

# 1

## 1A present tense verb *be* ⊕, subject pronouns: *I, you, etc.*

### ⊕ = affirmative form

1 5)))

Full form	Contraction
<b>I am</b> your teacher.	<b>I'm</b> your teacher.
<b>You are</b> in room 7.	<b>You're</b> in room 7.
<b>He is</b> Mike.	<b>He's</b> Mike.
<b>She is</b> Hannah.	<b>She's</b> Hannah.
<b>It is</b> a school.	<b>It's</b> a school.
<b>We are</b> students.	<b>We're</b> students.
<b>You are</b> in Class 2.	<b>You're</b> in Class 2.
<b>They are</b> teachers.	<b>They're</b> teachers.

- Always use a subject pronoun (*you, he, etc.*) with a verb, e.g., **It's** a school. **NOT** *Is a school*. **They're** teachers. **NOT** *Are teachers*.
- Always use capital *I*, e.g., **He's** Mike and **I'm** Sally. **NOT** *i'm* Sally. With other pronouns only use a capital letter when it's the first word in a sentence.
- *you* = singular and plural.
- Use *he* for a man, *she* for a woman, and *it* for a thing.
- Use *they* for people and things.

### Contractions

- In contractions ' = a missing letter, e.g., 'm = *am*.
- We use contractions in conversation and in informal writing, e.g., an email to a friend.

## 1B present tense verb *be* ⊖ and ⊙

**I'm not** Brazilian. (1 23)))  
 She **isn't** from Los Angeles.  
 They **aren't** Spanish.  
**Are** you Peruvian? Yes, I **am**.  
**Is** she South Korean? No, she **isn't**.

### ⊙ = question form

<b>Am I</b>	Chinese?
<b>Are you</b>	American?
<b>Is he / she / it</b>	Turkish?
<b>Are we</b>	
<b>Are you</b>	
<b>Are they</b>	

### ⊖ = negative form

Full form	Contraction	
<b>I am not</b>	<b>I'm not</b>	
<b>You are not</b>	<b>You aren't</b>	
<b>He / She / It is not</b>	<b>He / She / It isn't</b>	Italian.
<b>We are not</b>	<b>We aren't</b>	Spanish.
<b>You are not</b>	<b>You aren't</b>	Mexican.
<b>They are not</b>	<b>They aren't</b>	

### ☑ = affirmative short answer

Yes, I **am**.  
 you **are**.  
 he / she / it **is**.  
 we **are**.  
 you **are**.  
 they **are**.

### ☒ = negative short answer

No, I'm **not**.  
 you **aren't**.  
 he / she / it **isn't**.  
 we **aren't**.  
 you **aren't**.  
 they **aren't**.

- Put *not* after the verb *be* to make negatives.
- You can also contract *are not* and *is not* like this:  
*You're not Italian. She's not Spanish.*

- In questions, put *am, are, is*, before *I, you, he*, etc.  
**Are you** German? **NOT** *You are German?*  
**Where are you** from? **NOT** *Where you are from?*
- Don't use contractions in affirmative short answers.  
*Are you Iranian?* Yes, **I am**. **NOT** *Yes, I'm*.

## 1C possessive adjectives: *my, your, etc.*

<b>I'm</b> Chinese.	<b>My</b> family is from Beijing.	(1 41)))
<b>You're</b> in level 1.	This is <b>your</b> classroom.	
<b>He's</b> the director.	<b>His</b> name is Michael.	
<b>She's</b> your teacher.	<b>Her</b> name is Tina.	
<b>It's</b> a school.	<b>Its</b> name is McQueen's Language School.	
<b>We're</b> an international school.	<b>Our</b> students are from many different countries.	
<b>They're</b> new students.	<b>Their</b> names are David and Emma.	

### 🔍 *it's* or *its*?

Be careful with *it's* and *its*.  
*it's* = it is **It's** a school.  
*its* = possessive **Its** name is  
 McQueen's Language School.

- *his* = of a man, *her* = of a woman, *its* = of a thing.
- *their* = of plural people or things.
- Possessive adjectives don't change with plural nouns.  
**our** students **NOT** *ours* students

1A

a Complete with *am, is, or are*.

I *am* Mike.

