

**Deutsch 302 • Herbstsemester 2013**  
**Sitzung Nr. 05 • 21.01. • Tagesordnung • assignment & deadlines**

Vorige SitzungN (3. u. 4.): Vokabeln

ab (heute) - from (today) on	anwesend - present (meeting)	gegenwärtig - present (in time)
schuldig an (dat) - guilty of	hauptsächlich - mainly	beschildert - posted with signs
humanities (academic) - Geisteswissenschaften	ghost - Gespenst (scary), Geist (sprit, mind)	stattfinden - take place
unter uns / unter vier Augen - just between you and me / confidentially	gewissermassen - to a certain extent	schon mal da gewesen - been there, done that
Personalabteilung - HR department	Personalien - personal/bio infos	vorherig - previous
ehemalig - ex (spouse, etc.)	bestehen - insist on	Stimmung - attitude, mood
Haltung - attitude (long-term)	sich lehen - lean	gelegentlich - occasionally
taugen - be useful, suffice	Taugenichts - ne'er-do-well, no-good	tender - zart (emotion), weich (to the touch)
geht wie geschmiert - in like Flynn, like a hot knife through butter	pflegen - maintain, tend	ausschliessen -exclude
umziehen - move (residence)	sich umziehen - change clothes	Umzug - suit (clothes), change of residence
Herzanfall - heart attack	Schaganfall - strokew	regeln - regulate
vereinfachen - simplify	save - sparen (money), speichern (data), retten (life/soul)	

Unterlagen u. Grafiken [Zahlen in () beziehen sich auf meine Datenbanksammlung]

**Kursbeschreibung**

Fischer & Richardson, *German Reference Grammar* (PDF, free via [this link](#))

Fischer & Richardson, *German Pictorial Dictionary* (PDF, free via [this link](#))

**Schlüsselwort/begriff des Tages / der Woche**

Schule, Schulung, Ausbildung, Studium, Bildung (I)

Ausbildung - occupational training	ausbilden - to train for a job	Auszubildende- - person in occupational training (apprentice)
Abschluß - graduation (completion of studies)	abschließen - graduate, conclude studies	ausgebildet- - trained
Fach - school subject area,	Schüler(in) - pupil (k-12)	Lernende- - learners

area of expertise		
Lehrkraft - gender-neutral for "teacher"	Unterricht - instruction/training	unterrichten - teach (school)
beibringen - teach (a physical skill, or an animal)	lehren - to expound a subject intellectually	Ferien (plural) - school or other official vacation
Lebensjahr - year (of age)	Schuljahr - grade (year of school)	Note - grade (score)
Leiter(in) - school principal	Schulordnung - school behavior rules	Nachmittagsbetreuung - after-school care
Verein - club	Ehemalige - alum	Stunde - lesson (music, etc.)

