourse function.

Sweet (1892), Curme (1931) and Jespersen (1931) consider perfect as tense. The view of other grammarians' is that the perfect is an aspect category. For instance, Lyons (1968, 315) determines two main aspects in English are combined with tense and mood: "the progressive" and the "perfect". According to the third view, the perfect is neither tense nor aspect, but a category different from both. Smirnitsky (1959, 274-316) claims that the forms *writes – has written – had written* or *to write – to have written* reveal another grammatical category besides a tense. He proposed to call it "the category of time relation"(Smirnitsky (1959, 274-316)).

Out of these distinctions Jespersen's (1924) of aspects: perfective, imperfective, punctual, durative, inceptive, the tense-systems were made. According to Jespersen (1924) scholars took the idea of aspect from Slavic verbs by investigating this in other languages, they rejected the systems of his predecessors and created a terminology of their own. He noticed that the writers distinguished the four expressions for "aspect": the "ordinary meaning of the verb itself", "the occasional meaning of the verb as occasioned by context or situation", "a derivative suffix", and "a tensed form" (ibid. 1924: 286). Jespersen (1924: 288) proposes not to use terms perfective and imperfective and for each case he proposes "to examine what is the meaning of the verbal expression concerned, and whether it is due to the verb itself, to its prefix or suffix, to its tens-form, or to the context." And Brinton (1988) says that in English the analysis of aspect are not predominant on the verb as English is a "tense", but not an "aspect" language as lexical markers of aspect do not constitute the coherent system.

Comrie (1978: 12) after overviewing works of English speaking linguists saw a tendency to use the term "perfective" for "perfect"; this could lead to conceptual confusion, as Slavists the perfect call perfective in English. According to Brinton (1988:2), the aspect of the verb is "a way of conceiving the passage of time", as "the manner and way in which the action of the verb proceeds," or as "a set of temporal values inherent in the activity or state itself". But Comrie (1978: 3) describes verb aspects as "different ways of viewing the internal temporal constituency of a situation." And the latter, according to Langacker (1987: 1475) is responsible for a verb having a perfective or imperfective meaning.
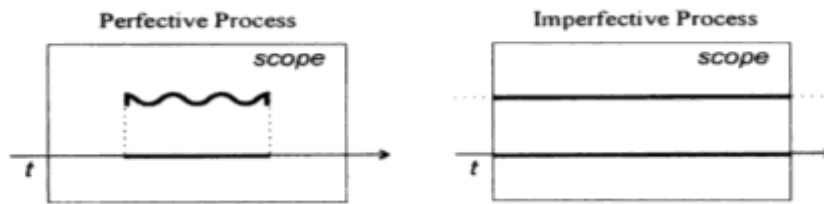
Figure 1. Bounded and unbounded processes (Langacker et al., 1991: 88).

Kardela (1997) by reviewing the Langacker's (1991) approach to aspect noted that his perfective-imperfective distinction translates as an opposition between "bounded - unbounded in the temporal domain within the verb's scope of predication." If a verb profiles a process which is bounded in its scope of predication in the domain of time, the process is perfective, if it is not bounded in the domain of time, it is imperfective. Bounded and unbounded processes are presented by Langacker (1991: 88). According to him, both processes describe a sequence of relational configurations distributed through time; a perfective process is bounded in the sense that its endpoints are located within the scope of predication in the temporal domain. And imperfective process depicts a stable situation that can extend beyond the scope of predication. The bold lines in the diagrams mark the temporal profile; the wavy line for the perfective process indicates constancy through time.

According to Comrie (1976: 56) English Perfect has the following uses: 1. perfect of result ("stative perfect"), 2. experiential (or "existential") perfect, 3. perfect of persistent situation, 4. perfect of recent past ("hot news" perfect).

According to Dahl (1985: 133-135) *"types of perfect"* are grammatical categories. The predicates of categories that appear to exhibit only one of the typical uses of perfect are often different from perfect in their semantics. The types of situations, according to Dahl (1985: 133 - 135), in which perfect may be used, the sets are not always disjoint. He presumes that perfect of result ("stative perfect") and perfect of recent past ("hot news" perfect) often overlap. Nevertheless the scholar proved in his investigation that it is possible for these uses to be found in one category. The common factor unites them as both involve a point of reference.

A characterization of result of the perfect is written by Comrie (1976, 56): "a present state is referred to as being the result of some past situation"Comrie (1976, 56). According to Nedjalkov (1983) there are three categories: statives, resultatives, and perfects. Resultatives differ from perfects by the combining with temporal qualifiers. Dahl (1985: 133 - 135) states that the perfect differs from a resultative construction as it is focused on the event not on the state. The stative construction can be a "present state resulting from an earlier event" Dahl

(1985: 133 - 135), but a "perfect of result"Dahl (1985: 133 - 135) is performed before a state of event. So the present state of affairs differs from the background event. And the author presumes that everything that is caused by an event may be the result of that event. A state is the result of an event if that state is part of a certain event-type to which the event belongs. Results characterize resultative constructions. Resultative constructions are formed of verbs with semantics involving change of state and resultative constructions can be lexically restricted.

Buitkienė and Valeika (2010) agree on the fact that Lithuanian has no perfect forms. Though the younger generation speakers do not always use it (ibid, 2010: 6), they are showing a tendency to replace the analytic constructions of the perfect with the synthetic constructions, the function of precedence. According to Buitkienė and Valeika (2010) the perfect is used to "actualize a process that is anterior to another process or another moment of time or to show its relevance to the deictic centre, the reference point"(ibid. 2010: 6): the present perfect can be used if the previous process is relevant to the deictic centre. And the past perfect is used when the former process was relevant to the deictic centre located in the past. The same situation is with the future perfect. According to Buitkienė and Valeika (2010) the deictic centre can be the present or the past, or the future. The deictic centre of the perfect is expressed grammatically by the use of the auxiliaries have, had, will have. The scholars (Buitkienė and Valeika (2010)) claim, that language is a redundant system, so the deictic centre is expressed by the co-text i.e. by the use of temporal constructions or the situation. The scholars (ibid, 2010, 7) see the difference between the perfect and the non-perfect form as the perfect form renders the precedence of the process more explicitly.

Buitkienė and Valeika (2010: 7) presume that Lithuanian can manage without the perfect form; the function of precedence is expressed lexically by the perfective verb which stands in opposition to the imperfective. When the perfect or the simple past with unbounded verbs is used, the situation lasts at the time indicated by the relevant point. And the perfect relates the situation to the deictic point by showing the incidence of situation occurrence before the deictic point. The progressive perfect form of Present Perfect Continuous describes a situation interpreted as including the deictic centre, or the reference point. (ibid. 2010) When the process is over, no implicatures can be derived from the sentence. In the progressive perfect forms, the same implicature is derived.

According to Buitkienė and Valeika (2010) it is obvious that the speaker can use the perfect form to convey the most recent events only. The context of a sentence could show that the process of "*has died*" is recent. The novelty of a process is conveyed by adverbial structures as well.

Among the linguists investigating the aspectuality of perfectivization process such as Safarewicz (1938), Dambriūnas (1959, 1960), Galnaitytė (1963, 1966), Galnaitytė (1962, 1978), Paulauskas (1958), Paulauskienė (1971, 1979), Reklaitis (1980), Mathiassen (1996), Wiemer (2001), Wiemer (2002), Holvoet, Čižik (2004) a problem of aspect of other languages and some of them paid attention particularly to Lithuanian perfectivization process. Arkadiev (2011: 62) noticed that linguists, by studying Lithuanian aspect issue, misinterpreted some facts about the Lithuanian verbal system. Linguists, according to Arkadiev (2011: 62), presume that Lithuanian aspect is not a grammatical category as aspectual opposition can be seen of expressed by lexical and derivational means. By observing some recent contributions of Wiemer (2001, 2002), Holvoet, Čižik (2004), Galnaitytė (1962), Arkadiev (2011: 63) claims that in Lithuanian there could not be an aspectual opposition "imperfective" vs "perfective". at all. Arkadiev (2011) agrees that Lithuanian aspectual system has only actionality, i.e. lexical semantic properties of verbs, such as telicity, atelicity, stativity, punctuality, and that correlations between actional properties of particular verbs and verb classes, are due to the compositional use of lexicon, semantics and morphosyntax. Arkadiev (2011: 68) claims that the distinction between the inflectional - derivational aspect is in Lithuanian as it belongs to a bounder-based system as it was stated earlier by Vymer (2001).

The theme for discussion remains whether aspectual properties belong to linguistic expressions or events. Aristotle's (et. al. 1941) discussion of the aspectual distinction between "kinesis" (movements) and "energia" (actualities) is revealed as a characterization of kinds of actions not expressions. He contrasts actions which are complete in themselves (energia) and have classified as atelic, i.e. states and activities, and actions which are incomplete and directed towards an end, which are called accomplishments and classified as telic. Recent linguistic work revealed that aspectual distinctions are distinctions between linguistic expressions and cannot be properties of events in themselves. Krifka (1998) assumed that a particular event cannot be called "telic" or "atelic". The same event could be described by an atelic or by a telic predicate, or delimited, predicate. Hence the distinction between telicity and atelicity should be the description applied to the object (Krifka, 1998: 207).

Rothstein(2004: 1-10) by investigating the telic/atelic distinction and the classification of predicates, considers that states and activities are atelic, as they do not have changes of state, while achievements and accomplishments are telic. According to the scholar, verb classes subdivide the telic/atelic groups, and are categorized as Verb Phrases or simply verbs. Verkuyl (1972) pointed out that accomplishment verbs differ in telicity depending on the properties of their direct objects.

Verkuyl (1972, 1993) has argued that verb phrases should be classified as telic and atelic

and he has found evidence that telicity is a property of sentences. Verkuyl (1972) states that the properties of the subject nominal are determined by telicity of the sentence. Dahl (1985: 29) points out descriptions and subclassification of bounded and unbounded situations. The term *"bounded"* could be explained as a characterization of situation which is "bounded if it is an essential condition on the members of the class"(in Dahl, 1985: 29). Valeika and Sušinskienė (2012) observe, that all processes can be divided only in two categories: bounded and unbounded. Consequently bounded processes include accomplishments and achievements, and non-bounded processes include activities and states. As the scholars assume as aspect of resultatives is described as telic and delineate events with a definite endpoint. In the Vendler's (1957) classification they are called accomplishments or achievements. And Rothstein (2007) assumes that telic predicates are characterised by two pieces of linguistic behaviour: co-occurrence with expressions revealing the length of an event till it was over, and a progressive use reveals to the imperfective notion. Atelicity can be characterised by co-occurrence of predicates. Unmodified states and activities head atelic verb phrases, and achievements and accomplishments with singular theme arguments are telic. Dahl (1985: 29) noticed that there could be found cases when achievements occur as progressives, they pattern with accomplishments in inducing the imperfective contradiction. Hense semelfactives and activities have the feature characterisation in the same terms of the properties.

According to Dahl (1985: 29) the Vendler's classification of the verbal head indicates what contribution it makes to determining the telicity of the verb phrase, and what other factors are relevant too. Dahl (1985) presumes that a contrast between accomplishments and activities is revealed as transitive accomplishments which head atelic verb phrases if their direct object is a bare plural or mass noun, and telic verb phrases otherwise, while activities cannot be distincted in this way. Dahl (1985: 29) assumes that telicity or atelicity is a property of verb phrases. Dahl(1985) reveals that the Vendler's (1957) properties of the verbal head determine an unmarked (telic) feature, which can be noticed in the intransitive singular case, and determines how other material contained in the verb phrase affects the telicity of the complete verb phrase.

Krifka (1998) analyses telicity as a property of verbal phrases on account of telicity in the Vendler's (1957) classification applied to verbal heads. As telic predicates have a specified end-point, Krifka (1998) argues that telic predicates can be quantized, and atelic predicates are assumed as cumulative. Dahl (1985: 29) sees the difference between semelfactives and activities as semelfactives denotes sets of natural atoms while the activities do not. He (ibid. 1985: 29) assumes that telicity and boundedness are common notions in the semantic theory of aspect. They were treated as similar terms (de Swart 1998, Kratzer, Giorgi & Pianesi 2004) as

both mark the culmination of events. This leads to mixing up the notions, as in postulating (bounded) feature for telicity (Jackendoff 1996, Zagona 2004) or treating situation type (telicity) and viewpoint (boundedness) as two subsequent operators on the same eventuality (description) (de Swart 1998, Smith 1997). However, several authors have argued for separating telicity and boundedness (Depraetere 1995, Borik 2006). And the investigation of article written by Boric and Janssen (2008) is quite necessary to distinguish between boundedness and telicity because a failure to do so leads to incorrect descriptions of several grammatical phenomena.

Langacker (1987: 244) assumes that aspectual distinction between perfective and imperfective processes is based on whether the situation is construed as changing during the course of its temporal profile. And conceptualization of a process, according to linguist (ibid. p. 245), follows the temporal evolution of a situation as it involves a continuous series of states representing different phases of a process and construed as occupying a continuous series of points in conceived time. The extent of evolution time is referred to as a temporal profile of the process. All component states reveal a point of event within a temporal profile. And (ibid. p. 246.) a process requires that the profile not be restricted to a single state. Langacker (1987: 247) presumes that a process must have the profile of a relation throughout its temporal extension. The Perfective process (1987: 261) is bounded within the scope of predication, but an imperfective process is not. The difference between the imperfective and perfective of a chosen verb depends on whether the profile is restricted to the constant situation of holding a belief, or is expanded for the initial judgement through which this situation occurs. (1987: 271)

Durative situations, as Hickey and Puppel (1997: 1473) presume, can have an end point or not. The first ones, according to him, are referred to *"telic"* and the second ones as *"atelic"* aspectual properties of the situation. And Comrie (1978: 44) says that the sentence in a form with perfect meaning in English it is a perfect, then the situation is atelic; if not, the situation is telic. Hickey and Puppel (1997: 1473-1474) posit that a telic situation brings into prominence the end-point of a given activity - its goal, aim, or conclusion, nevertheless an atelic situation focuses primarily on the activity itself.

Lithuanian linguists state that Lithuanian verb has no perfect forms, it could be assumed, that the aspect of verbs can be expressed by employing other means used for perfectivisation process. The English language is analytical language, so the perfectivisation of a verb aspect is perfomed by employing co-text variations rather than morphological means of expression.

