OUTLINES OF ENGLISH AND ANGLO-SAXON GRAMMAR, FOR THE USE OF SCHOOLS

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GRAMMAR,

FOR THE USE OF SCHOOLS.

BY

JAMES WOOD,

OF THE UNIVERSITY AND NEW COLLEGE, EDINBURGH.
FELLOW OF THE ÆTHNOLOGICAL SOCIETY.

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PREFACE.

THESE Outlines are intended to furnish the Learner with a complete view of the *Grammatical* condition of the English Language, in the oldest and newest periods of its history. In addition to the educational value of the Anglo-Saxon as an inflected Language, an acquaintance with its grammar will enable him to study with success those intermediate grammatical stages of our language, where lie, almost forgotten, some of the best portions of its literature.

Touching Etymology, or rather that branch of it, which treats of the affinities of words in distinct languages, an endeavour has been made to show that the variations of word-forms, with regard to the Consonants, can be accounted for by Grimm's Law; and that this law should also be used as a guide in detecting affinities of this kind where they do not seem to exist. By thus trying to account for the different forms any given word may present in different languages, Etymology becomes a means of mental discipline, to which the usual mode of merely regarding *one* word as related to some *other* word, because they seem like to each other, can lay no claim, as regards any process of thought.

The Rules of Syntax have been subordinated to such an exposition of the proposition as seemed calculated to exhibit the Syntactic relations of the parts of Speech : by this method these Rules rest on a rational basis, and present somewhat of logical coherence among themselves. Of how any, or all of these things have been done, so as to be of use to students, others will judge more impartially than the present writer.

J. W.

NEW ACADEMY, BISHOPWEARMOUTH,
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OUTLINES OF ENGLISH GRAMMAR.

PART I.—OF WORDS.

OF THE SOURCES OF THE ENGLISH LANGUAGE.

THE English Language is one of those languages included under the general term INDO-EUROPEAN. It belongs to the GOTHIC branch of the Indo-European family of languages.

The particular Gothic language upon which it is based is the ANGLO-SAXON.

At various times it has received accessions of words from other sources, chiefly the CELTIC, LATIN, and GREEK languages.

It would appear that the Celtic was spoken over the whole island at the time of the Roman invasion. A.C. 55.

Two dialects of the Celtic are still spoken in Great Britain—the CYMRIC in Wales, and the GAELIC in the Highlands of Scotland.

The Roman Invasion introduced the Latin language into Britain. Subsequent events, political and ecclesiastical, have greatly augmented the Latin element of the English language. The most prominent of these events, the Norman Conquest in A.D. 1066, may be particularized.

Words from the Greek have been principally introduced into the English language since the revival of learning in the sixteenth century. They are mostly used as technical terms in philosophy and science.

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OF THE ALPHABET.

The following Roman characters are used as the Alphabet of the English language :—

I.—VOWELS.

A   E   I   O   U.

W and Y are semivowels.

II.—CONSONANTS.

1. Mutes,—	P B F, Labials.
,,	C G H K Q, Gutterals.
,,	T D, Dentals.
2. Semiconsonants,—	S X Z J, Sibilants.
,, ,,	L M N R, Liquids.

Two vowels joined in one syllable make a dipthong, as *oi* in *voice*, and *au* in *cause*.

OF THE CLASSES OF WORDS.

Words are divided into the following classes, generally called Parts of Speech :

Article,	Adverb,
Noun,	Preposition,
Pronoun,	Conjunction,
Verb,	Interjection.

In the Anglo-Saxon the Article (def.), Noun Substantive, Adjective, Pronoun, and Verb were inflected.

In the present English the noun substantive, pronoun, and verb, are inflected, but not so fully as in the Anglo-Saxon.

EXAMPLE.

Eage,   Eye.

ANGLO-SAXON.

	Sing.			Plur.
Nom.	Eag-e,	Nom.		Eag-an.
Gen.	Eag-an,	Gen.		Eag-ena.
Dat.	Eag-an,	Dat.		Eag-um.
Acc.	Eag-e,	Acc.		Eag-an.

ENGLISH.

	Sing.			Plur.
Nom.	Eye,	Nom.		Eyes.
Poss. or Gen.	Eye's,	Poss. or Gen.		Eyes'.
Obj. or Acc.	Eye,	Obj. or Acc.		Eyes.

It may here be stated, as a general law, that *Inflected languages have a tendency to simplify their word-forms by dropping their inflections ; they substitute auxiliary verbs and prepositions for* PERSON- *and* CASE-ENDINGS, *and thus become less* SYNTHETIC *but more* ANALYTIC.

———

OF THE ARTICLE.

The ARTICLE is used to *define* or *limit* the signification of nouns.

In English we have three articles—

A or an (Anglo-Saxon, *an*) the Indefinite article.
The (Anglo-Saxon, *se, seo, thaet,*) the Definite article.
No.*   the Negative article.

EXERCISE.—The boy is reading. A slate is on the form. We saw no stones on the hill. An hour is soon spent.

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* Latham : Outlines of Logic and Etymology, § 22.

OF THE NOUN.

Words used as the *names* of objects, or qualities of objects, are called Nouns.

Nouns are either *Substantive or Adjective.* The former simply expresses the name of the object, or quality, as *Boy, Virtue ;* the latter expresses an unappropriated quality, as *Good, Swift.*

EXERCISE.—Good men are usually happy. The little girl comes to school. The old man is ill. An ancient castle stands on the hill.

OF THE SUBSTANTIVE.

Substantives may be divided into the following classes :

I. *Concrete Nouns.*

Names of objects simply ; thus arranged,—

(*a*) General or Common Names, as *Boy, Book.*
(*b*) Individual or Proper Names, as *John, Rome.*
(*c*) Collective Names, as *People, Crowd.*

II. *Abstract Nouns.*

Names of qualities or attributes ; as,—*Goodness, Beauty, Virtue.*

OF GENDER.

The word GENDER is used to express the Grammatical distinction of *sex.*

In English we have the Masculine, Feminine, and Neuter Genders.

Masculine names are of the masculine gender, as *Man, Boy.*