### Schwerpunkte (Zeichenerklärung)

- SmallTalk: Haben wir im (relativ) neuen Semester Fuß gefasst? Wann kommen die ersten Prüfungen?
- Prüfungen - wie verhalten wir uns dabei? (Angst, usw.). Vorbereitung? Wert? Und was Noten betrifft...
- Übung: Wir beschreiben unvergeßliche Tage / Stunden (positive, negative) an der Schule - Was Wer Wann Wo Wie Warum
- Debriefing: Narration and description of everyday content as key elements of ACTFL Advanced proficiency. Problem of thinking while talking (and vv.). Redo above task in English, then again in German. Now a step up - narrating and describing more abstract content:
- Wir bewerten unsere Schulen und Schulerfahrungen im allgemeinen
- Debriefing: major topics this quarter related to DACH society (see "about" page) with schools/schooling as the first
- Als Vorbereitung auf die nächsten Aufgaben besuchen wir (elektronisch) eine deutsche Schule: **Das Fanny-Leicht-Gymnasium in Stuttgart** (<http://www.fanny-leicht.de/j15/index.php>). Dabei notieren wir einige Vokabeln. Wir vergleichen diese Schule mit unseren eigenen Schulen.
- Übung (mündlich, dann schriftlich): Ein(e) Freund(in) oder Lehrer(in) aus der Kindheit an der Schule
- Debriefing: a) the "hands-on" parts of the course - regular activities, portfolio, grading; b) English conversation: a) your job skills; b) your business experience (or that of someone you know); generic Advanced vocabulary vs. "business" vocabulary; check of generic Advanced vocabulary (room parts, office processes)
- Übung: Arbeitserfahrung - wie wir die Stelle(n) gefunden/ bekommen haben, unsere Aufgaben, Mitarbeiter, was gelernt / gewonnen.
- SpeakEasy-Nachrichten: Die neue Karte "Happy Birthday" (und auch die alte). Wir vergleichen und bewerten die 2 Kartenarten
- Wir lernen ein wenig über deutsche Schülerfirmen über die Links [www.schulerfirmen.de](http://www.schulerfirmen.de) und "150 Links zu Schülerunternehmen und Juniorfirmen" ([http://schuelerfirmen.de/firmen\\_list.shtml#bw](http://schuelerfirmen.de/firmen_list.shtml#bw)), und dann statten wir einen kurzen Besuch bei der Schülerfirma "egocard.de" des Fanny-Leicht-Gymnasiums ab.
- About learning resources for the course: See links above to Reference Grammar and Bildwörterbuch. Importance of expanding from dictionary and simple look-up to resources that offer more content (varieties in meaning; thematic presentation of clusters of vocabulary in embedding of vocabulary in contextual language)
- Musik/Literatur: "Die Sieben Todsünden", erster Teil
- + Wrap up: assignments for the week and preparation for next meeting - see below

### Aufgabe(n)

### Reminders of previous assignments (assignment & deadlines):

• Due Tuesday (14 January): Read the **course description** and write, in English, a reflection about: 1) how the course fits into your larger PAST study of German; 2) how it fits into what you want from your study of German. Keep it to 1 page (250 words). Your reading and reflection will be the basis of class discussion of those topics, in German, on Tuesday, as preparation for when you compose your own career-related documents in German.

• Due Tuesday (14 January): Using an advanced paper/electronic German dictionary (not just a word-for-word list), look up and list the various German equivalents of these words: "education", "training", "skills", "knowledge", "learn", "study", "attend", "go to [school/university]", "work". Then write, in German, a one page (single-spaced) document that discusses your education and why you are getting it. Follow these specifications:

paragraph 1: BRIEFLY summarize your education from kindergarten / elementary school on, but with particular emphasis on the latter part of high school and then your college years. Were you a good learner? Did you receive good teaching? What were / are your other education-/occupation-related interests? When did you know (if you know) what you wanted/want to do/be?

paragraph 2: What do you want from your education in terms of earning a living and being someone in the working world / a profession / some other goal in life? Why? How will you do it?

paragraph 3: What do you want from your education (and other learning?) in terms of your personality, existence, quality of life - the larger goals and hopes? How will you be/become a better person, contribute something to this world, etc. etc.?

### Vorbereitung auf die nächste(n) Stunde(n)

- Explore the web site of the **Walter-Eucken-Schule in Karlsruhe**, as part of learning more about DACH schools from the ground up. Yes, think about the larger issues (educational system, social issues, etc.), but also look at the little things and the people, and compare them to your own school experiences (which will help develop the narrative/descriptive language discussed above)
- Explore the web site of **"s Badische Schullädle"**, which is operated by students at the Walter-Eucken-Schule. This certainly pushes the ground-level content to the fore, and is also intended to support more vocational vocabulary and more learning about SpeakEasy

### Vorschau auf die nächste(n) Aufgabe(n) und Sitzung(en)

- Third formal writing activity: summation of your pre-college education and work experience; specification to come this Thursday
- First reading and listening assignments: specifications to come Tuesday of next week.
- Reading (English) about educational standards, with a reflection in English about your own education in specific subject areas.
- Exploring DACH K-12 schools - reading in German about the system.