4. Methodological principles of the research

After a thorough presentation of the conceptual part of the subject under analysis and before proceeding to the empirical part of the investigation it is reasonable to discuss the methods to be employed in the process of the analysis of the examples taken from the literary sources.

Theoretical literature analysis method allowed providing theoretical overview of numerous linguistic articles relevant to perfective verb aspect.

The choice of different methods mostly depends on the subject of investigation. The task is to analyse the possible ways of usage of one of the perfective processes, i.e. accomplishment process, in English and Lithuanian languages. In order to provide evidence for the accomplishment process usage, there were picked out sentences from the texts with verbs in their co-texts for revealing the aspect. The examples were taken from Skomantas "Vilkė" (2003), tales from the Baltic, and its translation into English with a title "The Fen Wolf" (1997) performed by a translator Mara Almenas. Literal translation is rarely applied while original syntactic structure and an abstract noun are retained, but the verbs at times have been changed. This factor at times interfered tracing the same items from both sources. The examples taken from the aforesaid books are the source of the empirical data of the research.

The analysis of the thesis is based on Skomantas tales from the Baltic "Vilkė" (2003), thus the author and his work should briefly be presented. Skomantas wrote and published his tales in the last two decades. Examples were taken from the book which first publication was released in 1993, and "Vilkė" was one of the first books of 21 distinct works of this series. The tales were created for the lovers of adventure stories, as some historical details from Lithuanian, Latvian and other surrounding countries' history of the 13th century have been revealed. Thus the name of the author seems to be hidden for the ordinary reader, but persistent reader can easily track the real name of the progenitor, i.e. Kazys Almenas, a well known professor. Later under the pseudonym of Skomantas joined other co-authors.

Some explanation of the methods applied in the study is needed how the examples of perfective accomplishment processes are going to be studied. By studying the 256 examples of Skomantas tale "Vilkė", it was analysed the ways, the aspect in both languages is expressed. Thus, a corresponding number of verbs in their context were analysed in the original language text and a translation. The ways, in which both languages have expressed the aspect in English and Lithuanian languages were compared and contrasted. Therefore, a contrastive method is employed in this work. This *method of contrastive analysis*, introduced by Robert Lado (1957), was also used to investigate similarities and differences of the usage of a particular morphological or syntactic tool. Later examples of both languages were compared, and grouped according to the type of expression.

The examples of both languages were compared and contrasted according to the types of accomplishment process proposed by nowadays Lithuanian and English linguists Valeika and Sušinskienė (2012), Arkadiev (2011), Paulauskienė (1980). After a analysing the theoretic literature, the classification type of the aforesaid linguists was chosen to be applied for investigating the material in the empirical part. There were various classifications, thus more comprehensive and corresponding the newest researchers' classifications were applied in the empirical part. The material taken from the sources was applied for exemplifying each category of accomplishment process. It helped to compare languages in morphosyntactic alignment level.

There were 256 patterns of accomplishment verb aspect taken from the empirical sources. Accordingly the *statistical method* was applied. It helped to make the scientific research efficient and productive, and to accomplish the proper selection of statistical analyses for comparing languages in morphosyntactic levels the acquired data.

5. Perfectivization of accomplishment processes in Skomantas's tale from the Baltics "Vilkė" and "The Fen Wolf"

5.1. Perfectivization of punctual accomplishment processes

Punctuals express perfectivity in which the inceptive, the medial and the terminal phase are merged into an indivisible whole. They have very short duration and express a completed process, in the English language special means of perfectivization are not needed. Punctuals are the verbs which may require a compliment. The Lithuanian punctual accomplishment verbs are formed by adding a prefix to verbs of imperfective aspect.

(1) *Brolis Henrikas, Livonijos vyskupijos metraštininkas, savo analuose **įrašė** datą: 1224 metai nuo mūsų Viešpaties gimimo ir šeštieji Alberto Bremeniečio vyskupavimo Rygoje metai.* (2003: 5)
*Brother Henry, the Chronicler of the Livonian Diocese, **noted** in his annals that it was 1224 years from the birth of Our Lord and the twenty-sixth year since Albert from Bremen had become the Bishop of Riga.* (1997: 5)

The given example in Lithuanian reveals the usage of prefix *į- + verb* in the past simple tense, while in English the verb of the past simple tense is used without any prefix, it is a transitive verb and requires complimenting words. The following example when the prefix *iš-*

was used. The verbal prefix is used to derive a verb from imperfective verb. The prefix changes the aspectual character of a verb and modifies the verbal meaning:

(2) *Kartą miškuose netoli Kuoknės pilies jam **iškilo** tikras pavojus.* (2003: 8)

   *Once, in the vicinity of Koknese castle he **met** with real danger.* (1997: 8)

In Lithuanian accomplishment aspect verb has a reflexive markers ***-si/-s*** and an appropriate prefix ***pa-.*** The English as well as Lithuanian verb is used in past simple tense. Part of the meaning of a given verb in the English example is not lost, as in the English language in such cases the meaning of the aspect could be comprehended from the co-text i.e. a compliment:

(3) *Kol berniukas svarstė, kaip geriau parnešti laimikį, miško glūdomoje **pasigirdo** medžioklinių skalikų lojimas.* (2003: 8)

   *As he was debating the best way to carry this prize, the distant baying of hounds **reached** his ears.* (1997: 9)

(4) *<...> o jam rimstant tarpduryje pagaliau **pasirodė** baltu, beveik žemę siekiančiu rūbu dėvinti novicija.* (2003:10)

   *After a while, when the animal's shrill yapping showed no signs of subsiding, a novice in a long white robe **appeared** in the doorway.* (1997: 11)

It is seen in the above provided examples that prefix ***pa-*** carries the meaning of a completed action as it is the most common perfectivizing prefix in Lithuanian and changes the aspect of the verb.

There are some more prefixes changing the aspectual character of a verb, modifying the verbal meaning in Lithuanian and helping to obtain the form and the semantics of accomplishment aspect verb such as ***ap-, iš-, pa-, nu(si)-.*** Although in English as well as in Lithuanian verb is used in past simple tense, nevertheless in order a part of the meaning of a verb in the English example could not be lost, the meaning of the aspect can be compensated by investigating the co-text i.e. a compliment:

Prefix ***ap-***

(5) *Uvis paskubom **apkasė** stirniną sniegu, pasistengė nulaužtom eglių šakom nušluoti pėdsakus, o pats susigūžė užšalusio ežerėlio švendrynuose.* (2003: 8)

*Uvis quickly **piled** heaps of snow as best he could, then hit in the ticket of rushes surrounding a nearby lake.* (1997: 9)

Prefix ***iš-***

(6) *Ir Medeina jo **išklausė**.* (2003: 8)
*The Goddess was favorably **inclined**;* (1997: 9)

Prefix ***pa-***

(7) *Kovo pabaigoje, aplenkdami, net ir žiemą neperžengiamas pelkes Turaidos pietuose, jie **pasiekė** Kristfeldo vienuolyno sritį.* (2003: 9)
*Toward the end of March, skirting the treacherous bogs to the south of Turaida, they **reached** the region near Christfeld Abbey.* (1997: 9)

Prefix and reflexive markers ***nu-(si)***

(8) *Ji maloniai **nusišypsojo** šiam keistam pavargusių keliauninkų pulkeliui, tarsi jie būtų labiausiai laukiami svečiai.* (2003:10)
*She **smiled** at this odd group of weary travellers as if they had been expected and were most welcome.* (1997: 11)

In Lithuanian the aspect can be expressed by the Past Tense of Gerunds, it indicates an earlier action, while the equivalent situation for transferring the semantic meaning in English is revealed only by the Past Simple Tense + noun phrase.

(9)(10) *Vos **išnirus** iš miško ir pirmąsyk **išvydus** vienuolyną, jiems pasirodė, jog teisūs greičiausiai tie, kurie kalbėjo apie Kristfeldo vienuolių neturtą ir paprastumą.*(2003: 9, 10)
*When they **emerged** from the forest and **caught their first glimpse** of the abbey, it certainly seemed that those who spoke about the simplicity and humbleness of Christfeld were correct.* (1997: 10)

(11) *Kuklumo ir paprastumo įspūdis dar sustiprėjo jiems nedrąsiai **įvažiavus** pro vartus.* (2003:10)
*The initial impression of simplicity and unpretentiousness was confirmed as they cautiously **entered** the compound through the gate.* (1997: 10)

The phrasal verbs, the whole expression or even an idiom can be used in order to express the needed meaning of the sentence and an appropriate aspect, while in the Lithuanian language in such cases prefixed and suffixed verbs are used, the aspect category may be different. In the provided example prefix ***nu-*** does not make the verb belonging to achievement category to accomplishment. In the other examples (13, 14) prefix ***pa-*** changes the aspectuality of given verbs. Consider:

(12) *Jau po kelių dienų jis **pastebėjo**, kad pėdsakai dažniausiai veda į pelkės pakraštį, kur prieš kelis metus praūžusi audra išvartė visą eglyną. (2003: 21)*
*It **didn't take him long to notice** that the tracks led repeatedly to the edge of the bog where some years ago a hurricane had levelled an entire forest of firs. (1997: 25)*

(13) *Kalendamas dantimis karštai **paprašė** Medeinos pagalbos: prašė, kad suklaidintų skalikus, nuvestų juose į kitą pusę. (2003: 8)*
*And most importantly, he **prayed fervently** to Medeina. (1997: 9)*

(14)(15) *Ji ne tik **nepaminėjo**, kada jie turėtų iš čia išsikraustyti, bet ir **iškėlė** itin lengvai įvykdomas sąlygas. (2003:11)*
*She **made no mention** of a time limit for their stay and, best of all, the conditions **she laid down** were easily met. (1997: 12) (See Appendix 1-10)*

The perfectivity of punctuals can be expressed by the future forms in Lithuanian as well. Thus in English the equivalent semantic meaning is expressed by the Future Simple Tense form or the Present Simple Tense with the reference to the future:

(16) *- Tikiuosi, jūs dar **grįšite** ... – mandagiai nusilenkdama pavymui tarė Kristina. (2003:15)*
*"But you **will come back**..." said Christen, bowing politely. (1997: 17)*

(17)(18) *Jei tau kils kokių klausimų, jei **atsitiks** neįprasta, pažadėk man pranešti. (2003:19)*
*"But, my child you must promise me one thing: **if you're ever in doubt**, if something unusual **happens**, you must promise to report it to me." (1997: 22)*

What concerns present tenses, the distinction should be made between real and unreal processes. As the process expressed by punctuals is rather short, it could end at the moment of

speaking or it is over at the moment of speaking. It also could be called "past-in-the-present" as the process is over while the present moment lingers on:

(19) *Ir paukščiai tau klūpant **atlekia**. Kaip gražu ... Kokie tai paukščiai*? (2003: 19)
  *And the birds **come** to you while you're kneeling in prayer*. (1997: 22)

(20) -*Viena vilkė **ateina**, kai aš meldžiuosi*, - (2003: 29)
  "*One **comes** when I pray. A she-wolf*,'' (1997: 34)

(21)(22)(23) -*Aš **atsiklaupiu**. **Pasimeldžiu**. Ir paukščiai **atlekia***. (2003: 19)
  "*I **kneel** and **pray**. And the birds **come***." (1997: 21)

Lithuanian language is richer in means of expressing perfectivization of punctual accomplishment processes, nevertheless it could be assumed that English language uses a variety of other linguistic means for expressing the meaning of the idea. The adequate means of expression perfectivization of punctual accomplishment processes is visually shown in the following table:

Table 3. Means of expressing perfectivization of punctual accomplishment processes in English and Lithuanian languages taken from 34 sentences.

Lithuanian (33)	prefix *į-*(4), *iš-*(6), *pa-*(9), *ap-*(1), *nu(si)-*(2), *per-*(1), *at(si)-*(2)
	reflexive formant *(si)-*(2)
	suffix *-elėj-* (2)
	Past tense (10)
	Past tense of Gerunds(4)
	Future tense form(4)
	Past in the Present(Present tense)(4)
English (33)	Past Simple (auxiliary verb)(5)
	Past Simple(3)
	Present Simple for the future expression(1)
	Present Simple (4)
	verb+compliment(1)

	phrasal verb(12)
	idiom(1)

The provided **Table 3** it can be seen that examples of the verbs and the verbs with compliments expressing perfectivity can be assumed as punctuals or belonging to a subdivided part of accomplishments. It is vivid that in the English language in some cases special means of perfectivization are not needed. In other cases verb require a compliment. In formation of accomplishment process verbs in Lithuanian a prefix (25 verbs) is added.

Aspect, transitivity, reflexivity and semantic, syntactic properties of the verb are performed by derivational means such as suffixes (*-elėj-* (2)), prefixes (*į-*(4), *iš-*(6), *pa-*(9), *ap-*(1), *nu(si)-*(2), *per-*(1), *at(si)-*(2)), reflexive formants (*(si)-*(2)). Thus a morphological change of the verb by adding reflexive markers -si/-s and an appropriate prefix in Lithuanian accomplishment aspect is seen in Lithuanian examples, while in English the appropriate aspect is performed by the verbs used in Past Simple(8 cases) tense. In English the meaning of the aspect could be understood only from the co-text.

The perfectivity of punctuals was expressed by the future forms (4 cases) or Present Tenses (4 cases) in Lithuanian with the reference to the future. Thus in English the meaning was expressed by the Present Simple Tense with the reference to the future (1 case).

As the processes expressed by punctuals is rather short, it ends at the moment of speaking or it is over at the moment of speaking. It also is called *"past-in-the-present"* as the process ends while the present (4 sentences) moment lingers on.

It could be assumed that in both languages the means of expressing punctual perfectivization process are quite diverse, nevertheless Lithuanian language possesses a wider variety of means of expression of the punctual perfectivization process cases.

