
2 Feelings and Emotions

-	joyous, happy	-	sad
-	very sad	-	feel uneasy, nervous
	mood, emotional state	-	feel elated, on top of the world
-	be in a good mood, feel good	-	miss someone/something
-	be in a bad mood	-	feel angry
-	be dissatisfied, down in the dumps	-	show anger, be angry
-	feel lonely	-	feel afraid
-	feel shy, bashful, shameful		

5 Why?

To express this, we can say

$$\left\{ \begin{array}{l} \dots? \\ \left\{ \begin{array}{l} ? \\ ? \end{array} \right. \end{array} \right.$$

7 Some Nouns and Verbs

-	open		stomach
-	close	-	hungry; lit, <i>empty</i>
-	stand, come to a halt		throat
-	happen, break out	-	thirsty; lit, <i>dry</i>
-	go out		blackboard
-	come out		road
-	put, place something somewhere		scenery
-	forget to bring, leave behind		weather
-	forget to take, leave behind		too (much)
-	teach		really
	a serious matter (Lit. big matter)		fire

EXAMPLES

102	.	I opened the book to Page 102.
	.	Close the door, please.
	.	The train came to a halt at the station.
	.	Something (bad) has happened!
	.	A fire has broken out.
	.	Seon-Yeong has left her umbrella (here).
	.	I've left the book at home (ie, I haven't brought it.)
	.	I'm hungry
	.	I'm thirsty.

8 The auxiliary verb: - -

When we want to stress that an action is in the process of being carried out we can say

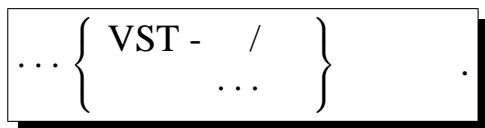
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EXAMPLES

	.	Kylie's writing a letter now.
	.	The cat is sleeping behind the door.
	.	Tae-U was doing his homework yesterday evening.
	.	Tae-U is (in the process of) sitting down in the chair.

9 The auxiliary verb: - / /... -

Instead of the process that is being carried out, if we want to focus on the state which has resulted from an action, we can attach the auxiliary verb - / /... - to the relevant verb-stem.



EXAMPLES

	The car is standing on the road.
.	My younger sister has gone to the US (and is there).
.	Annie came into the classroom and she's still there.
.	Tae-U is sitting in the chair.

10 MORE ABOUT - -

- is usually described as signifying presumption on the part of the speaker. Because presumption usually (though not always, as we've seen above) emerges in discussions of future activities it often appears as similar to the future tense in English. The following notes are not intended for immediate practical application, but rather are intended for you to refer back to as you observe - arise in various contexts in future Units.

The meaning of - can often be rather elusive to English speakers, and that is why we prefer to introduce it in this Unit in the context of the specific function of expressing sympathy – and so on, rather than in more general contexts.

When referring to actions involving oneself, that is, in the first person, - indicates a determination or conviction that what is planned will occur. It is not emotionally neutral like the verb ending -()≡ , which we use when making matter-of-fact statements about future actions, but rather suggests an emotional commitment – hence a determination, or commitment to carry out the planned activity. For this reason its flavour can't always be captured in single sentences out of context but, for example,

5	.	I'll come again at five.
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implies that one is committed enough to the objective of a visit to come back later at a more convenient time, perhaps.

Similarly

.	I'll do it.
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communicates a willingness and sense of motivation not to be found with .

When asking other people – that is, in the second person, - carries the same implication, that the person concerned is committed to a planned activity. Thus

?	Are you going tomorrow?
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carries an overtone of “Are you set on going tomorrow?”

Finally, when used with third parties, - changes meaning, because logically we cannot impute conviction or determination to other people; they are, after all, inner states that only the person concerned can know the reality of. Therefore, when referring to third parties - conveys the presumption of the speaker. Thus

.	Mr Kim will go tomorrow.
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conveys an overtone not of “Mr Kim's set on going tomorrow.”, but of “I guess Mr Kim's going tomorrow.”