

Theakston, Anna L; Elena V.M. Lieven; Julian M. Pine, and Caroline F. Rowland. 2002. Going, going, gone: the acquisition of the verb 'go'. *Journal of Child Language* 29.783-811.

The article gives a detailed study of the acquisition of the English verb *go*. The data suggest that children build up adultlike grammatical knowledge by beginning with specific lexical frames and gradually moving towards more abstract schemas. Eleven English-speaking children of age 2 to 3 were studied, and correlations between the forms of the verb *go* and the constructions in which they are used were suggested. For example, *go* and *going* are more frequently used with infinitival complements, whereas the form *went* favours prepositional structures. The conclusion is that input frequency (i.e. the frequency of mothers' usage) plays a central role in the acquisition process.