5. 2. Perfectivization of non-punctual accomplishment processes

As already mentioned in previous sections non-punctual accomplishment processes express only a beginning, middle, or an end of an action phase. The Past Simple implies the completion of the inceptive and the medial phase. The inception of the process is expressed by inceptive verbs. A completed part of the process can be revealed only by using an inceptive verb. In English and in Lithuanian such verbs can be found. On the contrary to English which lacks of prefixes for expressing the punctual meaning of the aspect, Lithuanian has inceptive prefixes. Partitive perfective processes are expressed by using degree adverbials. Adverbs provide a meaning of almost starting the process. For example:

(24) *Nušovė jį taikliai, bet tas šūvis **vos nesibaigė nelaime***. (2003: 8)

*His arrow went true, but this particular shot **almost ended in disaster***. (1997: 9)

(25) - *Įpuola, **paaikčioja** ir išlekia <...> – suniurzgė jis. – net parodyt tinkamai nesuspėjom.* (2003:15)

*"They barge in, **make some noises** and suddenly run off..." he muttered.* (1997: 17)

(26) *Tad, kai gandas apie Frančeskos bendravimą su žvėrimis pasiekė abatės ausis, ji **kiek susirūpino** ir pasikvietė merginą pokalbiui.* (2003:18)

*So when the rumour of her talks with the forest animals reached her ears, Mother Abbess **felt somewhat uneasy** and asked Francesca in for a visit.* (1997: 21)

(27) *Jau po kelių dienų jis pastebėjo, kad pėdsakai dažniausiai veda į pelkės pakraštį, kur **prieš kelis metus praūžusi audra išvartė** visą eglyną.* (2003: 21)

*It didn't take him long to notice that the tracks led repeatedly to the edge of the bog where some **years ago a hurricane had levelled** an entire forest of firs.* (1997: 25)

From the provided examples it could be seen that in order to express the process in Lithuanian, the perfectivity is marked by prefixes. In English verb lexemes are aspectively neutral. An appropriate co-text is used in English for clearer paraphrasing of a process. It is clear from the given situation that if there is a need of one of the signals in one of the languages, another mean of expression occurs. Clearness of expression depends on the presence of more than one signal.

The perfective aspect can be signalled by the quantitative non-durative adverbial, which reveals that the process came to an end. Several signals appear: the adverbials, a Goal and the situation or a wider co-text. The process becomes imperfective if the Goal is not provided.

(28) *Bet štai, pasirodo, kad ten kartu su akrobatais atsirado ir tas vaikinas, kurį kadaise **sugavom**.* (2003: 36)

*But it seems that among a group of travelling acrobats there is a young man who is most likely, the same one you **captured some years ago**.* (1997: 42)

The marker of perfectivity of English accomplishment process verb is the quantifier (the article) *a* and *one*. Without the quantifier the process might be understood as imperfective.

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While in Lithuanian accomplishment process verb is accompanied by other means of language: prefix, suffix, pronoun, numeral or decausative reflexive verbs[9].

In order to convey the adequate thought, similar means of expressing the idea, a numeral is used in both Lithuanian and English languages. Here occurs different means of expressing the thought: in the English language the indefinite pronoun is used, while in Lithuanian the nominal pronoun is used.

(29) ***Niekas*** *jų* ***nestabdė*** *ir neklausė, ko reikia*. (2003:10)
*There was **no one to stop** them or even to inquire their business*. (1997: 10)

Moreover in an example of the English language sentence the quantifier is used, whereas in Lithuanian sentence the semantics of an expression is conveyed by a decausative reflexive verb.

(30) ***Pasitiko*** *tik nedidelio šunėko amsėjimas*, (2003:10)
*A noisy small dog was the **only one to greet** them*. (1997: 11)

The examples reveal the fact of the diversity of means of expressing the thought as in the English language the *numeral+noun*(31), the combination of *verb + singular form* of a noun with another quantifier ***a***(32), combination of *quantifier+pronoun+phrasal* verb(33), the expression of singular(34), the expression of singular of noun form(35) were used while in Lithuanian only prefixes ***pa-*** (31), ***iš-*** (33), ***per-*** (34) and a suffix ***-elė-***(32)(35) convey the same semantics of the provided expressions:

(31) *Jei tau kils kokių klausimų, jei atsitiks neįprasta, **pažadėk** man pranešti*.(2003:19)
*But, my child you must **promise me one thing**: if you're ever in doubt, if something unusual happens, you must promise to report it to me*." (1997: 22)

(32) *Klausyk, Heinrichai, tu sakai, kad **tas, kuris išdūrė** tau akį, buvo žiemgalis. At tai jis pats tau taip sakė*? (2003: 35)
"*Listen, Heinrich. You say that the **one who put your eye out** was a Ziemgalian. Did he tell you he was*?" (1997: 40)

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[9] Decausative reflexive verbs may denote states, processes (both spontaneous and induced), and actions.(Lithuanian grammar 1997:223) The insertion of i between the reflexive affix and a consonant of the preceding part of a word can also be considered a morphonological change. (Lithuanian grammar 1997: 62)

(33) *Kadangi viešniomis užsiėmė Margareta, jis tik trumpai **žvilgtelėjo** į jas ir grįžo prie savo darbo.* (2003:14)

   *Since Margareta had taken it unto herself to entertain the guest, **he had given them** only a cursory look and had turned his attention back to his job.* (1997: 15)

(34) *Tačiau, išgirdus tą tylų novacijos atsakymą, jo nugara **perbėgo** šiurpas.* (2003:14)

   *But the novice's soft answer **sent a shiver down his spine**.* (1997: 15)

(35) *Ši sumirksėjo, tarsi būtų labai nustebusi ir vos girdimai **aiktelėjo**.* (2003:14)

   *She blinked in obvious surprise and **a barely suppressed soft cry escaped her lips**.* (1997: 16)

Table 4. Means of expressing perfectivization of non-punctual accomplishment processes.

English(11)	degree adverbials: ***almost***(1), ***make some noises***(1)***, somewhat***(1)***, some years ago***(2)
	the quantifier (the article) *a* and *one:* as a numeral(2) +verb
	indefinite pronoun +verb(1)
	the quantifier (the article) *a* and *one:* as a numeral+noun+verb(1)
	the quantifier (the article) *a* and *one:* as a quantifier+pronoun+phrasal verb(1)
	the quantifier (the article) *a* and *one:* as a verb + singular form of a noun(1)
Lithuanian(11)	degree adverbials: ***vos***(1), ***kiek***(susirūpino)(2), ***prieš kelis metus***(1)
	numeral+verb(1)
	nominal pronoun+verb(1)
	decausative reflexive verb(1)
	prefixes: ***pa-(1), iš-***(1), ***per-***(1)
	suffix: ***-elė-***(1)

   From the provided above non-punctual accomplishment examples and overviewed in the Table 4 summarising the means of conveyance it is vivid that the semantics of expressions is carried in a variety of means in both languages. It was seen that the processes express only a beginning, middle, or an end of an action phase. The verbs of Past Simple tense reveal the completion of the inceptive and the medial phases. For expressing the punctual meaning of the

aspect, Lithuanian uses inceptive prefixes, in English as well as in Lithuanian perfective processes are expressed by degree adverbials. In order to express semantics of the processes in Lithuanian, the perfectivity is marked by prefixes; In English for clearer paraphrasing of a process an appropriate co-text is used. The signals in one of the languages are substituted by other means of expression. More than one signal adds clearness of expression. The perfective aspect signals are the quantitative non-durative adverbial, the adverbials, a Goal and the situation (a wider co-text). The marker of perfectivity of English accomplishment process verb is the quantifier (the article) *a* and *one*. In Lithuanian accomplishment process verb is accompanied by other means of language: prefix, suffix, pronoun, numeral or decausative reflexive verbs.

5. 2. 1. Expression of general perfectivity

For expressing an accomplishment process of general perfectivity the English language employs the co-text, frame adverbials and the Goal. The co-text helps to express the meaning with remarkable definiteness. In Lithuanian the co-text is of secondary importance but a prefix.

(36) *Abatė išlydėjo Frančeską akimis, ir ją apėmęs geras ūpas išsilaikė, kol mergina **uždarė duris**. (2003: 32)*

*The Abbess watched her leave, and his good mood that had enveloped her persisted until Francesca **closed the door**. (1997: 37)*

The provided example reveals that in Lithuanian language an aspectivity is marked by a prefix, while in English without a co-text a verb can be of either perfective or imperfective aspect.

For expressing general perfectivity such prefixes: ***at-, pa-, iš-, nu-, su-*** are attributed in Lithuanian. Consider the examples:

(37) *Viešpats **atsakė** į mano maldą. Tai jis mus vėl suvedė. (2003: 28)*

He arranged it so we met again. So far from Riga and we met! That is like a miracle! "(1997: 33)

(38) (39) *Ji **atsistojo** ir, prieš išeidama iš vyresniosios kambario, **atsigrįžė** ir stabtelėjo, tarsi norėdama dar kažką pasakyti. (2003:20)*

*She **rose** and walked toward the door, then stopped, suddenly filled with the wonder of the*

many things she actually had to tell. (1997: 23)

In Lithuanian an aspectivity is marked by adding a prefix **at-** to a verb, while in English without a co-text (i.e. with the following adverb, an idiom and etc.) a verb can be of either perfective or imperfective aspect or in other cases it could be expressed by other means as substitutions(37), (38), (39).

(40) *Vieną vakarą, pavargęs ir sušalęs po ilgo tykojimo pelkės pakraščiuose, Uvis traukė namo ir **pastebėjo** dar vieną eilę vilko pėdsakų.* (2003: 22)
*One particular evening when he was making his cold and tired trek home after a long day of futile hunting, he **noticed** another set of wolf tracks.* (1997: 26)

(41) *- Mes dar nepažiūrėjome balandėlių! Na, gerai jau...- Teodora nuliūdusi **patraukė pečiais** ir buvo besekanti paskui draugę, nes ši jau skubėjo durų link.* (2003:15)
*"But we haven't had a chance to look them over yet! Well..." Teodorica **shrugged resignedly** because Francesca was already on her way to the door.* (1997: 16)

(42) *Viešpats atsakė į mano maldą. Tai jis mus vėl **suvedė**.* (2003: 28)
*He arranged it so we **met** again. So far from Riga and we met! That is like a miracle! "*(1997: 33)

In Lithuanian an aspectivity is marked by a prefix **pa-** (40), (41) as well as prefix **su-** (42), while in English without a co-text, i.e. an adverb, a verb can be either of perfective or imperfective aspect(40), or it is a transitive verb(41).

English as an analytic language does not have many prefixes used for this purpose. Prefixes **up-** and **down-** are attributed to express additional meaning. They are considered the specific means of perfectivization.

(43) *Jau prieš tai buvo išsiaiškinęs, kad iš čia vilkė apsuka krūmais apžėlusią pakriaušę, apibėga nedidelį karklyną ir pasiekia brydę, kuri veda tiesiai į audros **išguldytą** eglių sąvartą.* (2003: 39)
*She changed directions several times while traversing the wooded hills and once she reached the patch of forest with the tangle of **downed** trees, she stepped carefully into her own prints so that it would not be apparent how often she visited the thicket.* (1997: 47)

(44) *Tiesa, kai kuriuos juokelius, **atsižvelgiant į vienuoles**, jam teko švelninti ir teko į pagalbą pasikviesti Uli su dviem beždžioniukėm.* (2003: 52)

*He had to remind himself to tone down some of his raunchier stories in order **not to upse**t the distinguished company by the chapel wall.* (1997: 63)

(45) *Vienoje iš tokių salų jie aptiko didžiulę, seną **išverstą** liepą. **Išvertė** ją tikriausiai tas pats viesulas, kuris kitoje pelkės pusėje išklojo visą eglių mišką.* (2003: 78)

*In one such copse they found a huge old linden lying on its side, probably **uprooted** by the same bygone storm which had devastated the entire swath of forest to the north of them.* (1997: 91)

The structure of perfective, as an analytic verb structure, is referred to the Range. The first part lacks of lexical meaning and has grammatical information while the second part has lexical information. A part of lexical information is in a nominalised form, preceded by the article and marked by noun determiners. In this process the verb may lose part of its primary meaning. The Range structure is uncommon in English. The nominal structure is longer and more profound than the verbal structure, the Range helps avoiding use of verbs. English has a tendency not to use verbs. For instance, the Range nominal makes a WH-cleft structure clearer than a verb. The perfective aspect is expressed by some constructions as well. The verbs used in this construction are: ***have, take, give, make, put,*** and ***do***. English splits the verb into two parts. Here are some examples of illustrating English nominalised version of the processes for your consideration:

(46) *Kadangi viešniomis užsiėmė Margareta, jis tik trumpai **žvilgtelėjo** į jas ir grįžo prie savo darbo.* (2003:14)

*Since Margareta had taken it unto herself to entertain the guest, he **had given them only a cursory look** and had turned his attention back to his job.* (1997: 15)

(47) *Tačiau, kai Frančeska pritūpusi trupino duoną prie jos kojų besibūriuojantiems paukšteliams, Uvis vėl **dirstelėjo** į pamiškę ir kaipmat įžvelgė tamsų vilkės siluetą.* (2003: 38)

*But while Francesca was crumbling crusts of bread to feed the birds which had gathered around her, Uvis **took** another **cursory glance** at the woods and suddenly there she was!* (1997: 45)

(48)   *<...> o kai jis atsiliepė, atrodė šiek tiek nusivylusi, bet tučtuojau susitvardė ir padrąsinančiai jam **šyptelėjo**. (2003:26)*

*When Uvis answered, she looked slightly disappointed collected herself immediately and **gave him an encouraging smile**. (1997: 30)*

(49) *Užuot atsakęs, Uvis giliai **įkvėpė** ir atsiduso. (2003:28)*

*Instead of answering Uvis **took a deep breath** and held it.(1997: 33)*

(50) *-Ji nuėjo, - tarė Uvis ir lengviau **atsiduso**. (2003: 25)*

*"She's gone," said Uvis, and **caught his breath**. (1997: 29)*

(51) *Jis žvilgtelėjo į šalia sėdintį vienuolį ir, matyt, **davė jam ženklą**, nes vienuolis padažė žąsies plunksną į rašalinę ir pasirengęs laukė. (2003:34)*

*He glanced at the monk sitting at the nearby desk. The monk **caught the unspoken command**, dipped his quill and waited, with it poised over the parchment. (1997: 40)*

(52) - *Įpuola, **paaikčioja** ir išlekia ... – suniurzgė jis. – net parodyt tinkamai nesuspėjom. (2003:15)*

*"They barge in, **make some noises** and suddenly run off..." he muttered. (1997: 17)*

(53) *Tetervinas **pasibaidė** ir triukšmingai plakdamas sparnais nuskrido į pelkę, Uviui neliko kitos išeities, kaip pelkės salelėje susikurti ugnį ir išsidžiovinti sušlapusias nagines. (2003: 22)*

*The startled cock **made a noisy** retreat into the depths of the swamp and there was nothing for Uvis to do but search for a bit of high ground so that he could make a fire and dry his soggy foot-gear. (1997: 26)*

(54) *Ji ne tik **nepaminėjo**, kada jie turėtų iš čia išsikraustyti, bet ir iškėlė itin lengvai įvykdomas sąlygas. (2003:11)*

*She **made no mention** of a time limit for their stay and, best of all, the conditions she laid down were easily met. (1997: 12)*

(55) *Bardo **patapšnojo** Uviui per petį, Kristina nuoširdžiai pakštelėjo jam į skruostą ir vėl džiugiai žybtelėjo apsiblaususios senojo Kroicvaldo akys. (2003: 9)*

*Bardo **gave** him a solid **pat** on the back, Christin - **a heartfelt peck on his cheek** and a bit*

of sparkle returned even to old Kreuzwald's eyes. (1997: 9)

(56) *Klausyk, Heinrichai, tu sakai, kad tas, kuris* **išdūrė** *tau akį, buvo žiemgalis. At tai jis pats tau taip sakė*? (2003:35)

"Listen, Heinrich. You say that the one who **put your eye out** *was a Ziemgalian. Did he tell you he was*?" (1997: 40)

In English a substantival(noun) construction of **give a look**(46), a noun phrase **take a breath** (49) for denoting a sound or the process of speaking, a nounal phrase **take a glance** (47) were used for denoting a vision, a nounal phrase **give a smile** (48) used for denoting a sound or the process of speaking, a nounal phrase **catch a breath** (50) was used in English denoting the momentaneous event of process of speaking, a nounal phrase **catch the unspoken command** (51) was used in English for denoting the momentaneous event of process of non-verbal communication, a *verb + a noun phrase* **make a noise** (52) was used for denoting some moments of speech, a noun phrase **give a pat** (55) denoting movement, a phrasal verb **put out** (56) while in Lithuanian were employed suffixed verbs(46), (47), (48), prefixed verbs (49), (52), (55), a decausative prefixed verb (50), an expression containing a verb(51), a compound with the verb(56).