# SpeakEasy

LANGUAGE STUDENT ENTREPRENEURSHIP  
[www.speakeasy.wll.pdx.edu](http://www.speakeasy.wll.pdx.edu)

SpeakEasy™ is an entrepreneurship project developed by students in language courses at Portland State University. All our products are multilingual and promote sustainability. Profits are used solely to help us hire our own instructors and to fund scholarships for language students.

Our cards include the following languages (*italic* = on this card):

*Albanian Arabic American Sign Language Armenian Basque Bosnian Braille Bulgarian Chinese Croatian Czech Danish Dutch English Esperanto Estonian Finnish French Georgian German Greek Gujarati Hawaiian Hebrew Hindi Hungarian Indonesian Italian Japanese Khmer Korean Kurdish Latin Latvian Lithuanian Malay Norwegian Pashto Persian Polish Portuguese Romanian Russian Serbian Slovak Slovenian Spanish Swahili Swedish Tagalog Telugu Thai Tibetan Turkish Ukrainian Urdu Vietnamese Zulu*

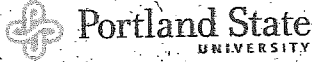
Many of these languages are taught at Portland State University, in the Department of World Languages & Literatures: [www.wll.pdx.edu](http://www.wll.pdx.edu)

Go to [www.speakeasy.wll.pdx.edu](http://www.speakeasy.wll.pdx.edu) to see our other cards and our eco-friendly mugs and frisbee • disk flyers • email orders accepted ([fischerw@pdx.edu](mailto:fischerw@pdx.edu)) • quantity discounts available

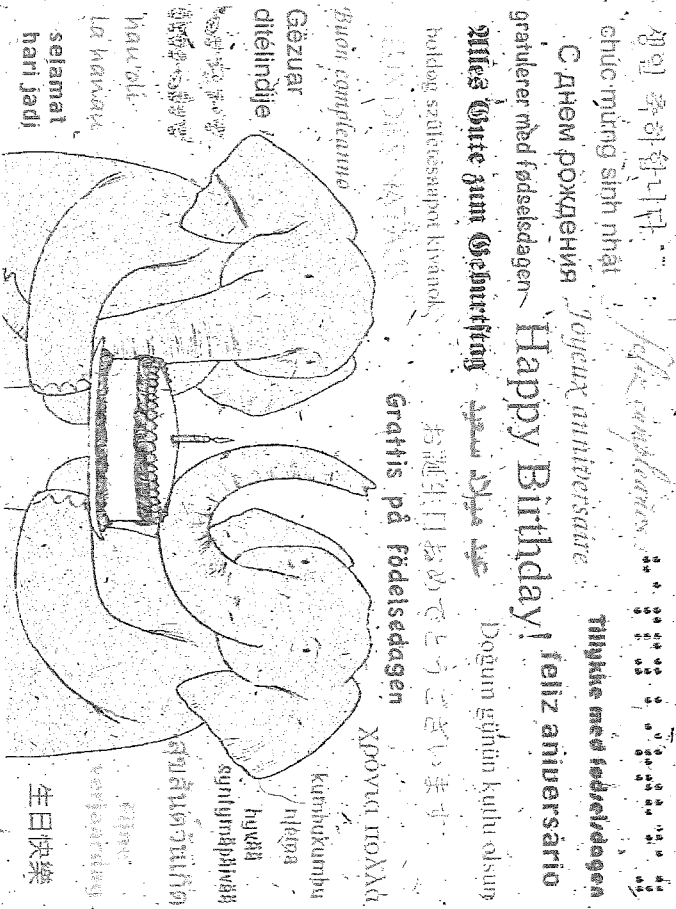
Paper & envelope 100% recycled Fair Trade-certified (50% elephant dung, 50% post-consumer paper) • 100% hygienic

Paper manufacturer supports preservation of elephant habitat in Sri Lanka • for more info: [www.mrelliepooh.com](http://www.mrelliepooh.com)