- 1 We \_\_\_\_\_ from Boston.
- 2 He \_\_\_\_\_ early.
- 3 They \_\_\_\_\_ teachers.
- 4 Today \_\_\_\_\_ Wednesday.
- 5 I \_\_\_\_\_ sorry.
- 6 It \_\_\_\_\_ a hotel.
- 7 You \_\_\_\_\_ in room 402.
- 8 She \_\_\_\_\_ a student.
- 9 My name \_\_\_\_\_ Carla.
- 10 I \_\_\_\_\_ in a taxi.

b Write the sentences with contractions.

He is late. He's late.

- 1 It is Friday. \_\_\_\_\_
- 2 They are in school. \_\_\_\_\_
- 3 I am very well. \_\_\_\_\_
- 4 You are in my class. \_\_\_\_\_

c Write the sentences with a subject pronoun and a contraction.

**Mike and Hannah are** students. They're students.

- 1 **John is** in room 5. \_\_\_\_\_
- 2 **Sam and I are** early. \_\_\_\_\_
- 3 **Julia is** a teacher. \_\_\_\_\_
- 4 **The school is** in Santiago. \_\_\_\_\_

◀ p.5

1B

a Write the sentences in the negative.

She's Australian. She isn't Australian.

- 1 I'm American. \_\_\_\_\_
- 2 They're Brazilian. \_\_\_\_\_
- 3 It's in South America. \_\_\_\_\_
- 4 You're French. \_\_\_\_\_

b Make questions and short answers.

/ you Russian?  Are you Russian?  Yes, I am.

- 1 / I in room 10?  \_\_\_\_\_?  \_\_\_\_\_
- 2 / it Italian?  \_\_\_\_\_?  \_\_\_\_\_
- 3 / they students?  \_\_\_\_\_?  \_\_\_\_\_
- 4 / he from the US?  \_\_\_\_\_?  \_\_\_\_\_
- 5 / you sure?  \_\_\_\_\_?  \_\_\_\_\_

c Complete the dialogue. Use contractions if possible.

A Hi. I'm Mark.

B Hello, Mark. My name <sup>1</sup>\_\_\_\_\_ Maria.

A <sup>2</sup>\_\_\_\_\_ you Spanish, Maria?

B No. I <sup>3</sup>\_\_\_\_\_ from Mexico.

A <sup>4</sup>\_\_\_\_\_ you from Mexico City?

B No. I <sup>5</sup>\_\_\_\_\_ from Tijuana.

A <sup>6</sup>\_\_\_\_\_ Tijuana near Mexico City?

B No, it <sup>7</sup>\_\_\_\_\_. It <sup>8</sup>\_\_\_\_\_ in the north.

A <sup>9</sup>\_\_\_\_\_ you a student?

B No. I <sup>10</sup>\_\_\_\_\_ a teacher.

◀ p.7

1C

a Complete the sentences with a possessive adjective.

My name's Darly. I'm from Brazil.

- 1 The students are from Italy. \_\_\_\_\_ names are Susanna and Tito.
- 2 She's in my class. \_\_\_\_\_ name is Rebecca.
- 3 We're in class 2. \_\_\_\_\_ teacher is Richard.
- 4 London is famous for \_\_\_\_\_ parks.
- 5 How do you spell \_\_\_\_\_ last name, Anna?
- 6 This is my teacher. \_\_\_\_\_ name is Brad.
- 7 I'm from Boston. \_\_\_\_\_ address is 31 Kent Road.
- 8 Sit down and open \_\_\_\_\_ books, please.
- 9 Laura is in my class. \_\_\_\_\_ desk is near the window.
- 10 We're from Beijing. \_\_\_\_\_ last name is Wong.

b Circle the correct word.

Mark and Simon are friends. They / Their are in class 2.

- 1 She's a new student. She / Her name's Carla.
- 2 Is they / their teacher British?
- 3 My name's Soraya. I'm in you / your class.
- 4 Where are you / your friends from?
- 5 We're French. We / Our names are Marc and Jacques.
- 6 Is she / her Japanese?
- 7 Peter is a teacher. He / His is from Canada.
- 8 What's he / his name?
- 9 I'm Karen. I / My last name is White.
- 10 She / Her is from Seoul.