As an alternative perfectivizing device, adverbial particles (phrasal verbs) can be employed for the grammatical status of adverbial particles. The verb and the second element in this case is a verb-adverbial particle combination. The particles (**up, down, off, out, over, away, through**) are used to change the aspect of the verb. Alike prefixes, the use of the particles is determined by the meaning of the verb-lexeme. With some lexemes they indicate general perfectivity or specific perfectivity. While in Lithuanian in order to express the same meaning suffixed, prefixed and decausative verbs prevail. Consider the provided examples:

Particle **up**

(57) *Mergina* **pakėlė** *skaidrias, šviesiai mėlynas* **akis**. (2003:18)

Francesca **glanced up** *at her*. (1997:21)

(58) *Uvis sėlino sprindis po sprindžio, jau buvo pakankamai arti, kad ryžtųsi šauti, kai lūžo balos ledas ir jis iki kelių* **murktelėjo** *į sustingusį purvą*. (2003: 22)

He was forced to crawl inch by inch along the hard ground and was almost close enough to risk a shot when the crust of ice broke and he **sank up** *to his knees into the frigid muck*. (1997: 26)

(59) *Mergina persižegnojo ir iš lėto **atsistojo**.* (2003: 24)

   *Francesca crossed herself and slowly **stood up**.* (1997: 28)

(60) *Nuo to meto, kai vyskupas Albertas **pakėlė** savo šventintose rankose kryžių ir atvyko į pagonių karštą, įvyko didelių pasikeitimų ir nuostabūs buvo Visagalio Viešpaties palaiminti jo darbai.* (2003:5)

   *Great and momentous changes had occurred during the time since Bishop Albert **had taken up** the Cross.* (1997: 5)

   Particle ***through***

(61) *Žalsvosios beždžionėlės susilaukė ypatingo dėmesio ne tik iš virėjos: jau kitą rytą, tuoj po ankstyvųjų giedojimų, tvarto slenkstį nedrąsiai **peržengė** dvi jaunos novacijos.* (2003:13)

   *The forlorn green monkeys attracted special attention, and the following morning, right after morning prayers, two young novices **stepped** hesitantly **through** the stable door.* (1997: 14)

(62) *Kuklumo ir paprastumo įspūdis dar sustiprėjo jiems nedrąsiai **įvažiavus** pro vartus.* (2003:10)

   *The initial impression of simplicity and unpretentiousness was confirmed as they cautiously entered the compound **through** the gate.* (1997: 10)

   Particle ***down***

(63) *Tačiau, išgirdus tą tylų novacijos atsakymą, jo nugara **perbėgo** šiurpas.* (2003:14)

   *But the novice's soft answer **sent a shiver down his spine**.* (1997: 15)

(64) *Ji ne tik nepaminėjo, kada jie turėtų iš čia išsikraustyti, bet ir **iškėlė** itin lengvai įvykdomas sąlygas.* (2003: 11)

   *She made no mention of a time limit for their stay and, best of all, the conditions **she laid down** were easily met.* (1997: 12)

   Particle ***over***

(65) *- Mes dar **nepažiūrėjome** balandėlių! Na, gerai jau...- Teodora nuliūdusi patraukė pečiais ir buvo besekanti paskui draugę, nes ši jau skubėjo durų link.* (2003:15)

*"But we haven't had a chance **to look them over** yet! Well...“ Teodorica shrugged resignedly because Francesca was already on her way to the door.* (1997: 16)

(66) *Bardo   suglumęs žvelgė, kaip jų baltos suknelės **nušlavė** aukštą arklidžių slenkstį.* (2003:15)

*Bardo looked anxiously as their white robes **swished over** the high stoop of the stable door.* (1997: 17)

Particle **off**

(67) - *Įpuola, paaikčioja ir **išlekia** ... – suniurzgė jis. – net parodyt tinkamai nesuspėjom.* (2003:15)

*"They barge in, make some noises and suddenly **run off**..." he muttered.* (1997: 17)

Particle **out**

(68) *Netrūko ir kitų nuodėmių, tačiau negalėjai **numatyti**, kuri šiuo metu vyskupui taip parūpo.* (2003: 33)

*There were more sins and misdemeanors as well, but he could not **figure out** which of them had come to the Bishop's attention.* (1997: 38)

(69) -**Sugavote** *du medžiojančius vaikus.* (2003: 35)

*"You **caught** two children out for a hunt!"* (1997: 41)

(70) *Abatė, **kaip ir reikėjo tikėtis**, buvo vokietė, tačiau be to šalto išdidumo, kuris paprastai būdingas tokias pareigas einančiai asmenybei.* (2003:10)

*The Abbess, as expected, **turned out** to be German, but she lacked the cool haughtiness one normally associated with such a lofty position.* (1997: 11)

Particle **away**

(71) *Merginos apsisuko ir **nuėjo**, plevėsuodamos baltais apsiaustais.* (2003: 30)

*They turned and **walked away**, their white habits fluttering in the breeze.* (1997: 34)

Lithuanian prefixed verbs, especially in the past and future tense forms carry the meaning of completed action. Prefixes change the aspectual character of a verb. The perfective aspect reveals implication of limits of action and achieved results. Prefixes change the mode of action by rendering such meanings as completeness or end of an action, or its beginning, a

small degree, limited duration. While in English the meaning is conveyed with the help of the past, future tense forms or phrasal verbs.

The prefix ***pa-*** is the most common perfectivizing prefix and is used with verbs for certain purposes/reasons:

1. to show the direction of a process.

(72) *Akimirką jiedu žvelgė vienas į kitą, bet tuo metu Frančeska atsistojo ir **paėjėjo** toliau į atviro plotelio vidurį.* (2003: 38)

*They remained staring at each other for several heart-beats, then Francesca straightened up and **walked to** the centre of the clearing.* (1997: 45)

2. a partial completion of a process.

(73) *Ji ne tik **nepaminėjo**, kada jie turėtų iš čia išsikraustyti, bet ir iškėlė itin lengvai įvykdomas sąlygas.* (2003:11)

*She **made no mention** of a time limit for their stay and, best of all, the conditions she laid down were easily met.* (1997: 12)

(74) *O **pamačiusi** pro virbus liūdnai besidairančias beždžioniukes, ji kaip mat atsiminė, kad rūsyje buvo užsilikę keletas pernykščių obuolių ir smėlyje įkastų morkų.* (2003:13)

When she saw *the sad – eyed monkeys in their cage she immediately recalled that there were a few wilted apples and some carrots in the root – cellar.* (1997: 14)

(75) *Balsas **pasirodė** pažįstamas.* (2003:14)

*He suddenly **realized** that he knew that voice.* (1997: 15)

(76) *- Mes dar nepažiūrėjome balandėlių! Na, gerai jau...- Teodora nuliūdusi **patraukė pečiais** ir buvo besekanti paskui draugę, nes ši jau skubėjo durų link.* (2003:15)

*"But we haven't had a chance to look them over yet! Well..." Teodorica **shrugged** resignedly because Francesca was already on her way to the door.* (1997: 16)

(77) *- O, ačiū jums. Paprastai mes niekur neskubame, - **pasiteisino** Teodorika. – Taip, grįšime. Jei tik jūs nieko prieš...* (2003:15)

*"Oh, thank you. Usually we're not in such a hungry," **apologized** Teodorica. "Yes, we'll be back. If it's all right with you..."* (1997: 16)   (See Appendix11-18)

51

3. a short process.

(78)(79) *Bardo **pakėlė** galvą ir atidžiau **pažvelgė** į abatę, norėdamas suvokti, kurlink krypsta kalba.* (2003:12)

*Bardo **raised** his head and **looked** at her more intently than before, trying to guess the direction of her speech.* (1997: 13) (See Appendices 19-28)

(80) *Ji **pakėlė** akis, ramiai **pažvelgė** į jį ir neatrodė nė trupučio nustebusi. (2003: 24)*

*She **raised** her eyes, **looked** at him with her calm, level gaze, without any sign of surprise.* (1997: 28)

(81) *Uvis **pasuko** galvą į beržynėlio pusę, tačiau vilkės ten jau nebebuvo.* (2003: 24)

*Uvis **turned** his head toward the birches, but the wolf was no longer there.* (1997: 28)

(82) *-Turėtum suprasti, - aiškiai patenkinta Frančeska **pažvelgė** į jį<...>* (2003: 25)

*"You shall," Francesca **looked** at him gravely, now evidently pleased.* (1997: 29)

(83) *Teodora **pažvelgė** į savo draugę visiškai apstulbusi ir prispaudė prie krūtinės sugniaužtas rankas.* (2003: 27)

*Theodorica **looked** at her friend with complete astonishment and pressed both hands to her chest.*(1997: 31)

Decausative reflexive verbs + prefixes in Lithuanian denote states, processes (spontaneous and induced), and actions. In the given situations decausative reflexives are used without causative counterparts while in English the same aspect process can be expressed in various ways: a verb or phrasal verb in Past Simple tense.

(84) *Kairioji vilko ausis virpėjo ir **pasisuko**, tarsi gaudydama paskutinius vos girdimus jos švelnaus balso garsus.* (2003: 24)

*The wolf's left ear **twitched**, turning forward as if trying to reach the last barely audible intonations of her tranquil voice.* (1997: 28)

(85) *Frančeska **pasisuko** į vakarus, kurlink rodė Uvis.* (2003: 25)

*Francesca **turned** her head **toward** the west were Uvis pointed.* (1997: 29)

(86) *But only a week or so after that frozen and obviously homeless group of travelling performers **arrived** at the abbey, Francesca herself approached the Abbess, asking if she could talk to her.* (1997: 35)

*Bet štai tik keletą dienų po to, kai į vienuolyną **atsibeldė** ta sušalusių, akivaizdžia neturinčių kur prisiglausti keliaujančių juokdarių trupė, po rytmetinių giedojimų Frančeska pati atėjo pas ją ir pasakė norinti pasikalbėti.* (2003: 30)

Other prefixes in Lithuanian also add to the verb a meaning of limit or result of action. Or they can mark the finishing of some process of a certain action. In English the same aspect processes can be expressed in various ways: a verb or phrasal verb in Past Simple tense.

iš-

(87) *Ir Medeina jo **išklausė**.* (2003: 8)
   *The Goddess was favorably **inclined**;* (1997: 9)

(88) *Ji ne tik nepaminėjo, kada jie turėtų iš čia išsikraustyti, bet ir **iškėlė** itin lengvai įvykdomas sąlygas.* (2003:11)
   *She made no mention of a time limit for their stay and, best of all, the conditions **she laid down** were easily met.* (1997: 12)

(89) *Vadinasi, mes turime nemažai bendra, gerbiamasis Bartoldai. Ar teisingai **ištariau** jūsų vardą?* (2003:11)
   *"It would seem that we have much in common, my dear Barthold. **Did I pronounce** your name correctly?"* (1997: 12)

(90) *Abatė pritardama nusišypsojo, ir Bardo **išėjo** iš jos kambario visiškai įsitikinęs, jog kalbos apie šio vienuolyno savitumą tikrai netuščios.* (2003:12)
   *The Abbess smiled approvingly, and Bardo **left** the meeting convinced beyond all doubt that all that talk about the peculiarity of this convent was certainly true.* (1997: 13)
   (See Appendices 29-35)

nu-

(91) ***Nušovė** jį taikliai, bet tas šūvis vos nesibaigė nelaime.* (2003: 8)
*His arrow **went true**, but this particular shot almost ended in disaster.* (1997: 9)

(92) *Uvis paskubom apkasė stirniną sniegu, pasistengė nulaužtom eglių šakom **nušluoti** pėdsakus, o pats susigūžė užšalusio ežerėlio švendrynuose.* (2003: 8)

*Uvis quickly piled heaps of snow as best he could, then **hit** in the ticket **of** rushes surrounding a nearby lake.* (1997: 9)

(93) *Ji maloniai **nusišypsojo** šiam keistam pavargusių keliauninkų pulkeliui, tarsi jie būtų labiausiai laukiami svečiai.* (2003:10)

*She **smiled** at this odd group of weary travellers as if they had been expected and were most welcome.* (1997: 11)

(94) *Bardo oriai linktelėjo, patrynė sušalusias rankas ir **nusekė** paskui noviciją į pagrindinį pastatą.* (2003:10)

*Bardo nodded gravely, rubbed his frost – bitten hands and **followed** the novice into the main building.* (1997: 11)

(See Appendices 36-49).

su-

(95) *Kuklumo ir paprastumo įspūdis dar **sustiprėjo** jiems nedrąsiai įvažiavus pro vartus.* (2003:10)

*The initial impression of simplicity and unpretentiousness **was confirmed** as they cautiously entered the compound through the gate.* (1997: 10)

(96) *-Mes taip dėkingi Viešpačiui ir jums... – **sumurmėjo** Bardo, nespėjęs išpasakoti dar nė pusės savo vargų.* (2003:10)

*"We are most grateful to the Lord and to you..." **mumbled** Bardo, who had not gotten even halfway through his customary tale of woe.* (1997: 11)

(97) *Bardo pakėlė galvą ir atidžiau pažvelgė į abatę, norėdamas **suvokti**, kurlink krypsta kalba.* (2003:12)

*Bardo raised his head and looked at her more intently than before, **trying to guess** the direction of her speech.* (1997: 13)

(98) *Tačiau būtent šioje srityje abato iš Asyžiaus mokymas **susikirto** su vyskupo Alberto lūkesčiais.* (2003:13)

*But this was where the teachings of the Abbot from Assisi **clashed** with the expectations of*
   Bishop Albert. (1997: 14)

(99) *Gyvuliams pašaro netrūko, bet jie veikiai **suvokė**, jog patiems teks gerokai pasninkauti.*
   (2003:13)

*There was enough fodder for the animals, but they soon **discovered** there was not much food*
   available for themselves. (1997: 14)   (See Appendices 50-74)

Table 5. Means of expression of general perfectivity in English and Lithuanian
languages.