© designs used by Portland State University with permission



gëzuar ditëlindjen عيد ميلاد سعيد  
čestit rojden den 生日快樂 sretan, rodendan  
všechno! ne jlepší.illykke med fødselsdagen  
pally omne slunipäevaks feliceaxan naskigxtagon  
hyvää syntymäpäivää joyeux anniversaire  
გილოცავ დაბადების დღეს Alles Gute zum Geburtstag  
Χρόνια Πολλά habetoli la hamasi  
יום הולדת שמח  
boldog születésnapot kívánok bön compleanno  
selamat ulang tahun  
誕生日おめでとう Happy Birthday 생일 축하해  
ဂုဏ်ပိုင်ပွဲကိုဂုဏ် FELIX DIES NATALIS  
apsveicu dzimšanas dienā  
selamat hari jadi gratulerer med fødselsdagen  
د زوی زیدلو کلیزه دی مبارک تولدت مبارک  
wszystkiego najlepszego z okazji urodzin С днем рождения  
feliz aniversário  
Срећан рођендан Isetku najljepše k narodenniam  
vse najboljše felix cumpleaños kumbakumba njema  
grattis på födselsdagen mialigayang-kaarawan  
ສຸຂສັນຕວັນເກີດ  
ذی روزگار مبارک و خیر و برکت است doğum günün kutlu olsun  
З днём народження سالگرد مبارک مو  
Haldia ngosaku lokuzalwa



Gëzuar ditëlindje  
Bön compleanno  
selamat ulang tahun  
La hamasi  
habetoli la hamasi  
Maaili  
Hadi  
Selamat hari jadi  
Kumbakumba  
njema  
hugsa  
sunligudbrhinda  
Xpovlav nōvaxax  
Xpovlav nōvaxax  
Happy Birthday! feliz aniversário  
Doğum günün kutlu olsun

# SpeakEasy

LANGUAGE STUDENT ENTREPRENEURSHIP  
[www.speakeasy.wll.pdx.edu](http://www.speakeasy.wll.pdx.edu)

SpeakEasy™ is an entrepreneurship project developed by students in language courses at Portland State University. All our products are multilingual and promote sustainability. Profits are used to help us hire our own instructors and to fund scholarships for language students.

Our cards include the following languages (*italic* = on this card):  
*Albanian Arabic American Sign Language Armenian Braille Chinese Danish Dutch English Finnish French German Greek Hawaiian Hindi Hungarian Italian Japanese Korean Kurdish Latin Malay Norwegian Pashto Persian Polish Portuguese Romanian Russian Spanish Swahili Swedish Tagalog Thai Turkish Ukrainian Urdu Vietnamese*

Most of these languages are taught at Portland State University, in the Department of World Languages & Literatures: [www.wll.pdx.edu](http://www.wll.pdx.edu)  
Go to [www.speakeasy.wll.pdx.edu](http://www.speakeasy.wll.pdx.edu) to see our other cards and our eco-friendly mugs and frisbee • disk flyers • email orders accepted ([fischerw@pdx.edu](mailto:fischerw@pdx.edu)) • quantity discounts available

Paper & envelope 100% recycled Fair Trade-certified (50% elephant dung, 50% post-consumer paper) • 100% hygienic • Paper manufacturer supports preservation of elephant habitat in Sri Lanka • more info: [www.mrelliepooh.com](http://www.mrelliepooh.com)

© designs used by Portland State University with permission

*Er führte uns durch das Museum (bringen would suggest a destination, to reach which it was necessary to pass through the museum).*

*Der Botschafter führte den ausländischen Gast in eine Aufführung von 'Figaros Hochzeit'.*

*Die Handlung der 'Penthesilea' führt uns auf den Kampfplatz vor Troja.*

*Thomas Mann führt uns im 'Zauberberg' durch die ganze europäische Welt der Vorkriegszeit.*

(e) **Tragen**, to carry, i.e. in the hand or on some other part of the body, is frequently used for carrying things a short distance, e.g. about the house when weight or manner is implied. English generally uses 'take' if no idea of weight or manner is conveyed (e.g. take this tray into the next room; carry... carefully...<sup>1</sup>). **Tragen** can refer to the weight a vehicle is capable of supporting, but unlike 'carry' is not used in the sense of transporting goods by vehicle. It can, however, be used of a ship or an aeroplane with reference to the carrying of people.