◀ p.9

# 2

## 2A a / an, plurals; this / that / these / those

### a / an, plurals

It's a bag. (1 52))  
 It's **an** umbrella.  
 They're **books**.  
 They're **watches**.

### a / an (indefinite article)

It's	a	bag. pen.
	an	ID card. umbrella.

- Use *a / an* with singular nouns.
- Use *an* with a noun beginning with a vowel (*a, e, i, o, u*).
- Use *a* with nouns beginning *u* when *u = /yu/*, e.g., *university*.

### regular plurals

Singular	Plural	Spelling
a book a key	books keys	add -s
a watch a box	watches boxes	add -es after <i>ch, sh, s, x</i>
a country a dictionary	countries dictionaries	consonant + <i>y &gt; ies</i>

- Add *-s* (or *-es* or *-ies*) to make plural nouns:  
*It's a pen. They're pens.*
- Don't use *a / an* with plural nouns:  
*They're keys. NOT They're a keys.*

## 2B adjectives

1 The **White** House is in the US. (1 63))  
 They're **blue** jeans.  
 2 He's **strong**.  
 It isn't **easy**.  
 Is it **American**?  
 3 It's a **very big** city.  
 She's **really small**.

- 1 When we use an adjective with a noun, the adjective goes before the noun:  
*It's a big house. NOT It's a house big.*  
Adjectives don't change before a plural noun: *They're blue jeans. NOT They're blues jeans.*
- 2 We can also use adjectives without a noun, after the verb *be*.
- 3 We often use *very* before adjectives:
  - a *He's very tall.*
  - b *He's tall.*
  - c *He isn't very tall.*



## 2C imperatives, let's

1 **Open** the door. **Turn** right. (1 71))  
**Don't worry. Don't stop.**  
**Be quiet**, please. Please **sit down**.  
 2 **Let's go** home. **Let's wait**.

- 1 Use imperatives to give orders or instructions.
  - [+] imperatives = verb (base form).
  - [-] imperatives = *don't* + verb (base form).
  - Add *please* to be polite: *Open the door, please.*
  - We often use *be* + adjective in imperatives: *Be quiet, Be careful, etc.*
  - Don't use a pronoun with imperatives: *Be quiet.*
- 2 Use *Let's* + verb (base form) to make suggestions.  
 Use *Let's not* + verb to make a negative suggestion: *Let's not wait.*

### irregular plurals

Singular	Plural
a man /mæn/	men /mɛn/
a woman /ˈwʊmən/	women /ˈwʊmən/
a child /tʃaɪld/	children /ˈtʃɪldrən/
a person /ˈpɜːsn/	people /ˈpiːpl/

### this / that / these / those



1 What's **this**? It's a ticket. (1 57))  
**These** watches are Japanese.  
 2 **That** car is Italian.  
 What are **those**? They're headphones.



- 1 Use *this / these* for things near you (*here*).
- 2 Use *that / those* for things which aren't near you (*there*).
  - *this / that* = singular; *these / those* = plural.
  - *this, that, these, and those* can be adjectives (**this** watch) or pronouns (*What's this?*).

2A

a Complete with *a* or *an*. Write the plural.

singular	plural
<i>a</i> photo	<i>photos</i>
1 ___ city	_____
2 ___ email	_____
3 ___ person	_____
4 ___ box	_____
5 ___ woman	_____

b Write sentences with *It's* or *They're* (and *a* or *an* if necessary).

pen	<i>It's a pen.</i>
buses	<i>They're buses.</i>
1 children	_____
2 change purse	_____
3 men	_____
4 umbrella	_____
5 sunglasses	_____

◀ p.12

c Complete the dialogues with *this*, *these*, *that*, or *those*.



**Teacher** What's <sup>1</sup> \_\_\_\_\_, Jenny?  
**Jenny** It's an iPod.  
**Teacher** And what are <sup>2</sup> \_\_\_\_\_, Jenny?  
**Jenny** They're headphones.  
**Teacher** Give them to me, please, Jenny.



**Boy 1** Who's <sup>3</sup> \_\_\_\_\_ man over there?  
**Boy 2** He's my father.  
**Boy 1** And are <sup>4</sup> \_\_\_\_\_ your dogs?  
**Boy 2** Yes, they are.  
**Boy 1** Wow!

