Mariana Marin

Language: Romanian

Liniile din palma mea stângă
seamănă uimitor cu cele din palma mea dreapta.
Nu știu ce înseamnă pentru chiromanti asta.
E ca și cum as fi venit lume în rugăciune.

One of the most gifted and uncompromising poets and journalists of the 1980s generation, Mariana Marin was born in Bucharest, Romania. After her parents divorced, her mother and grandmother raised her. Silenced during much of the 1980s by the Ceaușescu dictatorship for unbending adherence to her beliefs, she is now regarded as being one of Romania’s major voices during the last decades of the twentieth century. Moving between enthusiasm and disappointment during those troubled years, barely making a living, she survived with the help of friends and the Writers’ Union, before descending into chronic alcoholism and developing tuberculosis. Despite her misery and ills, she kept writing—publishing six books of poetry.

Source:
http://en.wikipedia.org/wiki/Mariana_Marin
<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
<th>POSSIBLE SYNONYMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>asta (pron.)</td>
<td>previously mentioned and understood by the speaker and hearer</td>
<td>this</td>
</tr>
<tr>
<td>ce (pron.)</td>
<td>asking for information specifying something</td>
<td>what</td>
</tr>
<tr>
<td>chiromanti (n.)</td>
<td>a person who practices palmistry, a fortune-teller</td>
<td>palmist, palm-reader</td>
</tr>
<tr>
<td>cu cele (adj.)</td>
<td>used to identify a specific person or thing observed by the speaker while indicating an association between two entities</td>
<td>those of</td>
</tr>
<tr>
<td>din (prep.)</td>
<td>expressing the relationship between a part and a whole</td>
<td>with, from</td>
</tr>
<tr>
<td>dreapta (adj.)</td>
<td>relating to the side of a human body or of a thing that is to the east when the person or thing is facing north</td>
<td>right</td>
</tr>
<tr>
<td>e ca şi cum as fi</td>
<td>phrase translation</td>
<td>it’s like I had, it is as though I had</td>
</tr>
<tr>
<td>in (prep.)</td>
<td>expressing the situation of something that is or appears to be enclosed or surrounded by something else</td>
<td>in, in the middle of</td>
</tr>
<tr>
<td>înseamnă (v.)</td>
<td>to have a particular meaning</td>
<td>it means</td>
</tr>
<tr>
<td>liniile (n.)</td>
<td>long, narrow marks or bands</td>
<td>lines, contours, configurations</td>
</tr>
<tr>
<td>lume (n.)</td>
<td>the earth, with all of its countries, peoples, and natural features</td>
<td>world, earth, planet</td>
</tr>
<tr>
<td>mea (adj.)</td>
<td>belonging to or associated with the speaker</td>
<td>my</td>
</tr>
<tr>
<td>nu (adv.)</td>
<td>something not to be done</td>
<td>don’t, do not</td>
</tr>
<tr>
<td>palma (n.)</td>
<td>the inner surface of the hand between the wrist and fingers</td>
<td>palm</td>
</tr>
<tr>
<td>pentru (prep.)</td>
<td>aimed at, on behalf of</td>
<td>for</td>
</tr>
<tr>
<td>rugăciune (n.)</td>
<td>a solemn request for help or expression of thanks addressed to God or an object of worship</td>
<td>prayer, plea, appeal, wish, hope</td>
</tr>
<tr>
<td>seamana (v.)</td>
<td>has qualities or features, especially those of appearance, in common with someone or something; looks or seems</td>
<td>looks, resembles, seems to be, appears to be</td>
</tr>
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<tr>
<td>stângă (adj.)</td>
<td>relating to the side of a human body or of a thing that is to the west when the person or thing is facing north</td>
<td>left</td>
</tr>
<tr>
<td>știu (v.)</td>
<td>hold information in mind, be certain about something</td>
<td>(I) know</td>
</tr>
<tr>
<td>uimitor (adj.)</td>
<td>causing great wonder or surprise</td>
<td>amazing, astonishing, breath-taking, surprising</td>
</tr>
<tr>
<td>venit (v.)</td>
<td>moved or traveled toward or into a place</td>
<td>came, moved nearer, approached, drew closer</td>
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M. M.

Liniile din palma mea stângă

seamana uimitor cu cele din palma mea dreapta.

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DEFENDING YOUR TRANSLATION—FINDING THE MEANING

Group Member Names: ____________________________ Date: ____________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Pick a scribe for the group, and work together to answer the questions.

Note three phrases or words that were challenging or interesting to translate, and explain why.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

How did this poem make you feel?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What do you think the poet is trying to communicate in this poem?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Begin by seeking volunteers to read the poem aloud to the whole class. Several readings are fine. When possible, have a native speaker of the language read the poem. Hearing the poem is the first step in literary translation. A big part of translation is to have a sense of the piece, which begins with listening. Examine all the parts of the poem page and read the biography of the poet together.

Then break into groups of four—with mixed levels of language expertise, if possible. It is helpful—but not necessary—if one member of the group is a dominant English speaker and at least one is bilingual. NOTE: If a person in the class is a native speaker of the language of the poem, he/she should hold back on telling what the words are in English until the Make It Flow step in the translation process.

1. Become acquainted with the poem.
   - Each member of the group reads the poem silently to him/herself.
   - Anyone who is willing can read the poem aloud. If possible, start with someone who speaks the language of the poem.
   - Search for cognates—words that look and sound the same as the English word. Use the cognates as clues to figuring out what the poem means.
   - Once the poem has been read aloud several times, and the group has found all the cognates, make a prediction about the content of the poem.

2. Translate the poem—phrase by phrase.
   - The group of four breaks into pairs. Balance the spoken language strengths of the group members when possible.
   - The person least fluent in the language of the poem begins by guessing at all possible words. This can be done using the Translator’s Glossary, if desired.
   - If there is a person with knowledge of the language in the pair, this is the time to add her/his input.
   - Remember, sometimes when you translate a poem from one language to another, you need to add small words like the, it, etc. Be on the lookout for where those words might be needed.

3. Make it flow.
   - Once the phrase-by-phrase translation is complete, meet with the rest of your group.
   - Share the translations.
   - Make changes or adjustments based on what you learned from each other.

4. Defend your translation—find the meaning.
   - As a group, discuss possible interpretations of the poem.
   - Talk about words or phrases that were particularly difficult to translate, and why.
   - Discuss which words were most interesting, and why.
   - In the whole-class discussion be prepared to:
     (a) Discuss and support your group’s interpretation of the poem.
     (b) Talk about what was interesting or difficult to translate.
     (c) Share possibilities about what the poem might mean.