*Wir müssen den Tisch in das andere Zimmer hinübertragen.*

*Tragen Sie bitte die Teller sorgfältig ins Esszimmer hinüber.*

*Der Portier hat Ihr Gepäck in Ihr Zimmer getragen.*

*Er trug den Brief auf die Post, sein Geld auf die Bank.*

*Das Flugzeug trug ihm schnell nach Amerika.*

(f) **Befördern**: to transport goods in an organized way, by a firm, the railways, and the like.<sup>2</sup>

*Die Eisenbahn wird diese Güter befördern.*

IV. Some extended meanings of 'take' not rendered by *nehmen* or its compounds. The aim of the following list is to point out these meanings rather than to discuss exhaustively their German equivalents. The German terms given are merely the commonest of a number of possible translations.

(a) To interpret in a certain way: *auffassen* (see 'sense'). *Nehmen* is used in a closely related sense, but means to take more passively, also emotionally.

*Wie soll ich diese Bemerkung auffassen?*

*Er faßte die Bemerkung anders auf.*

(b) Not to be able to take a thing with equanimity: *vertragen* (see 'bear').

*Er verträgt keinen Spaß, wenig Wein.*

(c) To derive an emotional experience from: *finden*.

*Er findet Freude, Vergnügen, an Ihrem Hiersein.*

(d) To conceive an emotional attitude towards: *fassen*.

*Diese Familie hat eine Neigung zu ihm gefaßt.*

(e) To require: *erfordern* (see 'demand') is the most general term with an impersonal subject. *In Anspruch nehmen* (see 'claim'), for which *nehmen* alone is occasionally used, means: to draw heavily on time or energy. *Dauern* (see 'last'), used impersonally, is applied to time. *Brauchen* is used with a personal subject.

*Der Plan würde viel Zeit, Geld, Energie, erfordern (also kosten).*

*Die Reise hat viel Zeit, Energie, in Anspruch genommen.*

*Es dauerte nicht sehr lange, bis ich das Buch fand.*

*Ich brauchte nur zwei Stunden für die Fahrt.*

<sup>1</sup> See also 'move'.

<sup>2</sup> *Befördern* also means 'to promote' a person to a higher position. In earlier German it was sometimes used in the sense of 'to further', 'to advance', i.e. of *fördern*.

TASTE I. **Schmecken** suggests sensitiveness to flavour. It can mean (a) to perceive the taste of a thing; (b) to test the taste of a thing. The first meaning is sometimes rendered by using *schmecken* intransitively.<sup>1</sup>

While *schmecken* in sense (b) suggests a connoisseur (compare *Feinschmecker*), **abschmecken** can be used of anyone and means 'to test during the process of cooking whether the ingredients and quantities are correct'. It does not suggest the testing of subtle flavours.

(a) *Ich schmeckte den Knoblauch im Salat (heraus).*

*Man kann nichts schmecken, wenn man eine Erkältung hat.*

(b) *Schmecken Sie diesen guten Wein.*

*Eine gute Köchin muß abschmecken können.*

*Schmecken Sie jetzt die Suppe ab.*

2. **Kosten** only means 'to test the taste of' a thing. In conversation it is apt to sound pretentious or genteel and is better replaced by *probieren* or *versuchen* (see 'try out', 'test').

*Sie müssen diesen Käse kosten, probieren.*

3. Both *schmecken* and *kosten* are used figuratively. *Schmecken* suggests greater sensitiveness, but *kosten* is more common, particularly in conversation. Both may be ironical.

*Er hat das Glück, die Freude, gekostet.*

*'Wer die anderen Tage geschmeckt hat, die bösen, die mit den Gichtanfällen...'*

(H. Hesse, *Der Steppenwolf*).