Lithuanian(125)	Prefix: prefix+auxiliary verb (*už-*)
	Prefix+verb: ***at-*(5), *pa(si)-*(37), *iš-*(18), *nu-*(25), *su-*(33), *per-*(2), *į-*(1)**
	participle: ***atsižvelgiant** į vienuoles*
	suffix *-**elė-(4)***
	prefix - *į*
	transitive verb(2)
	Present tense (1)
	Co-text: ***patraukė pečiais, pakėlė** skaidrias, šviesiai mėlynas **akis***
	decausative reflexive verb(3)
	Future tense(1)
English(125)	the co-text: auxiliary verb(2)
	the Goal: to show the direction of a process: ***walked to** the centre of the clearing, **fell into silent thought, sank back** into his chair*
	a partial completion of a process: ***made no mention** of a time limit, **When she saw, make some noises***
	attribute *up-* and *down-* ***downed, not to upset, uprooted***
	some constructions: phrases: ***give a look, take a glance, give a smile, take a breath, catch a breath, make a noise, give a pat, put out, take him long to notice, soft smile lit Mother Superior's face, went true***
	idioms: ***made a noisy retreat, made no mention***
	phrasal verbs: with ***up(5), down(3), off(2), out(4), over(3), away(2), through(2), at(1)***

	Past Simple(60)
	Present Simple(1)
	Future simple(2)
	Past Perfect(1)
	Passive voice past simple(2)
	Phrase/idiom(1)

It can be seen from the **Table 5 that** there is no additional meaning as perfectivity is not mixed with other meanings. It is seen in the examples of general perfectivity aspect. English language employs the co-text and frame adverbials and the Goal as they help to express the meaning definitely. In Lithuanian besides the co-text a prefix (for instance: *pa-, iš, nu-, su-*) is important. However, the prefixes not in all cases signal general perfectivity. The English language has only prefixes *up-* and *down-* to express additional meaning and there are some specific means of perfectivization as well. The structure of perfective, as an analytic verb structure, is referred to as the Range. The first part lacks of lexical structure. The Range helps avoiding use of verbs as English has a tendency not to use verbs. The Range nominal makes a WH-cleft structure clearer than a verb. The perfective aspect can be expressed by some constructions. The verbs used in this construction are: *have, take, give, make, put*, and *do*. Accomplishment processes are useless for it, and the Range cannot be perfectivizing device for the syntax of accomplishments, which are syntactically transitives. The immediate environment of the verb effects the specification of the verb aspect in accomplishment clauses. A perfectivizing devices: adverbial particles (phrasal verbs) (e.g. *up, through, down, over*, etc.) are used to change the aspect of the verb.

5.2.2. Expression of specific perfectives

Specific perfectives are partially realized, with included other components of meaning, processes. In English they are formed by the use of particles. In Lithuanian - by the use of prefixes, most of them are specific. The process of forming and the meaning of perfectivity are modified diversely. Specific perfectives are formed through a lexico-grammatical process, as lexical meaning of the verb determines the use of the perfectivizing elements. English and Lithuanian have the devices used with verb lexemes. In English particles used for the forming of specific perfectives are: *up, down, over, off, away, out, bark, through, in*; in Lithuanian these prefixes are used: *iš-, į-, už-, ap-, per-, pri-, su-, pra-, at-, ati-*.

English particles used for the forming of specific perfectives:

in

(100) *-Keturiolika, Jūsų Ekscelencija. Mat vienas mirė ir du sužeisti, -atsakė Henkė,*
nedrįsdamas meluoti*. (2003: 37)*

"Fourteen, Your Excellency. You see, one died and two are wounded," said Henke
honestly, **afraid to lie in this instance***. (1997: 43)*

(101) *Nušovė jį taikliai, bet tas* **šūvis vos nesibaigė nelaime***. (2003: 8)*
His arrow went true, but this particular **shot almost ended in disaster***. (1997: 9)*

away

(102) *Merginos apsisuko ir* **nuėjo***, plevėsuodamos baltais apsiaustais. (2003: 30)*
They turned and **walked away***, their white habits fluttering in the breeze. (1997: 34)*

over

(103) *- Mes dar* **nepažiūrėjome balandėlių***! Na, gerai jau...- Teodora nuliūdusi patraukė*
pečiais ir buvo besekanti paskui draugę, nes ši jau skubėjo durų link. (2003:15)

"But we **haven't had a chance to look them over** *yet! Well..." Teodorica shrugged*
resignedly because Francesca was already on her way to the door. (1997: 16)

through

(104) *-Mes taip dėkingi Viešpačiui ir jums... – sumurmėjo Bardo,* **nespėjęs išpasakoti dar**
nė pusės savo vargų*. (2003:10)*

"We are most grateful to the Lord and to you..." mumbled Bardo, who **had not gotten** *even*
halfway **through his** *customary* **tale** *of woe. (1997: 11)*

out

(105) *Netrūko ir kitų nuodėmių, tačiau* **negalėjai numatyti***, kuri šiuo metu vyskupui taip*
parūpo. (2003: 33)

There were more sins and misdemeanors as well, but he could not **figure out** *which of them*
had come *to the Bishop's* **attention***. (1997: 38)*

Lithuanian prefixes:
į-

(106) *O pamačiusi pro virbus liūdnai besidairančias beždžioniukes, ji kaip mat atsiminė, kad rūsyje buvo užsilikę keletas pernykščių obuolių ir smėlyje **įkastų** morkų.* (2003:13)

*When she saw the sad – eyed monkeys in their cage she immediately **recalled** that there were a few wilted apples and some **carrots in the root – cellar**.* (1997: 14)

(107) - *Gal turėsime garbės parodyti jums, ką jos moka ... – **įsiterpė** Bardo ir draugiškai linktelėjo viešnioms.* (2003:14)

*"We would be honoured to show you what they can do," Bardo **inclined his head**, greeting the visitors.* (1997: 16)

(108) - ***Įpuola**, paaikčioja ir išlekia ... – suniurzgė jis. – net parodyt tinkamai nesuspėjom.* (2003:15)

*"They **barge in**, make some noises and suddenly run off..." he muttered.* (1997: 17)

(109) - *Ji atrodė keistoka. – **įsiterpė** ir Kristina. – Tokia tarsi permatoma.* (2003:16)

*"She did look odd," **chimed in** Christin. "Sort of translucent."* (1997: 17)

(110) *Keliose vietose aptiko sniege **įmintų** vilko pėdsakų ir atidžiai juos ištyrinėjo.* (2003: 21)

He discovered wolf tracks in several different areas and took time to study them. (1997: 25)

(111) *Frančeskos veide **įsižiebė** atlaidi šypsenėlė.* (2003: 27)

*A forgiving **smile crossed Francesca's narrow face**.* (1997: 31)

iš-

(112) *Kartą miškuose netoli Kuoknės pilies jam **iškilo tikras pavojus**.* (2003: 8)

*Once, in the vicinity of Koknese castle he **met with real danger**.* (1997: 8)

(113) (114) *Vos **išnirus** iš miško ir pirmąsyk **išvydus** vienuolyną, jiems pasirodė, jog teisūs greičiausiai tie, kurie kalbėjo apie Kristfeldo vienuolių neturtą ir paprastumą.*(2003 : 9, 10)

*When they **emerged** from the forest and **caught their first glimpse** of the abbey, it certainly seemed that those who spoke about the simplicity and humbleness of Christfeld were correct.* (1997: 10)

(115) *Vilko pėdsakus Uvis aptiko jau pirmą dieną, kai **išėjo** į medžioklę. (2003: 21)*
Uvis noticed the wolf's spoor on his first foray into the wood. (1997: 24)

   su-

(116) *Tad, kai gandas apie Frančeskos bendravimą su žvėrimis pasiekė abatės ausis, ji kiek*
   ***susirūpino** ir pasikvietė merginą pokalbiui. (2003:18)*
So when the rumour of her talks with the forest animals reached her ears, Mother Abbess
   ***felt somewhat uneasy** and asked Francesca in for a visit. (1997: 21)*

(117) *-Tad štai ... labai įdomiai klostosi,- vyskupas nutilo ir **susimąstė**. (2003: 35)*
*"So… Very interesting." The Bishop **fell into silent thought**. (1997: 41)*

   už-
(118) *-Būk pašlovintas, mano Viešpatie, už seserį Ugnį, progiesmiais **užtraukė** Frančeska.(*
   2003: 28)
*"Be praised, My Lord, for Brother Fire," **began** Francesca, her voice adjusting itself on the*
   rhythm of the chant. (1997: 32)
(See Appendices 75-83)

   ap-
(119) *Uvis paskubom **apkasė** stirniną sniegu, pasistengė nulaužtom eglių šakom nušluoti*
   pėdsakus, o pats susigūžė užšalusio ežerėlio švendrynuose. (2003: 8)
*Uvis quickly **piled** heaps of snow as best he could, then hit in the ticket of rushes*
   surrounding a nearby lake. (1997: 9)

(120) *Kovo pabaigoje, **aplenkdami**, net ir žiemą neperžengiamas pelkes Turaidos pietuose,*
   jie pasiekė Kristfeldo vienuolyno sritį. (2003: 9)
*Toward the end of March, **skirting the treacherous** bogs to the south of Turaida, they*
   reached the region near Christfeld Abbey. (1997: 9)

(121) *Vilko pėdsakus Uvis **aptiko** jau pirmą dieną, kai išėjo į medžioklę.(2003: 21)*
*Uvis **noticed** the wolf's spoor o his first foray into the wood. (1997: 24)*

(122) *Keliose vietose **aptiko** sniege įmintų vilko pėdsakų ir atidžiai juos ištyrinėjo. (2003:*

21)

He **discovered** wolf tracks in several different areas and took time to study them. (1997: 25)

(See Appendices 84-87)

per-

(123) *-Tai jūs **nepersikėlė**t per upę? (2003: 34)

 "You **didn't cross** the river?" (1997: 40)

(124) *Žalsvosios beždžionėlės susilaukė ypatingo dėmesio ne tik iš virėjos: jau kitą rytą, tuoj po ankstyvųjų giedojimų, tvarto slenkstį nedrąsiai **peržengė** dvi jaunos novacijos. (2003:13)*

*The forlorn green monkeys attracted special attention, and the following morning, right after morning prayers, two young novices **stepped** hesitantly **through** the stable door. (1997: 14)*

(125) *Jos sustojo prie durų ir, sunėrusios rankas ant krūtinės, kukliai žvalgėsi. **Neperžengė** slenksčio, kol Margarita paėmė vieną už alkūnės ir pakvietė užeiti. (2003:13)*

***She stood with folded hands in the doorway** until Margareta took her by the elbow and asked to come in. (1997: 14, 15)*

(See Appendices 88-90)

pri-

(126) *Teodora pažvelgė į savo draugę visiškai apstulbusi ir **prispaudė** prie krūtinės sugniaužtas rankas. (2003: 27)*

*Theodorica looked at her friend with complete astonishment and **pressed both hands to her chest**. (1997: 31)*

(127) *-Iš tikrųjų, **pritarė** Teodora. – (2003: 28)*

"*It certainly is*", **confirmed** Theodorica. (1997: 33)

(128) *-Na, Teodorika tyrėtų pažinti, - **pritarė** abatė. (2003: 31)*

"*Well, and so she should," **agreed** the Abbess. (1997: 36)

(129) *-Taip. Jis pirmas **priėjo**. Bet daug nekalbėjom, - (2003: 30)*

 "*Yes. He **approached** me. But we didn't talk long,"* (1997: 35)

(130)(131) *-O ne. Jūsų Ekscelencija. O ne! –Henkė nejučiomis ranka **prisidengė** išmuštos*

*kairiosios akies duobę. –Taip, taip! Žinoma **prisimenu**.* (2003: 34)

*"Oh no, Your Excellency. No, no!" Henke involuntarily **raised his hand to cover** the empty socket of his left eye. "Yes, yes! Of course, I **remember**…"* (1997:39)

pra-

(132) *-Ką gi, man patiko viena malda ... Toji apie ugnį, - **pratarė** jis, - Apie pašloviną seserį ugnį ...* (2003: 27)

*"Well, I liked the one… That prayer to the fire," he **admitted**." How did it go?"* (1997: 32)

(133) *Taip baugiai artėjęs šunų lojimas **pradėjo slopti** ir iš pro nuogus medžius toli sklindančio skalijimo atrodė, jog jie pasuko į rytus, taip ir neužtikę nei jo, nei stirnino pėdsakų.* (2003: 8)

*She **made the hounds** veer aside without stumbling on the buck's spoor.* (1997: 9)

(134) *Kai jis **pradėjo** jau daug kartų išbandytą kalbą apie kelionės sunkumus, pailsėti bent porą dienų, abatė supratingai skėstelėjo rankomis.* (2003:10)

*When he **began** his usual lamentation about the difficulty of travel on impassable roads, the cold, the tired women, and how essential it was for them to rest at least a day or two, she interrupted him with an eloquent gesture.* (1997: 11)

(135) *-Ten ramu, - **pratarė** ji.* (2003:18)

*"It's peaceful there," she **said** evenly.* (1997:21)