◀ p.13

2B

a Underline the adjectives in these sentences.

- He's a rich man.
- They're Japanese tourists.
  - It's an international school.
  - That isn't the right answer.
  - We're good friends.
  - Hi, Anna. Nice to meet you.
  - Those animals are dangerous.
  - This is a big country.
  - My phone is very cheap.

b Put the words in the right order.

- is Chinese he? Is he Chinese?
- a day very it's hot
  - your Australian is teacher?
  - car fast isn't that very
  - a idea bad it's
  - a are student you good?
  - easy is English very
  - strong my is brother very
  - watch expensive is this an

◀ p.14

2C

a Complete with a verb from the list. Use a ⊕ or a ⊖ imperative.

- be go have open park read speak take turn on worry
- A It's hot. B Open the window.  
 A I'm very sorry B Don't worry. It isn't a problem.
- A I'm bored. B \_\_\_\_\_ the TV.
  - A No entiendo. B This is an English class. Please \_\_\_\_\_ Spanish.
  - A I'm tired. B It's late. \_\_\_\_\_ to bed.
  - A Is this book good? B No, it isn't. \_\_\_\_\_ it.
  - A I'm hungry. B \_\_\_\_\_ a sandwich.
  - A Look at those animals. B \_\_\_\_\_ careful. They're dangerous.
  - A It's raining. B \_\_\_\_\_ an umbrella.
  - A Where is our hotel? B It's over there. \_\_\_\_\_ here.

b Complete with *Let's* and a verb from the list.

- close go open sit down stop turn off
- It's hot. Let's open the window.
- Come on. \_\_\_\_\_.
  - It's late. \_\_\_\_\_ the TV and go to bed.
  - I'm tired. \_\_\_\_\_.
  - It's very cold in here. \_\_\_\_\_ the window.
  - There's a service station. \_\_\_\_\_ and have a coffee.

◀ p.17

### 1 DAYS OF THE WEEK

a Complete the days of the week with the letters.

W Fr S S Th T M

Monday /'mʌndeɪ/      \_\_\_iday /'fraɪdeɪ/  
 \_\_\_uesday /'tuzdeɪ/      \_\_\_aturday /'sætərdeɪ/  
 \_\_\_ednesday /'wenzdeɪ/      \_\_\_unday /'sʌndeɪ/  
 \_\_\_ursday /'θərzdeɪ/

b **1 10**) Listen and check.

c Cover the days of the week. Say them in order.

#### Useful phrases

the weekend (= Saturday and Sunday)

a weekday (= Monday–Friday)

What day is it today? It's Friday.

Have a good weekend. You too.

See you on Monday.

#### Capital letters

Days of the week begin with a capital letter.

Tuesday NOT *tuesday*

### 2 NUMBERS 0-20

a Match the words with the numbers.

twelve twenty eleven three  
 eighteen five fifteen seven

0 zero /'zi:roʊ/	11 _____ /ɪ'levn/
1 one /wʌn/	12 _____ /twelv/
2 two /tu/	13 <u>thirteen</u> /θɜ:'tɪn/
3 <u>three</u> /θri/	14 <u>fourteen</u> /fɔ:'tɪn/
4 four /fɔ:/	15 _____ /fɪf'tɪn/
5 _____ /fɑ:v/	16 <u>sixteen</u> /sɪks'tɪn/
6 six /sɪks/	17 <u>seventeen</u> /sevn'tɪn/
7 _____ /'sevn/	18 _____ /eɪ'tɪn/
8 eight /eɪt/	19 <u>nineteen</u> /naɪn'tɪn/
9 nine /naɪn/	20 _____ /'twenti/
10 ten /ten/	

b **1 11**) Listen and check.

c Cover the words. Say the numbers.

#### Phone numbers

We say the digits separately.

794-1938 = seven nine four, one nine three eight

← p.5

### 3 NUMBERS 21-100

a Write the numbers.

