

# Unit I

## WORLD OF GOODNESS

### Introduction:

Truth, goodness and beauty are divine (holy) virtues, the foundation for the progress of our fatherland. The student will experience these noble virtues through the study of this section. He can show compassion for all, learn to empathize and share in the sufferings and help those in need. He learns to acquire the habit of helping everyone in their need irrespective of caste, religion, or region.

### About Lessons:

In Gerard Manley Hopkins' *Prex pro India*, Francis Xavier's tortuous soul prays for India's prosperity. Everyone is my neighbor is the theme of Luke's story of compassion shown by a fellow human being *Samaritanus Bonus* to a waylaid stranger. *Noemi et Ruth* is a story of courage, of hope against hope, of a woman triumphant in a man's world, of a love beyond all loves which can never be defeated. A woman praised by women is better than a woman praised by seven men.

### Values and Attitudes:

- Create the value of loving one's country and citizens, brotherhood and sisterhood.
- Prosper the value of loving our neighbours, irrespective of caste, creed, colour, language, and region.
- Love of daughter-in-law for mother-in-law, her tribe, country, language, worship, and family.

### Starter Activity:

Sing together the ancient Indian Prayer :

"Asathoma Satgamaya, Tamasoma Jotirgamaya, Mrityoma Amritham Gamaya."

### Unit Frame:

#### I.1. Prex Pro India.

CONCEPT	ACTIVITY/PROCESS/ASSESSMENT	LEARNING OUTCOME
Prosperity of India	Which line impress you the most and why?	I.1. The student can dedicate himself to the wellbeing of the nation.
Unity and Brotherhood	What is your prayer for India?	
Fraternal	How does the poet look at the suffering?	I.2. He can use the

Charity	What is the moral value depicted in the poem?	imperative form in Latin.
Welfare of the People of India	Children in groups Write down their vision on India in Latin.	1.3 He can be compassionate towards all the people of India.
Use of Relative Pronoun in Latin	Or Write down the vision of Gandhiji or Tagore on India. Find the Root words in Latin for the following English words from the Poem.	He can use prepositions and conjunctions aptly.
Use of Verbs 'Velle' , 'Nolle' and 'Malle'	Collect similar Verbs like 'Velle' and conjugate them in indicative, subjunctive and imperative moods. (Assesment)	He can pick out the dative cases in the lesson..  Learners are able to use Relative Pronouns appropriately  Learners are able to conjugate the verbs 'Velle', 'Nolle' and 'Malle'

### About Lesson and Author:

Saint Francis Xavier, the Second Apostle to India, was a Jesuit missionary from the University of Paris. Burning with a desire to spread the message of the love of God through universal brotherhood and fraternal charity, he arrived in Goa in 1542. He took charge of St. Paul's College in Goa, the first college in India and developed it into a great centre of higher learning. The early Jesuit missionaries who came to India realized the rich culture and heritage of India and so they presented Christian doctrine in the language and culture of this country. For ten years Francis travelled tirelessly across India, particularly along the coast of Kerala and Tamil Nadu, preaching Christ and His Gospel. He recognized the great love and enthusiasm of the people of these states for poetry and arts. Therefore in his letter to Ignatius of Loyola, his Spiritual Father and Jesuit Superior General in Rome, Xavier wrote: "In Asia dancing and singing seemed indispensable for celebrations of any solemnity. In Cochin, boys dressed as angels danced and sang as participants in an Easter procession under Jesuit supervision".

Gerard Manley Hopkins (1844-89), though falls within the Victorian period, has been rightly acclaimed as the Father of Modern English poetry. His major poems are all in English. However, as a Jesuit priest, he taught Latin and Greek for many years and there are some poems in Latin to his credit. Hopkins was fascinated by the missionary works of Francis Xavier, and developed great admiration for him and his missionary works in India. He showed great enthusiasm to know the struggles as well as the achievements Francis Xavier experienced in India. Hopkins translated Francis Xavier's Latin prayer '*O Deus, Ego Amo Te*' and often joined the great missionary saint in spirit in his highly adventurous life in India.

In the poem 'Prex Pro India', Hopkins identifies himself with Francis Xavier in his sufferings and tortures. The speaker in the poem – who could be either Francis Xavier or Hopkins himself - acknowledges himself as a sinner and prays that clemency may attend his moderate punishment. He further begs God that if he must suffer – and it is a given that he must – at least let him suffer on Christ's cross: may his own suffering be the suffering of Christ. *Intersit media etantum indulgenti poenae / Quamquesubire jubes / Sit tua crux: tecum, quod sum torquendus, et oro / Torquear arte tua.* (Let clemency alone assist in the midst of my punishment and let the cross which you bid me carry be yours: because I am to be tortured, I pray that it may be with you and that I may be tortured according to your skill). But he is more intensely aware of the sufferings of the people in India. Millions of people in India, particularly the children suffer here because of poverty and illiteracy. Therefore he further prays to God: *Sed miserere tuis tam multismillibus Indis, / Iam miserere tuis, / Quamquerogare alium properant peccantquesalutem / Da Deus interea.* (But have pity on your so many thousands of Indians, / Have pity now on your folk / And that a stranger may ask for that welfare wherein they prosper and sin / Grant this God, in the meantime). The holy body of St. Francis Xavier continues to remain in BomJesus Basilica in Goa as a miracle even after 460 years after his death.

