DEPARTAMENT DE FILOLOGIA ANGLESA I DE GERMANÍSTICA

The Evolution of Sexism in EFL Textbooks: A

Case Study of *English File*

Treball de Fi de Grau/ BA dissertation

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TABLE OF CONTENTS

INDEX OF TABLES

Abstract

The aim of the present research is to examine the evolution of sexism in the EFL textbooks series *English File*. Specifically, this study analyses six textbooks belonging to the first and the third editions, published in 1996 and 2012, respectively. A critical content analysis was conducted over images and texts. This study is approached taking as a reference Porreca's framework and uses the same categories: 1. Omission; 2. Firstness; 3. Adjectives; 4. Occupational Visibility; 5. Masculine generic forms. Findings reveal that, although there is an attempt to achieve equality, characters are represented according to stereotypical roles, men are more dominant in texts and images and women are not portrayed in a variety of professional activities.

Keywords: EFL textbooks, sexism, English File, educational materials, gender equality

1. Introduction

The aim of the present research is to examine the presence of sexism in *English File*, one of the most popular series of EFL textbooks used in Catalonia. Specifically, this study analyses two different editions of the book in order to evaluate the evolution of the language used and the gender stereotypes portrayed in the ambit of EFL instruction: *English File 1* and *English File Third Edition* first published in 1996 and 2012, respectively.

Since language is always embedded in a cultural framework and it reflects its speakers' attitudes, beliefs and values, EFL textbooks cannot be expected to be value free (Musty: 2015). This project is set up on the assumption that offering a good education is the best strategy to tackle everyday sexism. Therefore, educational materials should be the product of a reflection on what sort of models we want to recreate. This paper takes as a reference the study carried out by Karen Porreca (1984) and uses the same categories to analyse sexism in textbooks: (a) Omission (either in texts or images); (b) Firstness; (c) Adjectives used to describe women and men; (d) Occupational visibility, and (d) the use of masculine generic forms.

As observed by Hartman and Judd, "ESL materials are bound to reflect both the explicit and implicit attitudes of the writers of their societies, attitudes which are likely to change over time" (1978: 384). The main goal of the research is, therefore, to evaluate whether sexism has been diminished or not in the textbook series *English File*. The research question is: Has there been a significant reduction of sexism in the newest edition of *English File* with respect to its first edition? The initial hypothesis is that there will be a decrease in linguistic sexism, whereas other cultural elements will be more reluctant to change. In addition, the third editions are expected to show a greater visibility of women.

With regard to occupations, women are expected to be portrayed in a wider range of professional options than in the first editions.

The second section of this paper examines previous research on the topic and provides further notes on the categories selected for the analysis. The third section analyses the evolution of sexism in *English File* and in the final sections, there is summary of the findings and the conclusions.

2. Theoretical Framework

Feminist language activists grew out of the emergence of feminism as a powerful sociopolitical force during the decade of the 1960s and 1970s. It was in the 1970s that linguistic activists associated with the women's movement started to call male dominance in language into question and revealed the gender bias behind many linguistic rules (Holmes, J. & Meyerhoff, M. 2003: 551). For instance, it was denounced that the use of the masculine *he* gained its status as a generic pronoun as a result of male regulation (2003: 551).

According to Sunderland's (2000) state of the art, studies that explored gender representation in textbooks emerged during the 1970s, 1980s and early 1990s. Some papers were related to EFL textbooks in Germany (e.g. Hellinger, 1980); and some others to EFL textbooks in Spain (Cerezal, 1994) and France (Cincotta, 1978). Nevertheless, most of them were concerned with EFL textbooks used in English-speaking countries (e.g. Hartman and Judd, 1978; Porreca, 1984). In addition, in 1994, the *Women in EFL Materials* group compiled a series of guidelines as a reminder to people involved in ELT publishing to be aware of biased language and stereotypical representations. They aimed

at offering a picture of the major areas of concern and suggesting ways of addressing problems (Florent et al. 1994).

However, since the publication of Sunderland's (2000) state of the art, the field has developed and other relevant studies have appeared (e.g. Ansary and Babaii, 2003; Bahman, 2017; Barton and Namatende, 2012) suggesting that sexism still flourishes in current EFL textbooks.

The presence of sexism in EFL materials has been analysed by researchers considering different areas that promote gender bias. The present study is based on the categories proposed by Porreca (1984): omission, firstness, adjectives to define women and men, occupational visibility and the use of male nouns and pronouns as generics.