4. In the sense of 'to eat or to drink a small quantity of' *essen* or *trinken* must be used.

*Ich habe seit 3 Tagen nichts gegessen (tasted food).*

TEACH I. **Lehren**<sup>2</sup> draws attention to the teacher and to the subject rather than to methods of instruction. It is used of imparting knowledge, skills, behaviour, and attitudes of mind, admitting with the latter both a personal and impersonal subject. With reference to knowledge it suggests an authority in the subject as teacher, and is accordingly used regularly of a university teacher, but rarely of a school teacher or private coach. In reference to skills (e.g. swimming, singing) it is applied to a superior (e.g. *mein Vater lehrte mich reiten*) when no question of systematic lessons arises. When ascribed to a teacher other than of the kinds mentioned, it sounds pretentious. Its use with the dative is gaining ground in popular speech.

It cannot be used in the passive with a personal subject.

*Er lehrt an der technischen Hochschule.*

*Er lehrt Geschichte in Wien.*

*Er lehrte mich schwimmen.*

*Er, die Erfahrung, lehrte mich die Dinge anders sehen.*

*Die Geduld kann nicht gelehrt werden.*

<sup>1</sup> Of the verbs treated in this article only *schmecken* can be used intransitively in the sense of 'taste'. *Der Wein schmeckt süß, sauer*. Followed by the dative of the person *schmecken* can be turned by 'like', 'enjoy'. *Der Wein, das Gemüse, hat mir geschmeckt. Lassen Sie es sich gut schmecken (enjoy it).*

<sup>2</sup> *Belehren* also concentrates attention on the teacher as a superior and means (a) to correct an error (with personal object); (b) to preach at, of someone given to correcting faults in others. *Er belehrte uns über die wahre Sachlage (which we had mistaken). Sie lassen sich nicht belehren. Er will immer belehren.* English has no exact equivalent.

## TEACH

2. **Unterrichten** (and *Unterricht geben, nehmen*) refers to methods of instruction, with regard to both knowledge and skills, and therefore suggests a school teacher or a paid private coach.

*Er unterrichtet Geschichte an einem Gymnasium.*

*Er unterrichtet mich in Geschichte.*

*Er hat mir Schwimmunterricht gegeben.*

*Sie nimmt Gesangunterricht* (in a small way, *Gesangstunden* refers to something more ambitious).

3. **Beibringen** is the most modest of the three terms. It means: to get a thing into a person's head, to make him see; to train a person or an animal in a skill. It is therefore used of casual instruction or help.

*Er hat mir Deutsch, Tanzen, beigebracht.*

*Hast du dem Hund diesen Trick beigebracht?*

**TEASE** **Necken** is an intimate and affectionate term, and can easily suggest affectionate physical contact. For this reason it is not normally used in conversation. For the latter purpose **aufziehen** is the commonest term. **Hänselein** is not quite as strong. **Veräppeln** is a slang term for **aufziehen**.

*Er neckt sie sehr gern.*

*'Uns aber neckten von fern und lockten*

*Freundliche Stimmen. . .'* (Mörrike, *Peregrina*).

*Seine Gutgläubigkeit gab uns manche Gelegenheit, ihn aufzuziehen.*

*Den haben wir heute schrecklich aufgezogen, veräppelt.*

**TEMPT**, **ENTICE**, **ALLURE** 1. **Versuchen** is strong and always serious, but not necessarily in a bad sense. Except in a few fixed phrases, it is used in the sense of 'tempt' only in the passive voice. It is not a common term.

*Das Schicksal, die Vorsehung, versuchen.*

*Bei dem schönen Wetter fühlte ich mich stark versucht, meine Arbeit zu vernachlässigen und auszugehen.*

*Ich bin versucht, Ihr Angebot anzunehmen.*

2. In **Versuchung kommen, bringen** are used more freely in conversation and ordinary prose than **versuchen**. They cannot be used with **Schicksal, Vorsehung** and the like.