## I.2. Samaritanus Bonus.

CONCEPT	ACTIVITY/PROCESS/ASSESSMENT	LEARNING OUTCOME
Love for neighbour.	Write a few sentence about a good neighbour.	I.4. The learner is able to help everyone irrespective of caste, creed, region.
Conjugation of 'Ire'	Collect similar Verbs like 'Ire' and conjugate them.	I.6. The learner is able to pick out the dative cases in the lesson..
Help Others irrespective of Caste, Creed, and region.	How will you help a person who is not from your caste, creed or region who met with an accident in front of you?	The learner is able to Conjugate 'Ire.
Application of Dative Cases.	Construct a few simple sentences using dative cases.	The learner is able to use Question words appropriately.
Use of Interrogation	Use interrogative words for the given sentences appropriately.	

### About Lesson and Author:

"Smaritanus Bonus" forms part of the third Gospel in the new testament of the Bible written by Luke. The word Gospel is from the Anglo-Saxon "godspell", meaning good news. Unlike the other three Gospel writers, Luke was never a disciple of Jesus who lived with him. He wrote the Gopel after Jesus's death and resurrection. Luke was a great scholar. Among the

four Gospels the Gospel according to Luke is the most systematic and erudite. Luke's special interest is in the oppressed and outcast of society, especially the poor. Luke's Gospel has a universal appeal because the message it conveys is for all humanity. Some of the best loved parables and short stories such as "The Good Samaritan", "The Prodigal Son", "The Rich Man and Lazarus" etc. are only found in Luke's Gospel.

The story of Good Samaritan is one of the parables of Jesus which is found only in the Gospel of Luke. Jesus tells this story in response to a question from a lawyer, who asks him "who is my neighbor?(*qui est proximus meus?*) ".The story concerns a traveler on the way from Jerusalem to Jericho who is attacked, robbed, and left half-dead by the road side. Jesus gives a twist at the end of the story by making a man from Samaria, a country the Jews despised as the hero of the story who by taking a risk, reached the man to a safer place and provided for his recovery.

### I.3. Noemi Et Ruth.

CONCEPT	ACTIVITY/PROCESS/ASSESSMENT	LEARNING OUTCOME
Love of Daughter in-law for her Mother in-law.	Your concept about a model Daughter in-law and a mother in-law	I.5. He can use aptly prepositions and conjunctions.
Declensions and Translations	Decline Qui, Quae, and Quod Write simple Latin sentences using prepositions, 'Cum' and 'In'	The learner is able to understand the value of love between daughter in-law and mother in-law.
Use of preposition with ablative and accusative.		The learner is able to decline relative pronoun

#### About Lesson and Author:

The Book of Ruth is named after the Moabite woman who was joined to the Israelite people by her marriage with the influential Boaz of Bethlehem.

The book contains a beautiful example of filial piety, pleasing to. Its aim is to demonstrate the divine reward for such piety even when practiced by a stranger. Ruth's piety (⇒ Ruth 2:11), her spirit of self-sacrifice, and her moral integrity were favored by God with the gift of faith and an illustrious marriage whereby she became the ancestress of David and of Christ.

One might characterize the literary form of this book as dramatic, since about two-thirds of it is in dialogue. Yet there is every indication that, as tradition has always held, it contains true history.

There is no certainty about the author of the book. It was written long after the events had passed (⇒ Ruth 4:7), which took place "in the time of the judges" (⇒ Ruth 1:1). )

**AGENDA**  
**Lesson 1- Prex Pro India**

**I. Find out Odd One out in each of the following list.**

- a. (Haerere, Repugnare, malus, rogare)
- b. (qui, quae, quod, esse)
- c. (Membrum, Multus, Bonus, Pulcher)
- d. (Interesse, Pigere, Sed, Properare)
- e. (Orare, Miserere, Peccare, Iam)

**II. Translate into English:**

- a. Quiquehaecmembramalis vis esseobnoxiamultis
- b. Ne nimiumessevelis.
- c. Sed miserere tuis tam multismillibusIndis
- d. Oro Torquear arte tua

**III. Translate into Latin:**

- a. I Pray to God
- b. Pray for the millions of Indians
- c. Have pity now on your folk.
- d. Grant this God, in the mean time.
- e. We are Indians.