1. Omission

As Porreca briefly explains, the concept of omission is "when females do not appear as often as males in the text as well as in the illustrations" (1984: 706). Omission in images (which serve to reinforce texts) is probably one of the most overt forms of sexism and one of the easiest aspects to examine, since it does not require an in-depth analysis to be noticed. When the representation is not fair, "the implicit message is that women's accomplishments, or that they themselves as human beings are not important enough to be included" (1984: 706).

Porreca mentioned several studies (Coles, 1977; Hellinger, 1980; Hoomes, 1978) which reflected that males outnumbered females by a ratio of 3:1. 30 years after her study, similar research on the topic still points out the need for more balanced materials (Ansary and Babaii, 2003; Barton and Namatende, 2012).

2. Firstness

Firstness is the practice of systematically placing a male-referring term before a female term. For example, in English, it is very usual to find the following pairs: *Mr* and *Mrs*, *he/she* or *husband* and wife, being *ladies* and *gentlemen* one of the few exceptions. A study carried out by Motschenbacher, in which she analysed the 30 most-frequent mixed-gender word pairs of the British National Corpus, detected that the ordering of pairs associated to marriage reflected traditional gender discourses. Men occupy a dominant position within marriage (husband and wife), whereas women seem to be more prominent when they are no longer married (widow and widower) or not yet married (bride and bridegroom) (2013: 226). Therefore, pairs that make an allusion to female and male terms need a special approach, since they are thought to reflect and perpetuate power differences in society. When it comes to pairing female and male names, placing them in alphabetical order might be a non-sexist alternative.

Hartman and Judd, who analysed a number of American and British publications of ESL textbooks, were the first scholars to focus attention on this feature (Porreca, 1984: 706). They argued that when two gender-specific forms are paired in a text, the one appearing first can be interpreted as being higher in rank and, although it may seem insignificant, "such automatic ordering reinforces the second-place status of women and could, with only a little effort, be avoided by mixing the order" (Hartman and Judd 1978: 390).

3. Adjectives used to define women and men

In order for researchers to document the stereotyped images of females and males in EFL textbooks, a lot of attention has been drawn to the adjectives used to describe

women and men. Porreca (1984) categorised them into the following labels: Physical Appearance; Intellect/Education, Emotionally/State of Mind, Physical State/Condition; Personality Traits, Age, Environmentally Descriptive, Rapport/Reputation, Normality/Deviance, Ability, and Environmentally Induced. She found out that, although there was not a significant difference in most of the categories, the adjectives attributed to women in the category of Physical Appearance suggested a certain concern with attractiveness. In addition, the categories of Rapport/Reputation and Intellect/Education were male-dominated. Finally, she reported that the word *woman* was used as an adjective to tell apart female workers from male workers (1984: 718).

A more recent study carried out by Barton and Namatende (2012) on current ESL textbooks used in Uganda shows that adjectives to describe females are mainly emotional and caused by domestic or marriage events. Only five out of 21 adjectives describing males are emotive in nature and are caused by professional situations. She highlights a headmaster being 'furious' about school bullies and a judge feeling 'offended' and 'angry' as a reaction to an attempt of bribery directed toward him. However, the authors emphasise the reaction of the judge after realising about it and he is described as being 'calmed' and 'polite'.

The fact that women are mainly characterised in terms of appearance or emotions, disregards women's capacities and personality. Thus, this kind of representation reinforces the stereotypes that students may hold about women, instead of questioning them.

4. Depiction of women and men in professional framework

Occupational visibility has also proven to be another area of concern when it comes to analysing sexism. Hellinger (1980), who analysed 131 passages from ELT textbooks used in German schools, explained that only 20% of the characters were women and that they hardly ever participated in engaging or stimulating tasks. Hellinger put forward the conclusion that women were relegated, in almost all cases, to a secondary position in the professional framework. Men usually had the most 'interesting' and 'successful' jobs (e.g. bankers, engineers, scientists, etc.), whereas women were portrayed in the simplest and mildest tasks (e.g. office worker, maid, housewife, etc.). Only six women in 131 texts occurred with presumably higher education; Four of them belonged to the upper class (e.g. Queen Elizabeth I) and only the remaining two had gained their status, but they remained anonymous (1980:272).

Barton and Namatende's (2012) study in Ugandan EFL textbooks show that the situation has barely changed. Men tend to fit in intellectually demanding, higher status jobs, whereas occupational roles attributed to women are domestic in nature. Rifkin (1998), as cited in Barton and Namatende (2012), argues that "the problem is not the depiction of women as mothers, but rather in the depiction of women only as mothers" (2012:181).