(136) *-Aš turiu vieną klausimą, - neryžtingai **pradėjo** ji.* (2003: 20)

*"I do have one," she **ventured** uncertainly.* (1997: 23)

at-

(137)(138) ***Užuot atsakęs**, Uvis giliai įkvėpė ir **atsiduso**.* (2003: 28)

***Instead of answering** Uvis took a deep breath and **held it**.* (1997: 33)

(139) *Viešpats **atsakė** į mano maldą.* (2003: 28)

*And I know the Lord **answered** my prayer. "*(1997: 33)

(140) *-Taip. Ir pagonis! – tvirtai **atsakė** Teodorika. Aš irgi buvau pagonė, o dabar pažvelk į mane!* (2003: 29)

"Yes. Pagans too! "said Theodorica adamantly. "I was born a pagan, and look at me!" (1997: 33)

(141)(142) *Bet štai tik keletą dienų po to, kai į vienuolyną atsibeldė ta sušalusių, akivaizdžia neturinčių kur prisiglausti keliaujančių juokdarių trupė, po rytmetinių giedojimų Frančeska pati atėjo pas ją ir pasakė norinti pasikalbėti.* (2003: 30)

But only a week or so after that frozen and obviously homeless group of travelling performers arrived at the abbey, Francesca herself approached the Abbess, asking if she could talk to her. (1997: 35)

(143) *-Žinau. Bet jis atėjo, kai aš meldžiausi, ten prie miško.- Frančeska nuleido akis, nes vyresnioji priekaištingai pažvelgė į ją. -* (2003: 31)

"I know. But he come to me when I was praying near the wood," Francesca lowered her eyes, sensing the Abbes reproachful glance. (1997: 36)

(See Appendices 91-97)

ati-

(144) *Kartą medžiolės laimikis tebuvo viena vandeninė žiurkė, Uvis Vilkutei atidavė beveik visą grobį išskyrus užpakalines kojas.* (2003: 92)

One night, after a particularl unsuccessful day, when he had caught only one solitary rat, <...>. He had given Kova the remainder of the carcass, which she had immediately proceeded to gulp down to the last scrap. (1997: 106)

In distinguishing perfective from imperfective processes the main role is on derivation i.e. by adding the prefixes. It is the main criteria on this matter.

Table 6. Means of expression of specific perfectives in English and Lithuanian languages.

Lithuanian(64) Examples of only Lithuanian source	prefixes: *iš-(3), į-(6), už-(10), ap-(8), per-(6), pri-(5), su-(2), pra-(5), at-(12), ati-(1).*
English (6) Examples of only Enlish source	English particles used for the forming of specific perfectives: *in(2), away(1), over(1), out(1), through(1)*

62

Lithuanian source sentences compared with English source sentences (64)	English particles used for the forming of specific perfectives: *in(2), out(1), through(1), down(1)*
English source sentences compared with Lithuanian source sentences(6)	prefixes: *iš-(1)*

The results provided in the table 6 reveals the fact, that the chosen perfective process can be expressed by two devices, in Lithuanian they are expressed by the use of prefixes, whereas in English particles are employed. In the source of a certain book could be found such amount of cases in Lithuanian language: 64, and in English language only 6. Thus by comparing the examples in both languages, it occurred that the amount of the devices of the same aspect cannot occur accordingly. The meaning of the sentences is transferred by quite different means of expression. The main role was on the co-text(adverbs, phrasal verbs, auxiliary verbs, idioms or fixed phrases) in English language, in Lithuanian language the thought was rendered by the use of prefixes, suffixes, co-text(if auxiliary verb occurs, or a situation).

In expressing of specific perfectives, processes are fully or partially realized. Specific perfectives are partially realized by other components of processes not only the verb. Specific perfectives in English are formed by the use of verb+particles, in Lithuanian by the use of prefixes+verbs. Specific perfectives are formed through a lexico-grammatical process. English and Lithuanian possess have a limited number of the devices for this grammatical process.

5.3. Perfectivization of inchoative accomplishments

Inchoative accomplishments are perfectivized in the simple tense forms (non-perfect or perfect): present, past or future. There are non-habitual and habitual forms of perfective: habitual present, past and future as well as non-habitual past and future. Inchoative predicates focus on the beginning part of an event.

(145) *Kadangi atrodė, kad pagaliau jiems **nusišypsojo** laimė, jis net išdrįso lygiai taip pat nusižeminęs prasitarti, jog tokie sunkūs laikai, kad jie nežino, iš kur gaus kitą duonos kąsnį ar skystos žirnienės dubenį.* (2003:11)

*Since luck seemed to **have** finally **smiled** on them, he was even that times now were so hard, they never knew where their next crust of bread of meager bowl of porridge was coming from.* (1997: 12)

Accomplishment process of unprefixed verbs may be derived with the use of appropriate suffixes: ***-elėti, -erėti***. While in English the past simple tense as well as in Lithuanian language is used, nevertheless the phrasal verbs or the whole expressions are employed.

(146) (147) *Abatė **dirstelėjo** į jį, tarsi tikėdamasi pritarimo, ir Bardo sutrikęs **linktelėjo**, nors turto keliamos pagundos jam niekada neatrodė našta.* (2003:13)
*She **glanced** at him as if expecting confirmation and Bardo **nodded** confusedly.* (1997: 12)

(148) *Ji nudelbė žvilgsnį į savo sunertas rankas, paskui **dirstelėjo** į vyriausiąjį ir vėl nuleido akis.* (2003:18)
*She lowered her gaze to her clasped hands, **raised her eyes to glance** at the Abbess and lowered them again.* (1997:21)

(149) (150) *Bardo patapšnojo Uviui per petį, Kristina nuoširdžiai **pakštelėjo** jam į skruostą ir vėl džiugiai **žybtelėjo** apsiblaususios senojo Kroicvaldo akys.* (2003: 9)
*Bardo **gave him** a solid pat on the back, Christin - **a heartfelt peck on his cheek,** and **a bit of sparkle returned** even to old Kreuzwald's eyes.* (1997: 9)

(151) *Henkė bejėgiškai **skėstelėjo rankom**, o jo rauplėtame reta barzda apžėlusiame veide atsispindėjo vidinė sumaištis.* (2003: 34)
*Henke **spread his hands** helplessly. His pockmarked face with its sparse growth of scraggly beard reflected his inner panic.* (1997: 39)

(152) *Vyskupas nekantriai **mostelėjo ranka**:*
-Kiek verti tie arkliai? (2003: 35)
*The Bishop **waived** impatiently:*
"How much were the horses worth?" (1997: 40)
    (See Appendices 98-104)

Table 7. Means of expression of perfectivization of inchoative accomplishments in English and Lithuanian languages.

Lithuanian(13)	suffixes: *-elėti, -erėti (13)*
	Past Simple (15)
English(13)	auxiliary verb(1)
	Past Simple (7)
	Goal expression: 3
	Phrase/idiom: 3

Inchoative accomplishments are perfectivized in the Past Simple tense form in both languages. In English language more means are employed than in Lithuanian due to the different language structures. In the same case can occur two or more means of expression, as the thought and an aspect should be transferred thoroughly.

Thus general perfectives prevail over non-inchoative accomplishments and inchoative accomplishments in amount of occurrences and means of expression.

CONCLUSIONS

In this study it was aimed to investigate the theoretical literature and articles debating on the perfect and the perfective aspect and to analyse the possible ways of usage of perfect (accomplishment process) in English and Lithuanian languages. Thus, items of aspect verbs of accomplishment process were the object of the research. After the analysis of the subject matter, which was carried out by the means of contrastive analysis method, the following conclusions have been drawn:

1. By reviewing the literature it is clear that Vendlerian event classes' categories are based on their boundedness in time, and on whether they involve a process. Many linguists debated on it and the investigation and overview of the scientific literature sources revealed, that the Vendlerian classification pattern is still applied, though expanded or reduced in number according to the presumptions and findings or the research sphere.

2. By investigating the research sources it was vivid that Perfect verb forms are employed for the processes of present and past forms or to predict processes subsequent to the secondary deictic centre expressed by a future construction for the distinction between endpoints and temporal boundaries. As tense affects a sentence's classification as bounded or

unbounded, it could be presumed that (un)boundedness is necessary for the expression of tense in English.

3. It could be assumed that Accomplishments are telic, but they have stages. An accomplishment is an activity moving towards an end point, or adjusts a terminal point, culmination. It is an activity which has an internal point at the end, and it is not a part of a bigger event without changing its internal structure. The sum of the two events can be described only if is employed an adverbial or a quantifier. Accomplishments are not homogeneous part of an event and cannot be described as a whole event. Accomplishments can be in the progressive as well. Telicity distinguishes accomplishments from activities and states as accomplishments are activities with stages.

4. It was thoroughly investigated and can be assumed that the fact of English being an analytic and Lithuanian as synthetic language determines the means of the expression of aspect: English relies on the syntax for expression of aspect while Lithuanian relies mainly on morphology.

5. After literary investigation and analysing the source text material it could be presupposed that English verbs are neutral with respect to the aspect: outside the co-text it could not be determined which aspect they express. Co-text is an essential mean of the perfectivization of accomplishment process in English in contrast with the role of prefixation. Lithuanian perfectivization process is mainly performed by prefixation. English employs particles besides the grammatical way of expressing perfectivity.

6. Due to the investigation results it could be accepted that Lithuanian language, which has no tense carrier of aspect, the perfectivization process is performed by the morphology of a lexeme. Though English tense carries aspect, as it is realized through tense: the perfective aspect is realized in the past or the future tense. Both languages have aspect. In English verbs are aspectively neutral: they can be both perfective and imperfective. English verbs do not fall into one class or another since their meaning is indifferent as regards aspect. Lithuanian verb can be biaspectual or carries one of the aspects.

7. The literary analysis as well as the investigation of source data reveals that verb aspect is related to time whether the process is durative or stative. Aspect is closely related to tense as aspect is realized by tense. Aspect is not a deictic category and is independent on the deictic centre.

8. Aspect in English and Lithuanian is connected to the semantics of the process. Thus boundedness is not an inherent feature of the process. Boundedness can be arranged by the speaker of both languages. It could be presumed that bounded processes are accomplishments.

9. The investigation results revealed that in both languages more common are specific

not general perfectives aspect classes of accomplishment process, as natural specific perfectives are capable of expressing more meaning in comparison to general perfectives.

10. After the investigation of the punctual aspect examples, it could be presupposed that punctuals have an imperfective meaning while interrupted punctuals has a perfective meaning. Punctual processes end before articulating the expression. Hence they are in the past at the moment of speaking. Rarely do they occur in the simple present. They are perfective by expressing the completion of the inceptive phase of a process or mark the end of a process as a whole. When used as imperfective or still being on processes they are treated as accomplishments.

11. It could be alleged that a general framework for capturing the similarities and differences in the encoding the telicity, can be understood as a maximalization operation in the domain of verbal denotations. Although it was focused on information and data from English and Lithuanian, the overviewed information could be used to analyse the aspect cases of other languages, as well as applied for interpretation of the verb peculiarities in order to transfer the text semantics to other target languages, and for better results of language acquisition.

SANTRAUKA

Procesų perfektyvizacija anglų ir lietuvių kalbose

Šiame darbe nagrinėjamos veiksmažodžio aspekto procesų atpažinimo problemos kylančios dėl raiškos priemonių įvairovės anglų ir lietuvių kalbose. Abi kalbos skiriasi morfologinėmis ir sintaksinėmis ypatybėmis, nes anglų kalba yra analitinė, lietuvių - sintetinė. Lietuvių kalboje, skirtingai nei analitinėse kalbose, daug kaitymo, mažai pagalbinių žodžių, žodžių tvarka laisva. Taip pat apžvelgiami mokslininkų debatai dėl aspektų skirstymo ypatumų anglų ir lietuvių kalbose. Pastebėta, kad mokslininkai, nagrinėję veiksmažodžio veikslo semantiką, remiasi klasikine Vendlerio veikslų skirstymo struktūra, tačiau kiekvienas pasiūlo vieną ar kitą veikslo predikatą smulkiau skirstyti arba atvirkščiai, kelias veikslų rūšis siūlo sujungti, savo atradimus grįsdami nagrinėjamų kalbų pavyzdžiais, pasitelkdami kitų kalbų gretinimo pastebėjimų išvadomis. Dėl nepakankamo srities išnagrinėjimo, kyla daug prieštaravimų bei nerandama tvirtais teiginiais pagrįstų išvadų. Pažymėtina, kad ne visi pastebėjimai taikytini skirtingoms kalboms, bet panašių kalbų semantikos lygmenyje galimi panašūs kalbinės raiškos atitikmenys, tačiau priemonės skirtingose kalbose gali būti skirtingos. Taip atsitinka gretinant šiame darbe lietuvių ir anglų kalbų veikslo atvejį.

Darbe keliamas tikslas yra gretinamuoju metodu išanalizuoti lietuvių ir anglų kalbos pasirinktos veikslo, t.y. *vyksmo* (angl. *accomplishments*) rūšies raiškos būdus ir semantikos raiškos elementus. Todėl apibrėžiami perfekto, aspekto bei jų klasifikacijos elementų konceptai, pateikiama įvairių mokslininkų skirtingos klasifikacijos, aptariama, kokiais kriterijais remiantis mokslininkai skirsto veikslo predikatus.

Darbe remiamasi empirine medžiaga, kurią sudaro 256 veiksmažodžio veikslo vienetai, rinkti iš Skomanto apysakos "Vilkė" (2003) parašytos lietuvių kalba bei šio kūrinio vertimo į anglų kalbą "The Fen Wolf" (1997).

Darbe lyginamos lietuvių ir anglų kalbos veiksmažodžio veikslo semantikos perkėlimo raiškos priemonės, gretinamos abiejų kalbų morfologinės ir gramatinės struktūros išrinktose situacijose. Analizuojant bei grupuojant pasirinkto veikslo predikato pavyzdžius, naudotasi anglų ir lietuvių kalbų kalbininkų pastebėjimais ir naujomis tendencijomis. Darbe taikyti mokslinės lingvistinės literatūros analizės, gretinamosios lingvistinės analizės, bei tipologinis metodai.

Atlikus analizę, išryškėjo, kad abiejų kalbų raiškos priemonių įvairovė akivaizdi. Vienai kalbai neturint kita kalba reiškiamų priemonių, tai kompensuojama kitomis raiškos priemonėmis, pasitaikė atvejų, kai veiksmažodis apskritai net nevartojamas, vietoj jo veiksmo semantika perduodama kitomis kalbos priemonėmis, vien tik kontekstu ar panašiai.