21	<u>twenty-one</u> /'twenti wʌn/
_____	<u>thirty</u> /'θɜ:ti/
_____	<u>thirty-five</u> /'θɜ:ti faɪv/
_____	<u>forty</u> /'fɔ:ti/
_____	<u>forty-three</u> /'fɔ:ti θri/
_____	<u>fifty</u> /'fɪfti/
_____	<u>fifty-nine</u> /'fɪfti naɪn/
_____	<u>sixty</u> /'sɪksti/
_____	<u>sixty-seven</u> /'sɪksti 'sevn/
_____	<u>seventy</u> /'sevnti/
_____	<u>seventy-two</u> /'sevnti tu/
_____	<u>eighty</u> /'eɪti/
_____	<u>eighty-eight</u> /'eɪti eɪt/
_____	<u>ninety</u> /'naɪnti/
_____	<u>ninety-four</u> /'naɪnti fɔ:/
_____	a / one <u>hundred</u> /'hʌndrəd/

b **1 26**) Listen and repeat.

#### Pronunciation

13 and 30, 14 and 40, etc., are similar, but the stress is different, e.g., thirteen, thirty, fourteen, forty, etc.

← p.7

### 4 HIGH NUMBERS

a Write the missing words or numbers.

105	a / one hundred and five
_____	two hundred
350	three hundred and _____
875	eight hundred _____ seventy-five
1,000	a / one thousand /'θaʊznd/
_____	one thousand five hundred
2,012	two thousand and _____
5,420	five thousand four _____ and twenty
_____	twenty-five thousand
100,000	a / one hundred _____
1,000,000	a / one million /'mɪljən/
2,300,000	two million _____ hundred thousand

b **4 43**) Listen and check.

← p.72

### 1 CONTINENTS

a Match the words and continents.

Continent	Adjective
Africa /'æfrɪkə/	African /'æfrɪkən/
Asia /'eɪzə/	Asian /'eɪzən/
Australia /ə'streɪljə/	Australian /ə'streɪljən/
Europe /'yurəp/	European /yurə'piən/
1 North America	North American
South America	South American

b 1 15)) Listen and check.

c Cover the words and look at the map. Can you remember the continents and their adjectives?

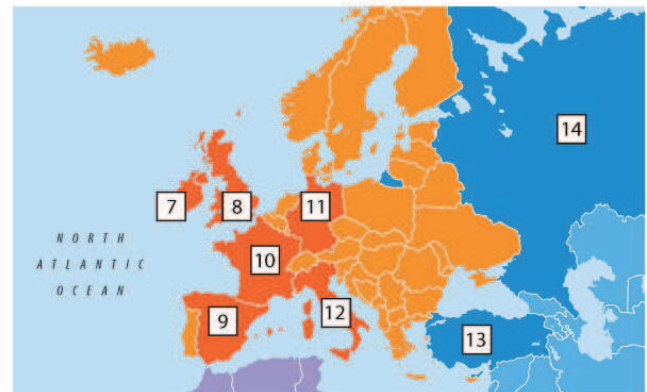
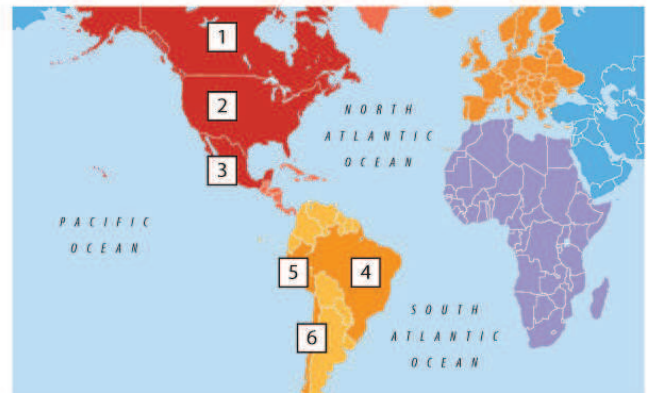


### 2 COUNTRIES AND NATIONALITIES

a 1 16)) Match the words and countries. Then listen and check.