5. Masculine generic constructions

Another reflection of sexism is the use of male pronouns as generics. Contrary to the other features discussed, this is inherent to the English grammar itself. A lot of research has been conducted to attest in subjects whether their mental representations of male nouns or pronouns in reference to mixed groups are gender biased or not. The

findings show that they do not only exclude women from language, but also from perception (see Gastil 1990). In order to avoid generic male pronouns, writers and speakers are increasingly using the plural pronoun *they* to refer to singular antecedents of unknown gender. Other types of sexist generic constructions include words like *man* and its compounds (e.g. mankind, businessman, etc.).

Sniezek & Jazwinski, (1990) as cited in Gastil (1990), stated that the generic *he* and similar words "not only reflect a history of male domination, but also actively encourages perpetuation"(1990:630).

The next section discusses the evolution of sexism in *English File.* The rationale behind selecting this textbook is its popularity among Catalan language centres. Specifically, this paper examines two different editions of the book, *English File 1* (1996) and *English File Third Edition* (2012). The levels that have been selected are: Beginner, Pre-Intermediate and Intermediate. For reasons of space, this study is only concerned with student's books. Teachers' books and workbooks were discarded.

3. The Evolution of Sexism in English File

In this section, both editions are examined by means of content analysis. It also contains a critical analysis over illustrations, exercises, texts and dialogues based on the frequency of female/male alluding items/images. The results will be presented in different tables divided by the previously mentioned categories. After the tabulation of the raw data, the results have been converted into percentages.

3.1 Omission

3.1.1 Images

The following table shows the frequency of women and men appearances in illustrations. The data presented is the result of an average between the three books corresponding to the first editions and an average of the three books corresponding to the third editions. All the detailed individual data can be found in Appendix A.

	First Editions		Third Editions	
	#Appearing	%	#Appearing	%
Females	472	41,2	636	46
Males	674	58,8	747	54
Total Genders	1146	100	1383	100

Table 1 Omission in Images

As can be seen in Table 2, in the first editions of *English File*, females comprised 41.2% of the illustrations while males summed up a total of 58.8%. The findings reveal a mild gender imbalance in the first editions, as opposed to the third editions. In the present editions, we can see an improvement of 4.8%, since women represent the 46% of the overall pictures.

In the first editions, there were files (units) which often showed a low representation of women, sometimes due to the fact that the topics chosen were male dominated. For instance, in File 6 *English File Intermediate*, there were only 13 women out of 56 people portrayed since the readings of the unit incorporated film directors, sportspeople and an article about 20th century pop music, whose protagonists were mostly men. The same phenomenon takes place in *English File 2 Pre-Intermediate*, whose File 3 only represents 7 women out of 28 people. It included a reading about Christie's, one of the most famous auction houses in the world. The pictures include examples of objects

belonging to John Lennon, David Bowie, Keith Richard, Elton John, Prince, Elvis Presley and Michael Jackson. One can conclude that these particular cases are the result of a male-centred cultural canon.

Only a few units in the first editions had a strong female presence as compared to male's. An example is file 7 in *English File 1 Beginner*, which encompassed 45 women out of 76 characters. A possible explanation for this is that there were two comic stories whose protagonists were women and they appeared in all the images.

Although women suffered from a moderately low visibility, it should be pointed out that there were several images that questioned the view of women being weak, passive or fearful. For instance, in *English File 1 Beginner*, there is a woman protecting a man against a snake (p.49) and in *English File 2 Pre-Intermediate* there is an illustration of a man crying (p.61).

As for the third editions, women comprise 46% of the images, whereas men take up a total of 54%. The fairest book is the Beginner's in which women encompass 49.5% of the images. Surprisingly, the least fair of the three books is the latest publication, *English File Third Edition Intermediate*, since women occupy 43,1 of the illustrations. Only 1 out of 13 units in it has got a higher representation of women over men although it is not very salient (24-21). The most relevant imbalance of the third editions is found in file 10, which shows 7 women out of 31 characters. The reason lies in the fact that the three readings are concerned with male personalities: Steve Jobs and Stephen Wozniak, Jack the Ripper and a short story called *The Case for Defence* by Graham Greene. Consequently, there are several male pictures to illustrate the texts.

None of the editions show a variety of families; they all consist of a dad, a mum and often two children, a girl and a boy. Therefore, they only portray heterosexual love. In addition to it, males are more likely to co-occur with other males and females with other females when it comes to portraying friendship relations in both editions.