Mažiausiai aptinkama specifinių ir apibendrintųjų vyksmo veikslo atvejų, nes jų raiška sudėtinga ir rečiau taikoma ypač tokio pobūdžio literatūroje, kuri ir buvo pasirinkta pavyzdžiams atrinkti, atpažinti ir sugrupuoti.

SUMMARY

Perfectivization of Processes in English and Lithuanian Languages

This paper deals with the problems of verb aspect identification process caused by the diversity of means of expression in English and Lithuanian languages. Both languages have different morphological and syntactic features, as the English language is analytical, while Lithuanian is synthetic. In Lithuanian language, unlike the analytical languages, has a lot of flexing and few auxiliary words and the word order is free. It also reviews the debates of scientists on the distribution peculiarities of aspects in English and Lithuanian languages. It is noted that scientists, who analysed the semantics of verb aspect, their distribution structure based on the classic Vendler's distribution, but everyone propose subdivisions of verb aspect predicate or vice versa, propose to combine two or even three types under one title of the new notion. Their findings are supported by examples taken from investigated languages as well as

the observations and drawn conclusions out of contrastive analysis of more languages. Due to fact that there is a lack of investigation of the area, there are a lot of controversial arguments and could not be found strongly argumented and proved conclusions based on the findings. It is noted that not all the observations could be applied to different languages, but in the level of semantics of similar languages possible similar equivalents of linguistic expressions, but the means in different languages may be different. In this work it occurs by comparing with the aspect case in Lithuanian and English languages.

The objective in this paper is by employing a comparative method to analyse the means of expression and semantic expression elements of an accomplishment aspect process of Lithuanian and English languages. Therefore there are defined concepts of perfect aspect and their classification elements, also there are given various classifications of various scientists, as well as the provided revealing on what criteria scholars base their dividing of verb aspect predicates.

The paper is based on empirical material, which consists of 256 units of verb aspect, collected from Skomantas' novel "Wolf" (2003) written in Lithuanian language and the English translation "The Fen Wolf "(1997).

The paper reveals a comparison of means of expression in semantics transference of verb aspect in Lithuanian and English. There is provided a comparison of morphological and grammatical structure in elected co-texts of two languages. Observations of English and Lithuanian linguists and the newest findings were applied for analysing and grouping selected verb aspect predicate examples. In the paper there were applied methods of scientific linguistic literature analysis, contrastive linguistic analysis and a typological method as well.

The analysis revealed that a variety of means of expression a verb aspect in both languages is obvious. If one of the languages lacks certain means of expression, it is compensated by other means of expression. There were cases when the verb in general, was not even used, instead of it the semantics of action is transferred by other language tools, for instance, only the context and etc.

The lowest amount of all detected perfective aspect perfectivization processes were specific and general perfective cases, as their formation is more sophisticated and complicated and less applied especially in this kind of literature, which was chosen for collecting, identifying and grouping the examples.

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APPENDICES

Perfectivization of punctual accomplishment processes

(1)(2)(3) - ***Įpuola, paaikčioja ir išlekia*** *... – suniurzgė jis. – net parodyt tinkamai nesuspėjom.* (2003:15)

"*They **barge in, make some noises** and suddenly **run off**..." he muttered.* (1997: 17)

(4) - *Ji atrodė keistoka. – **įsiterpė** ir Kristina. – Tokia tarsi permatoma.* (2003:16)

 "*She did look odd,*" ***chimed in*** *Christin. "Sort of translucent."* (1997: 17)

(5) *Mergina **pakėlė** skaidrias, šviesiai mėlynas akis.* (2003:18)

*Francesca **glanced up** at her.* (1997:21)

(6)(7) *Ji **nudelbė žvilgsnį** į savo sunertas rankas, paskui **dirstelėjo** į vyriausiąją ir vėl nuleido akis.* (2003:18)

*She **lowered her gaze** to her clasped hands, **raised her eyes to glance** at the Abbess and lowered them again.* (1997:21)

(8)(9)(10) *Bardo patapšnojo Uviui per petį, Kristina nuoširdžiai pakštelėjo jam į skruostą ir vėl džiugiai žybtelėjo apsiblaususios senojo Kroicvaldo akys.* (2003: 9)

Bardo gave him a solid pat on the back, Christin - a heartfelt peck on his cheek and a bit of sparkle returned even to old Kreuzwald's eyes. (1997: 9)

Expression of general perfectivity

(11) -*Aš atsiklaupiu**. Pasimeldžiu***. *Ir paukščiai atlekia.* (2003: 19)

"*I kneel and **pray**. And the birds come.*" (1997: 21)

(12) -*Ramu ... – **pakartojo** abatė.* (2003: 19)

 "*Peaceful…" **echoed** the Abbess.* (1997: 22)

(13) -*Tu neblogai kalbi žiemgališkai, - vokiškai **pagyrė** ji, norėdama įtraukti į pokalbį Frančeską, -<...>* (2003: 26)

"You speak Ziemgalian quite well," she **said** *in German, to include Francesca in the conversation.* (1997: 30)

(14) *-Eime. Bet rytoj mes grįšime ir **papasakosime** tau daug nuostabių dalykų. Tu vėl išmoksi maldų. Taip?* (2003: 30)

*"It's time. But we'll be back tomorrow, and **tell** you of many wonderful things. And you will learn the prayers again. Yes?"* (1997: 34)

(15) *-Ak, šitaip. Tai jį **pagrobė** dar vaiką, - vyresnioji palingavo galvą, ir jos veido išraiška sušvelnėjo.* (2003: 31)

*"Ah... So he **was captured** as a child!" The abbess **nodded**, her expression softening.* (1997: 36)

(16) *Kiek padvejojusi, abatė **pamirkė** plunksną į rašalinę ir dailia rašysena išvedžiojo, kad krikštui rengiasi ir jaunas žemaitis, atvykęs į vienuolyną, su grupele klajojančių artistų.* (2003: 32)

*The Abbess deliberated for a while then **dipped** her quill into the inkwell and in her precise hand added that a young Samogitian who had come to the convent with a group of wandering was also being prepared for baptism.* (1997: 37)

(17) *Henkės balsas iš baimės drebėjo, tad vyskupas nekantriai **pamojo** ranka, kad šis nutiltų.* (2003: 36)

*The fear in Henke's voice was very obvious, and the Bishop **gestured** for him to keep quiet.* (1997: 41)

(18) *- Įpuola, **paaikčioja** ir išlekia ... – suniurzgė jis. – net parodyt tinkamai nesuspėjom.* (2003:15)

*"They barge in, **make some noises** and suddenly run off..." he muttered.* (1997: 17)

(19) *Šį kartą Frančeska **pažvelgė** jai tiesiai į akis.* (2003: 20)

*Francesca raised her head and **looked** directly **at** her superior.* (1997: 23)

(20)(21) *Jos sustojo prie durų ir, sunėrusios rankas ant krūtinės, kukliai žvalgėsi. Neperžengė slenksčio, kol Margarita **paėmė** vieną už alkūnės ir **pakvietė** užeiti.* (2003:13)

*She stood with folded hands in the doorway until Margareta took her by the elbow and **asked***

to come in. (1997: 14, 15)

(22)(23) *Tad, kai gandas apie Frančeskos bendravimą su žvėrimis* **pasiekė** *abatės ausis, ji kiek susirūpino ir* **pasikvietė** *merginą pokalbiui.* (2003:18)
So when the rumour of her talks with the forest animals **reached** *her ears, Mother Abbess felt somewhat uneasy and* **asked** *Francesca in for a visit.* (1997: 21)

(24) *-Ar tikrai su jais kalbi, mano vaike?- švelniai* **paklausė** *abatė, kai Frančeska įžengė į jos kambarį.* (2003:18)
 "Do you actually talk with them, my child?" she **asked** *softly when Francesca had been admitted to her room.* (1997: 21)

(25) *Mergina* **pakėlė** *skaidrias, šviesiai mėlynas* **akis**. (2003:18)
Francesca **glanced up** *at her.* (1997:21)

(26) *Jau po kelių dienų jis* **pastebėjo**, *kad pėdsakai dažniausiai veda į pelkės pakraštį, kur prieš kelis metus praūžusi audra išvartė visą eglyną.* (2003: 21)
It **didn't take him long to notice** *that the tracks led repeatedly to the edge of the bog where some years ago a hurricane had levelled an entire forest of firs.* (1997: 25)

(27) *Vieną vakarą, pavargęs ir sušalęs po ilgo tykojimo pelkės pakraščiuose, Uvis traukė namo ir* **pastebėjo** *dar vieną eilę vilko pėdsakų.* (2003: 22)
One particular evening when he was making his cold and tired trek home after a long day of futile hunting, he **noticed** *another set of wolf tracks.* (1997: 26)

(28) *Tetervinas* **pasibaidė** *ir triukšmingai plakdamas sparnais nuskrido į pelkę, Uviui neliko kitos išeities, kaip pelkės salelėje susikurti ugnį ir išsidžiovinti sušlapusias nagines.* (2003: 22)
The startled cock **made a noisy retreat** *into the depths of the swamp and there was nothing for Uvis to do but search for a bit of high ground so that he could make a fire and dry his soggy foot-gear.* (1997: 26)

(29) *Jos tarsi plaukte* **išplaukė** *iš tvarto<...>* (2003:15)
They **left** *as silently as they had come.* (1997: 17)

(30) - *Įpuola, paaikčioja ir **išlekia** ... – suniurzgė jis. – net parodyt tinkamai nesuspėjom.* (2003:15)

"*They barge in, make some noises and suddenly **run off**..." he muttered.* (1997: 17)

(31) *Keliose vietose aptiko sniege įmintų vilko pėdsakų ir atidžiai juos **ištyrinėjo**.* (2003: 21)

*He discovered wolf tracks in several different areas and **took time to study** them.* (1997: 25)

(32) *Jau po kelių dienų jis pastebėjo, kad pėdsakai dažniausiai veda į pelkės pakraštį, kur prieš kelis metus praūžusi audra **išvartė** visą eglyną.* (2003: 21)

*It didn't take him long to notice that the tracks led repeatedly to the edge of the bog where some years ago a hurricane **had levelled** an entire forest of firs.* (1997: 25)

(33) -*Eime. Bet rytoj mes grįšime ir papasakosime tau daug nuostabių dalykų. Tu vėl **išmoksi** maldų. Taip?* (2003: 30)

"*It's time. But we'll be back tomorrow, and tell you of many wonderful things. And you **will learn** the prayers again. Yes?*" (1997: 34)

(34) *Abatė **išlydėjo** Frančeską akimis, ir ją apėmęs geras ūpas išsilaikė, kol mergina uždarė duris.* (2003: 32)

*The Abbess **watched** her leave, and he good mood that had enveloped her persisted until Francesca closed the door.* (1997: 37)

(35) *Sekančią dieną, kai Frančeska **išėjo** į pamiškę pasimelsti, tarp beržų kamienų Uvis vėl pamatė vilkę.* (2003: 38)

*The following day, when Francesca **went** to the edge of the wood to pray, Uvis again glimpsed the wolf among the birches.* (1997: 44)

(36) *Kadangi atrodė, kad **pagaliau** jiems nusišypsojo laimė, jis net išdrįso lygiai taip pat nusižeminęs prasitarti, jog tokie sunkūs laikai, kad jie nežino, iš kur gaus kitą duonos kąsnį ar skystos žirnienės dubenį.* (2003:11)

*Since luck seemed to have finally **smiled** on them, he was even that times now were so hard, they never knew where their next crust of bread of meager bowl of porridge was coming from.* (1997: 12)

(37) *Bardo suglumęs žvelgė, kaip jų baltos suknelės **nušlavė** aukštą arklidžių slenkstį.*

(2003:15)

*Bardo looked anxiously as their white robes **swished over** the high stoop of the stable door.* (1997: 17)

(38)(39) *Ji **nudelbė žvilgsnį** į savo sunertas rankas, paskui dirstelėjo į vyriausiąją ir vėl nuleido akis.* (2003:18)

***She lowered her gaze** to her clasped hands, raised her eyes to glace at the Abbess and lowered them again.* (1997:21)

(40) *Abatė **nusišypsojo**.* (2003: 20)

*The Abbess **smiled**.* (1997: 23)

(41) *Tetervinas pasibaidė ir triukšmingai plakdamas sparnais **nuskrido** į pelkę, Uviui neliko kitos išeities, kaip pelkės salelėje susikurti ugnį ir išsidžiovinti sušlapusias nagines.* (2003: 22)

*The startled cock **made a noisy retreat** into the depths of the swamp and there was nothing for Uvis to do but search for a bit of high ground so that he could make a fire and dry his soggy foot-gear.* (1997: 26)

(42) *Teodorika beviltiškai **numojo** ranka, beveik idealiai pamėgdžiodama abatę.* (2003: 29)

*Theodorica, **gestured** helplessly in an almost perfect imitation of the Abbess.* (1997: 34)

(43) *Jų pokalbį pertraukė duslūs varpo dūžiai. Abi novacijos bematant **nulenkė** galvas ir persižegnojo.* (2003: 29)

*They were interrupted by the muted sound of the steeple bell. Both novices immediately **bowed** their heads and crossed themselves.* (1997: 34)

(44) *Merginos apsisuko ir **nuėjo**, plevėsuodamos baltais apsiaustais.* (2003: 30)

*They turned and **walked away**, their white habits fluttering in the breeze.* (1997: 34)

(45) *-Žinau. Bet jis atėjo, kai aš meldžiausi, ten prie miško.- Frančeska **nuleido akis**, nes vyresnioji priekaištingai pažvelgė į ją. -* (2003: 31)

*"I know. But he come to me when I was praying near the wood," Francesca **lowered her eyes**, sensing the Abbes reproachful glance.* (1997: 36)

(46) -*O taip ... Tikiuosi, gavęs tokią mokytoją, jis apsispręs krikštytis, - motinėlė švelniai* **nusišypsojo**. (2003: 32)

"Ah… But with you for a teacher, his decision will have to be positive." **A soft smile lit Mother Superior's face**,<...> (1997: 37)

(47) *Vyskupas atsiduso ir vėl* **nugrimzdo** *į savo krėslą.* (2003: 34)
The Bishop sighed and **sank back** *into his chair.* (1997: 40)