Country /'kʌntri/	Nationality adjective
England /'ɪŋɡlənd/	<b>-ish</b> English /'ɪŋɡlɪʃ/
Ireland /'aɪərlənd/	Irish /'aɪrɪʃ/
Spain /speɪn/	Spanish /'spæɪnɪʃ/
Turkey /'tɜːki/	Turkish /'tɜːkɪʃ/
Chile /'tʃɪli/	<b>-an</b> Chilean /tʃɪ'leɪən/
Germany /'dʒɜːrməni/	German /'dʒɜːrmən/
Mexico /'meksɪkoʊ/	Mexican /'meksɪkən/
South Korea /sauθ kə'riə/	South Korean /sauθ kə'riən/
The (United) States / the US(A)	American /ə'merɪkən/
Brazil /brə'zɪl/	<b>-ian</b> Brazilian /brə'zɪljən/
1 Canada /'kænədə/	Canadian /kə'neɪdɪən/
Iran /'ɪræn/	Iranian /'ɪrənɪən/
Italy /'ɪtæli/	Italian /'ɪtæljən/
Peru /pə'ru/	Peruvian /pə'ruviən/
Russia /'rʌʃjə/	Russian /'rʌʃjən/
China /'tʃaɪnə/	<b>-ese</b> Chinese /tʃaɪ'nɪz/
Japan /dʒə'pæn/	Japanese /dʒə'pə'nɪz/
Vietnam /viət'næm/	Vietnamese /viət'nə'mɪz/
France /fræns/	French /frɛntʃ/
Thailand /'taɪlənd/	Thai /taɪ/

b Cover the words and look at the maps. Can you remember the countries and nationalities?



#### 🔍 Capital letters

Use CAPITAL letters for countries, continents, nationalities, and languages, e.g., Japan NOT japan; Spanish NOT spanish.

### The teacher says

a Match the phrases and pictures 1–13.

- Open your books, please.
- Go to page 84.
- Do exercise a.
- Read the text.
- Look at the board.
- Close the door.
- 1 Work in pairs / groups.
- Answer the questions.
- Listen and repeat.
- Stand up.
- Sit down.
- Turn off your cell phone.
- Please stop talking!

b 1 32))) Listen and check.

### You say

a Match the phrases and pictures 14–22.

- Sorry, can you repeat that, please?
- 14 Sorry I'm late.
- I don't understand.
- Can I have a copy, please?
- How do you spell it?
- I don't know.
- Excuse me, what's \_\_\_\_\_ in English?
- Can you help me, please?
- What page is it?

b 1 33))) Listen and check.

c Cover the sentences and look at the pictures. Say the sentences.

**the**  
Look at **the** board.  
Answer **the** questions.

- Use **the** when we know which (board, questions, etc.).  
Look at **the** board. NOT Look at **a** board.
- Use **the** with singular and plural nouns (the board, the questions).

◀ p.8




# Things

a Match the words and pictures.

- a book /buk/
- a calendar /'kæləndə/
- a cell phone /sel foun/
- a change purse /tʃeɪndʒ pərs/
- 1 a coin /kɔɪn/
- a credit card /'kredɪt kɑ:d/
- a dictionary /'dɪkʃənəri/
- a file/a binder /faɪl/ /'baɪndə/
- glasses /'glæsəz/
- headphones /'hedfəʊnz/
- an ID card /aɪ'di kɑ:d/
- an iPod /'aɪpɒd/
- a key /ki/
- a laptop /'læptɒp/
- a magazine /mægə'zɪn/
- a newspaper /'nu:zpeɪpə/
- a pen /pen/
- a pencil /'pensl/
- a photo /'fəʊtəʊ/
- a piece of paper /pi:s əv 'peɪpə/
- scissors /'sɪzəz/
- a stamp /stæmp/
- sunglasses /'sʌŋglæsəz/
- a ticket /'tɪkət/
- a tissue /'tɪʃu/
- an umbrella /ʌm'brelə/
- a wallet /'wɒlət/
- a watch /wɒtʃ/

b 151))) Listen and check.

 **Plural nouns**  
Some words for things are plural, e.g., *glasses, headphones, pants*. Don't use *a / an* with plural nouns. NOT *a glasses, a headphones*.

c Cover the words and look at the pictures. In pairs, ask and answer.

What is it?  It's a watch.

What are they?  They're glasses.