*Jedesmal, wenn ich hier bin, komme ich in Versuchung, nicht mehr wegzugehen.*

3. **Locken** and **verlocken** both mean 'entice' and 'allure', and because of the restricted range of application of the above verbs are often used to translate 'tempt'. Both suggest a strong appeal, but **verlocken**, unlike **locken**, is applied to something conceived as bad. **Locken**, on the other hand, unlike **verlocken**, can mean 'to entice' a person to a place. **Verlocken** differs again from **locken** in that it can be followed by an infinitive. 'Tempting' used adjectivally is **verlockend**.

*Die Speise, Ihr Angebot, lockt mich sehr.*

*Wir haben den Feind in eine Falle gelockt.*

*Das schöne Wetter lockte uns hinaus.*

*Das schöne Wetter verlockte uns auszugehen.*

*Ich war verlockt, seinen Ratschlägen zu folgen.*

*Die Qualität des Weines verlockte mich, zu viel davon zu trinken.*

*Der Posten ist sehr verlockend.*

<sup>1</sup> See also **reizen** under 'charm'.

## THANK

4. **Große Lust haben** may be used of trivial things, particularly with reference to oneself and in the present tense. The addition of **große Lust haben** suggests hesitation, which may, however, be merely polite or deferential.<sup>1</sup> *Ich habe große Lust, ein zweites Stück Torte zu essen, aber ich muß darauf verzichten.*

**TERM** 1. (a) **Sense**: a word or expression that has a precisely limited meaning in some uses or is peculiar to a science, art, profession, trade or special subject, German has no exact equivalent but uses **Wort, Ausdruck, Begriff** (concept); for 'technical term' it says **Fachausdruck** or **terminus technicus**.

*Das ist ein juristischer, philosophischer Fachausdruck.*

*Wir haben keinen Ausdruck (kein Wort) dafür.*

*Im Englischen gibt es diesen Begriff nicht.*

(b) When 'term' means no more than 'word', **Wort** or **Bezeichnung** (designation) should be used.

*Er lobte sie in überschwenglichen, begeisterten Worten.*

*Das ist eine passende Bezeichnung für einen solchen Fall.*

2. **Sense**: a fixed period of time.

(a) At school, university: **Semester, Trimester**, according to whether the year falls into two or three terms.

(b) A term of imprisonment: **Gefängnisstrafe**.

*Er hat eine Gefängnisstrafe von fünf Jahren bekommen.*

(c) A term in any office: **Amtszeit**.

*Die zweite Regierungsamtszeit des Präsidenten.*

3. **Sense**: conditions: **Bedingungen**.

*Solche Bedingungen sind unannehmbar.*

*Nur unter solchen Bedingungen könnte ich zustimmen.*

*Die Bedingungen des Waffenstillstands waren hart.*

4. **Sense**: relation, footing: see 'relation(ship)' for **Beziehung** and **Verhältnis**.

*Sie haben freundschaftliche Beziehungen zueinander* (are on friendly terms. . .).

5. **Sense**: price, charge. **Preis, Tarif**.

*Der Preis, der Tarif in diesem Hotel ist 50 DM pro Tag.*

6. The phrase 'in terms of' is variously rendered into German: **im Sinne von, von. . .her, nach**.

*Unschuldig im Sinne der Anklage.*

*Er beurteilt die Situation von der Ethik her.*

*Er sieht alles vom Gelde her.*

*Den Anforderungen nach ist er ungeeignet für die Stelle.*

**THANK** 1. **Danken** is the general term in the sense of 'to express gratitude' to a person for something. **Sich bedanken** (*bei jdm.*) is a formal expression of thanks, either spoken or written. It is not used, however, in the first person of the present tense, i.e. in addressing the person to whom thanks are due.

*Ich danke Ihnen sehr für Ihre Hilfe.*

*Ich bedankte mich und ging weg.*

*Ich möchte mich für das Paket bedanken.*

<sup>1</sup> *Ich habe keine Lust dazu*: It does not tempt me, I don't feel like it.