(48) -*Tad štai ... labai įdomiai klostosi,- vyskupas* **nutilo** *ir* **susimąstė**. (2003: 35)
"So… Very interesting." The Bishop **fell into silent thought**. (1997: 41)

(49) *Kai kurie pagonys* **nulenkė** *savo nepaklusnias galvas ir leidosi pakrikštijami.* (2003: 5)
Some of the heathens **had bowed** *their insolent head and were baptized*; (1997: 5)

(50) *Viena buvo ta pati, kuri* **sutiko** *juos prie vartų, o antroji, už ją aukštesnė ir lieknesnė, buvo išblyškusi it popierius ir labai nedrąsi.* (2003:13)
One of them was the same sister who had first **met** *them at the gate, the other was taller and slimmer, very pale and very shy.* (1997: 14)

(51) *Jos* **sustojo** *prie durų ir, sunėrusios rankas ant krūtinės, kukliai žvalgėsi. Neperžengė slenksčio, kol Margarita paėmė vieną už alkūnės ir pakvietė užeiti.* (2003:13)
She **stood** *with folded hands in the doorway until Margareta took her by the elbow and asked to come in.* (1997: 14, 15)

(52) *Pamačiusi gyvūnėlius, Teodora iš nuostabos* **suplojo** *rankomis. Jos veidas švytėjo pasitenkinimu.* (2003:13)
When Teodorica saw the animals, she **clapped** *her hands in surprise. Her entire face shone with delight.* (1997: 15)

(53) *Už Bardo nugaros stovėjo Uvis ir jo žvilgsnis* **susidūrė** *su blyškiosios merginos žvilgsniu.* (2003:14)
Uvis stood several steps behind Bardo and now the glance of the pale one **met** *his.* (1997: 16)

(54) -*Na, mat, aš norėjau pasakyti... Aš tik norėjau pasakyti... –* **sumurmėjo** *jis ir dirstelėjo į Kristiną.* (2003:15)

*"Well, I meant... I only meant..." he **mumbled** and glanced toward Christin.* (1997: 16)

(55) - *Įpuola, paaikčioja ir išlekia ... – **suniurzgė** jis. – net parodyt tinkamai nesuspėjom.* (2003:15)

*"They barge in, make some noises and suddenly run off..." he **muttered**.* (1997: 17)

(56) -*Mano pareiga pranešti? – vos girdimai **sušnabždėjo** Frančeska.* (2003: 19)

*"Is it my duty to report?" **asked** Francesca in a barely audible whisper.* (1997: 22)

(57) *Frančeska linktelėjo ir **sušnibždėjo**.* (2003: 20)

*"Francesca nodded and **whispered** a breathless "Yes."* (1997: 23)

(58) *Uvis stabtelėjo ir **susimąstė**, <...>* (2003: 21)

*Uvis stopped, and **considered**.* (1997: 25)

(59) *Uvis **neteko žado** ir **sustingo**.(* 2003: 23)

*Uvis **froze in mid-stride**.* (1997: 27)

(60) *Ir tada jų žvilgsniai **susitiko**.* (2003: 24)

*And then their glances **met**.* (1997: 28)

(61) -*Nežinau ... – pagaliau **sušnibždėjo** jis.* (2003: 28)

*"I don't know, "he **whispered** finally.* (1997: 33)

(62) *Viešpats atsakė į mano maldą. Tai jis mus vėl **suvedė**.* (2003: 28)

*He arranged it so we **met** again. "*(1997: 33)

(63) -*Tave lanko vilkė?! – apstulbusi **sušuko** Teodorika.* (2003: 29)

*"A wolf comes to you?!" **persisted** Theodorica.* (1997: 34)

(64)–*Taip,- **sutiko** Uvis.* (2003: 30)

*"Yes," **agreed** Uvis.* (1997: 34)

(65) *Paskui vyresnioji atsiduso, **suraukė** antakius, ir jos pavargęs žvilgsnis nuslydo prieš ją gulinčiu pergamentu.* (2003: 32)

*Then she sighed and **frowned** wearily at the parchment lying in front of her.* (1997: 37)

(66) -*Kur jūs užklupote tuos du belaisvius, kuriuos **sugavot** per Mežuotnės pilies apgultį?*
(2003: 33)

 *"Where did you come upon those two prisoners you **took** during the siege of Mezotne?"*
(1997: 39)

(67) -***Sugavote** du medžiojančius vaikus.* (2003: 35)
*"You **caught** two children out for a hunt!"* (1997: 41)

(68) *Vyskupas įdėmiai pažvelgė į priešais stovintį galvą nukorusį Henkę. Atrodė, jog kažką*
įtemtai svarsto ir kad nelabai patenkintas pasiektomis išvadomis. Jis atsiduso ir
***suraukė** kaktą.* (2003: 36)

The Bishop looked more intently at Henke, standing so abjectly before him. His lips
***compressed** into a thin line, and he sighed.* (1997: 41)

(69) *Bet štai, pasirodo, kad ten kartu su akrobatais atsirado ir tas vaikinas, kuri kadaise*
***sugavom**.* (2003: 36)

But it seems that among a group of travelling acrobats there is a young man who is most
*likely, the same one you **captured** some years ago.* (1997: 42)

(70) *Vyskupas nepatenkintas **susiraukė**.* (2003: 37)
*The Bishop **frowned**.* (1997: 43)

(71) *Henkė **sustojo** ir atsigrėžė į vyskupą.* (2003: 37)
*Henke **stopped** and turned to face the Bishop.* (1997: 43)

(72) *Baltas purus sniegas papilkėjo, sukietėjo, **suskeldėjo** ir einant traškėdamas lūžinėjo po*
kojomis. (2003: 5)

*The fresh white snow had weathered, turned gray, **hard and brittle**, crunching underfoot.*
(1997: 5)

(73) *Uvis **sumurmėjo** nuoširdžią padėką Medeinai, o kai partempė brangųjį laimikį į kuklią*
stovyklą, jau buvo visiškai tamsu. (2003: 9)

*<...> he **prayed fervently** to Medeina. It was completely dark by the time he returned to their*

makeshift campsite, dragging the precious food. (1997: 9)

(74) *Kuklumo ir paprastumo įspūdis dar **sustiprėjo** jiems nedrąsiai įvažiavus pro vartus.*
   (2003:10)

*The initial impression of simplicity and unpretentiousness **was confirmed** as they cautiously*
   entered the compound through the gate. (1997: 10)

Expression of specific perfectives

(75) *Abatė išlydėjo Frančeską akimis, ir ją apėmęs geras ūpas issilaikė, kol mergina **uždarė***
   duris. (2003: 32)

The Abbess watched her leave, and his good mood that had enveloped her persisted until
   *Francesca **closed** the door.* (1997: 37)

(76) *-Kur jūs **užklupote** tuos du belaisvius, kuriuos sugavot per Mežuotnės pilies apgultį?*
   (2003: 33)

*"Where **did you come upon** those two prisoners you took during the siege of Mezotne?"*
   (1997: 39)

(77) *-Taip, žinoma. Žinoma! – **užtikrino** Margareta. – prašom į vidų!* (2003:13)

*"Yes, yes... Certainly," Margareta **assured** them. "Please, they're over there."* (1997: 15)

(78) *-Ir jos maldos tai pasiekė! – tvirtai **užtikrino** Teodorika.* (2003: 29)

*"It certainly is", **confirmed** Theodorica.*(1997: 33)

(79) *Mes labai norėtumėm. Labai! Ar ne, Frančeska? – džiaugsmingai **užtikrino** Teodorika.*
   (2003:15)

*"We'd truly, truly love to! Isn't that right, Francesca?" **bubbled** Teodorica happily.* (1997:
   16)

(80) *Taip baugiai artėjęs šunų lojimas pradėjo slopti ir iš pro nuogus medžius toli sklindančio*
   *skalijimo atrodė, jog jie pasuko į rytus, taip ir **neužtikę** nei jo, nei stirnino pėdsakų.*
   (2003: 8)

*She **made the hounds** veer aside without stumbling on the buck's spoor.* (1997: 9)

(81) *O pamačiusi pro virbus liūdnai besidairančias beždžioniukes, ji kaip mat atsiminė, kad rūsyje buvo* **užsilikę** *keletas pernykščių obuolių ir smėlyje įkastų morkų.* (2003:13)

When she saw the sad – eyed monkeys in their cage she immediately recalled that there **were** *a few wilted apples and some carrots in the root – cellar.* (1997: 14)

(82) *Jos sustojo prie durų ir, sunėrusios rankas ant krūtinės, kukliai žvalgėsi. Neperžengė slenksčio, kol Margarita paėmė vieną už alkūnės ir pakvietė* **užeiti**. (2003:13)

She stood with folded hands in the doorway until Margareta took her by the elbow and asked **to come in**. (1997: 14, 15)

(83) *Kadangi viešniomis* **užsiėmė** *Margareta, jis tik trumpai žvilgtelėjo į jas ir grįžo prie savo darbo.* (2003:14)

Since Margareta **had taken it unto herself to entertain** *the guest, he had given them only a cursory look and had turned his attention back to his job.* (1997: 15)

(84) *Sulig šiais žodžiais* **apsiniaukė** *net nuolat besišypsantis Teodoros veidas.* (2003: 28)

Even Theodorica's constantly smiling face **turned somber**. (1997: 33)

(85) *Merginos* **apsisuko** *ir nuėjo, plevėsuodamos baltais apsiaustais.* (2003: 30)

They **turned** *and walked away, their white habits fluttering in the breeze.* (1997: 34)

(86) *-O taip ... Tikiuosi, gavęs tokią mokytoją, jis* **apsispręs** *krikštytis, - motinėlė švelniai nusišypsojo.* (2003: 32)

"Ah... But with you for a teacher, **his decision will have to be positive**.*" A soft smile lit Mother Superior's face,<...>* (1997: 37)

(87) *Abatė išlydėjo Frančeską akimis, ir ją* **apėmęs geras ūpas** *išsilaikė, kol mergina uždarė duris.* (2003: 32)

The Abbess watched her leave, and **the good mood that had enveloped** *her persisted until Francesca closed the door.* (1997: 37)

(88) *Tačiau, išgirdus tą tylų novacijos atsakymą, jo nugara* **perbėgo** *šiurpas.* (2003:14)

But the novice's soft answer sent a **shiver down his spine**. (1997: 15)

(89) *Mergina* **persižegnojo** *ir iš lėto atsistojo.*(2003: 24)

*Francesca **crossed herself** and slowly stood up.* (1997: 28)

(90) *Jų pokalbį **pertraukė** duslūs varpo dūžiai. Abi novacijos bematant nulenkė galvas ir **persižegnojo**.* (2003: 29)

*They **were interrupted** by the muted sound of the steeple bell. Both novices immediately bowed their heads and **crossed themselves**.* (1997: 34)

(91) *-Ir jis **atsimena** maldas?* (2003: 31)

*"And he **remembers** the prayers?"* (1997: 36)

(92) *Paskui vyresnioji **atsiduso**, suraukė antakius, ir jos pavargęs žvilgsnis nuslydo prieš ją gulinčiu pergamentu.* (2003: 32)

*Then she **sighed** and frowned wearily at the parchment lying in front of her.* (1997: 37)

(93) *Pagaliau Henkė lengviau **atsiduso**.* (2003: 36)

*Henke could finally draw **a normal breath**.* (1997: 42)

(94) *-Keturiolika, Jūsų Ekscelencija. Mat vienas mirė ir du sužeisti, -**atsakė** Henkė, nedrįsdamas meluoti.* (2003: 37)

*"Fourteen, Your Excellency. You see, one died and two are wounded," **said** Henke honestly, afraid to lie in this instance.* (1997: 43)

(95) *Henkė sustojo ir **atsigręžė** į vyskupą.* (2003: 37)

*Henke stopped and **turned to face** the Bishop.* (1997: 43)

(96) *Akimirką jiedu žvelgė vienas į kitą, bet tuo metu Frančeska **atsistojo** ir paėjėjo toliau į atviro plotelio vidurį.* (2003: 38)

*They remained staring at each other for several heart-beats, then Francesca **straightened up** and walked to the center of the clearing.* (1997: 45)

(97) *Tiesa, vėliau dalis jų **atkrito**, grįžo prie savo barbariško gyvenimo būdo, ir vėl liejosi krikšionių kraujas.* (2003: 5)

*Later some of these **reneged**, returning to their savage ways, and good Christian blood was spilled once more.* (1997: 5)

Perfectivization of inchoative accomplishments

(98) *Henkė **krestelėjo galvą**.* (2003: 36)
*Henke **nodded**.* (1997: 42)

(99) *Abu, ir rašyti ką tik baigęs vienuolis ir Henkė, **kilstelėjo galvas**.* (2003: 36)
*Both his listeners, the monk and Henke, **raised** their heads.* (1997: 42)

(100) *Tik dar kartą **mostelėjo ranka**, rodydamas, jog dabar jau tikrai pats metas pasišalinti.* (2003: 37)
*He simply **waived**, unmistakably gesturing that this time it was truly wiser to leave her presence.* (1997: 43)

(101) *Kai jis pradėjo jau daug kartų išbandytą kalbą apie kelionės sunkumus, pailsėti bent porą dienų, abatė supratingai **skėstelėjo** rankomis.* (2003:10)
*When he began his usual lamentation about the difficulty of travel on impassable roads, the cold, the tired women, and how essential it was for them to rest at least a day or two, she **interrupted** him **with an eloquent gesture**.* (1997: 11)

(102) *<...> o kai jis atsiliepė, atrodė šiek tiek nusivylusi, bet tučtuojau susitvardė ir padrąsinančiai jam **šyptelėjo**.* (2003: 26)
*When Uvis answered, she looked slightly disappointed collected herself immediately and gave him an **encouraging smile**.* (1997: 30)

(103) *Tačiau, kai Frančeska pritūpusi trupino duoną prie jos kojų besibūriuojantiems paukšteliams, Uvis vėl **dirstelėjo** į pamiškę ir kaipmat įžvelgė tamsų vilkės siluetą.* (2003: 38)
*But while Francesca was crumbling crusts of bread to feed the birds which had gathered around her, Uvis **took** another **cursory glance** at the woods and suddenly there she was!* (1997: 45)

(104) *Ši sumirksėjo, tarsi būtų labai nustebusi ir vos girdimai **aiktelėjo**.* (2003:14)
*She blinked in obvious surprise and a barely suppressed soft cry **escaped** her lips.* (1997: 16)