**IV. Complete the poem with appropriate words given in the bracket:**

(jubes, membra, miserere, nimium, Deus, haerentia, indulgentia,  
crux, millibus, salutem, noxia, memorem)

Quiquehaec ----- malis vis esseob

-----multis

Ne ----- essevelis.

Non ego namquemeahaec ----- sorterepugno

Aut ----- essepiget,

Intersitmediaetantum ----- poenae

Quam quesubire -----

Sit tua-----: tecum, quod sum torquendus, et oro

Torquear arte tua.

Sed miserere tuis tam multis -----Indis,

Iam ----- tuis,

Quam querogarealiumproperantpeccantque -----

Da -----interea.

**V. Find out the Nouns, Pronouns, Verbs, Adverbs, and Adjectives from the Poem "Prex Pro India" and Classify them into appropriate Groups..**

Quiquehaecmembramalis vis esseob  
 Noxiamultis  
 Ne nimiumessevelis.

Non ego namquemeahaechaerentiasorterepugno  
 Autmemoremessepiget,  
 Intersitmediaetantumindulgentiapoenae  
 Quam quesubirejubes  
 Sit tua crux: tecum, quod sum torquendus, et oro  
 Torquear arte tua.

Sed miserere tuis tam multismillibusIndis,  
 Iam miserere tuis,  
 Quam querogarealiumproperantpeccantquesalutem  
 Da Deus interea.

Nouns	Pronouns	Verbs	Adverbs	Adjectives

**VI. Change the following sentences in the indicative mood into imperative mood.**

- a. Discipulipatriamsuamamant.
- b. Poetalibrumsumdiscipulismonstrat

**VII. Identify the word that symbolizes suffering from the given the poetic line and write five more similar words in Latin.**

subirejubes Sit tua crux.

**VIII. Write the meaning for the Latin words given below.**

- a. Membrum
- b. Malus
- c. Volo
- d. Obnoxius
- e. Multus
- f. Nimius
- g. Haerere
- h. Sors
- i. Repugare
- j. Memor

**AGENDA**  
**Lesson 2-Samaritanus Bonus**

- I. What is the origin of the following English words.**  
descend, location, vision, convention, vulnerable.
- II. Fill in the blanks with the given words.**  
Ad, Ab, in, et, cum
- Ille autem volens justificare se ipsum, dixit ----- Jesum
  - Homo quidam descendebat ----- Jerusalem ----- Jericho
  - Similiter ----- Levita, ----- esset secus locum
- III. Frame questions using "Whom?, Where?, Which?, Who?" ( Cui ?, Ubi, Quis, Quid ?)**
- Misericordiam otus est.
  - Haec dicit Iesus.
  - Samaritanus duos denarios dedit stabulario.
  - Homo quidam descendebat ab Jerusalem in Jericho.
- IV. Write the root words from Latin for the following words.**  
via, descenderet, semivivo, homo, venit, videns, fecit, curam, die
- V. Activity.**
- Imagine you are the Samaritan. What would you do to the needy person?
  - Narrate two such incidents that happened which you have recently witnessed on road.

**AGENDA**  
**Lesson 3- Noemi Et Ruth**

- I. Answer the following.**
- Cur abiit Elimelech de Bethlehem Iudae, ut peregrinaretur in regione Moabitide cum uxore sua ac duobus liberis ?
  - Qui erant Mahalon et Chelion ?
  - Cujus regionis erat Elimelech ?
  - Quae erant Orpha et Ruth ?
  - “ En reversa est cognata tua ad populum suum et ad deos suos; vade cum ea”. Quis dixit ? Cui dixit ? Quae est cognata ?
  - Qui erat obstinato animo ?
  - Quae ad populum suum reversa est ?
  - Quae adhaesit socris suae ?
  - Cujus regionis erat Orpha et Ruth ?
  - Quomodo facta est Noemi orbatam duobus liberis ac marito ?
- II. Decline.**  
nurus, socrus, uter
- III. Translate into English.**
- “Noli instare mihi, ut relinquam te et abeam; quocumque perrexeris, pergam; ubi morata fueris, et ego pariter morabor: populus tuus populus meus et Deus tuus Deus meus.

Quae temorientem terra susceperit, in eamoriaribique locum accipiamsepulturae.  
Haecmihifaciat Dominus et haecaddat, si non sola mors me et teseparaverit ”

2. Quibusurbemingressis
3. Senectuteconfectua sum
4. Annos implere pubertatis
5. Via posita est.

**IV. Please give the original Latin words for the following words.**

Peregrination, regent, region, respect, puberty, mansion.

**V. Common Activity.**

1. Decline the relative pronoun: qui quae quod(Who, Which, That)