◀ p.12

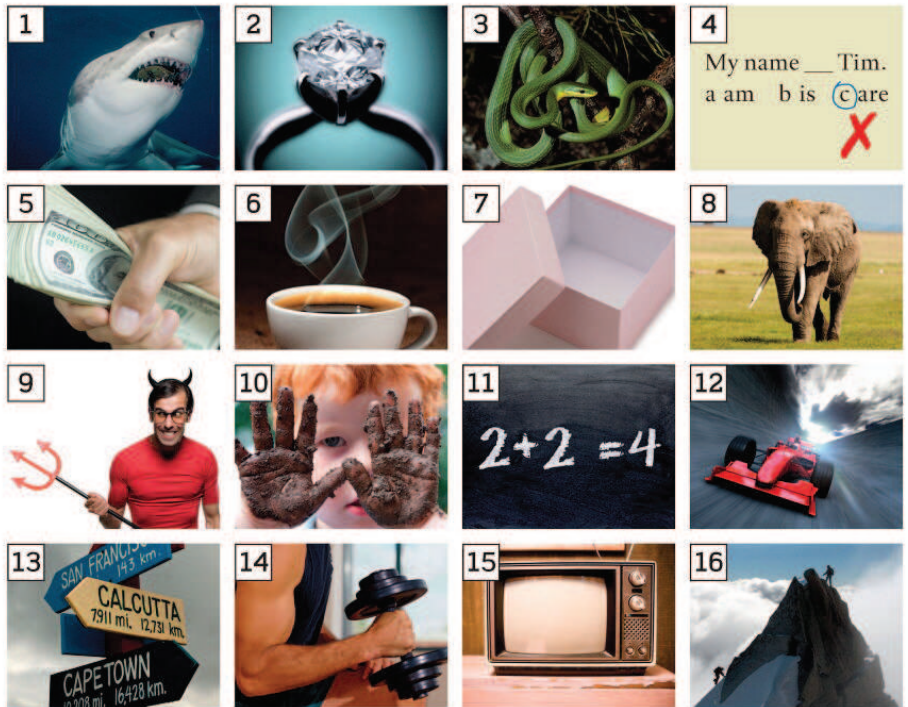




### 1 COMMON ADJECTIVES

a Match the words and pictures 1–16.

- bad /bæd/ \_\_\_\_\_
- big /bɪg/ \_\_\_\_\_
- dangerous /'deɪndʒərəs/ safe
- dirty /'dɜːti/ \_\_\_\_\_
- easy /'iːzi/ \_\_\_\_\_
- empty /'empti/ \_\_\_\_\_
- expensive /ɪk'spensɪv/ \_\_\_\_\_
- far /fɑː/ \_\_\_\_\_
- fast /fæst/ \_\_\_\_\_
- high /haɪ/ \_\_\_\_\_
- hot /hɒt/ \_\_\_\_\_
- long /lɒŋ/ \_\_\_\_\_
- old /əʊld/ \_\_\_\_\_
- rich /rɪʃ/ \_\_\_\_\_
- strong /strɒŋ/ \_\_\_\_\_
- wrong /rɒŋ/ \_\_\_\_\_



b 160))) Listen and check.

c Match these adjectives with their opposites in a.

cheap /tʃiːp/	low /ləʊ/	short /ʃɔːt/
clean /kliːn/	near /nɪə/	slow /sləʊ/
cold /kəʊld/	new /njuː/	small /smɔːl/
difficult /'dɪfɪkəl/	poor /pɔː/	weak /wiːk/
full /fʊl/	right /raɪt/	
good /gʊd/	safe /seɪf/	

d 161))) Listen and check. Then test your partner. A say an adjective and B say the opposite.

**Modifiers: very / really**  
We often use these words before adjectives.  
A Ferrari is **very / really fast**.

e Look at the things in the list. Say two adjectives for each one. Use modifiers.

A Ferrari    Mount Everest    Bill Gates  
The Pyramids    Africa    Your town / city

A Ferrari – It's **really fast** and **very expensive**.

← p.14

### 2 APPEARANCE

a Match the opposite adjectives and the pictures.

- blond /blɒnd/     dark /dɑːk/     old /əʊld/     young /jʌŋ/
- beautiful /'byuːtɪfʊl/     ugly /ʌɡli/     tall /tɔːl/     short /ʃɔːt/
- fat /fæt/     thin /θɪn/

b 167))) Listen and check.

c Cover the adjectives and look at the pictures. Test yourself or a partner.

**Positive adjectives for appearance**  
*Beautiful, good-looking, pretty,* and *attractive* can all be used for women, but for men we only use *good-looking* or *attractive*.



← p.15