3.1.2 Texts

Although images are more conspicuous, they are only a reflection of the texts' content. Therefore, texts are an important factor when it comes to ascertain whether women are visible or not in textbooks. The following table shows the frequency of texts devoted to women and men, the frequency of dialogues featuring women and men and the presence of both sexes in exercises. The data presented is the result of an average between the three books corresponding to the first editions and an average of the three books corresponding to the third editions. All the detailed individual data can be found in Appendix A.

	First Editions			Third Editions		
	Texts	Dialogues	Exercises	Texts	Dialogues	Exercises
Females	41 (48.2%)	26 (46.4%)	618 (47.2%)	46 (44.6%)	30 (50%)	1036 (48.6%)
Males	44 (51.8%)	30 (53.6%)	693 (52.8%)	57 (55.4%)	30 (50%)	1098 (51.4%)
Total Genders	85 (100%)	56 (100%)	1311 (100%)	103 (100%)	60 (100%)	2131 (100%)

Table 2 Omission in Texts

As Table 2 shows, the presence of women and men was balanced in the first editions. Women appeared in 48.2% of texts whereas men appeared in 51.8%. Regarding dialogues, women comprised 46.4% whereas men appeared a total of 53.6%. Finally, their presence in exercises was also fair, women were in included in 47.2% and men in 52.8%.

With respect to the third editions, texts present a higher percentage of men in comparison with women (55.4%-44.6%). Dialogues, on the contrary, present an equal number of women and men. For their part, exercises also exhibit a fair number of women and men (48.6%-51.4%).

Although in the first editions there is a similar number of both sexes portrayed in texts, it is relevant to say that the longest sections were devoted to men and their professional accomplishments (e.g. business executives; actors like Anthony Hopkins, Jack Nicholson or Christopher Reeve; groups like *The Beatles* or film directors like Woody Allen). The book that portrayed a higher number of women in texts was *English File 2 Pre-Intermediate*. Nevertheless, most texts were devoted to unknown women (e.g. a Russian woman talking about the weather in Siberia; a handball star; and a woman giving advice in an online consultancy, among others), with the only exception of Agatha Christie as a prominent figure.

With regard to the third editions, there is also a strong presence of male over females in larger readings. However, a constant reflection on gender stereotypes in some sections is made. For instance, in the Intermediate's book there is a short text titled *Men & Women: stereotypes or true?* which is meant to make students reflect on general beliefs about females and males (e.g. Who is more worried about appearance? Who talks more about things and more about people? Who is more interested in power?, etc.). Nevertheless, the results of this activity may vary depending on the teachers' mediation, since there is not a explicit reflection from the part of the authors in the text.

In addition, there are also exercises that highlight gender stereotypes. As an example, there is a listening called *The mothers of invention*, which was intended to put emphasis on women's contributions to today's society. However, the effect is the

opposite since they mention the invention of the washing machine, the hair dryer, the disposable nappies, the zipper, the windscreen wipers and the bulletproof vest. In essence, they all belong to the domestic sphere, or they are meant to protect the family members.

There are also appropriate texts when it comes to challenging stereotypes. For instance, there is a reading in *English File Third Edition Intermediate* titled *Men talk as much as women?* in which there is a reflection about the stereotype about the introvert nature of males: "[…] the stereotype that women talk too much and men keep quiet, is bad not only for women but also for men. It says that to be a good male, it's better not to talk – that silence is golden" (p.29).

All in all, there is a general tendency towards numeric equality, although an in-depth analysis shows that qualitatively the image of women is still stereotyped. Men's accomplishments are more stressed than women's in both editions.

3.2 Firstness

Table 3 shows the times that a female referring term has been placed before a male referring term and vice versa. The data presented is the result of an average between the three books corresponding to the first editions and an average of the three books corresponding to the third editions. All the detailed individual data can be found in Appendix B.

	First Editions		Third Editions	
	#Appearing	%	#Appearing	%
Female First	25	21.7	39	21.9
Male First	89	78.3	137	78.1
Total Genders	114	100	176	100

Table 3 Firstness

The important imbalance between both genders is associated to the fact that there are many default pairs of nouns/pronouns placing the masculine first. For instance, the preferred order for the feminine and the masculine pronouns and possessive adjectives is: he/she, him/her and his/her.

(1) Where did <u>he/she</u> stay? (*English File Third Edition Pre Intermediate,* page 12)

(2) Lend <u>him/her</u> the money. You can afford it and it doesn't matter if you don't get it back (*English File Third Edition Intermediate,* page 15, exercise)

(3) Do you know anything about <u>his/her</u> last holiday? (*English File Intermediate,* page 96)

Such systematic pairing of pronouns can be understood as another manifestation of a male-centred language system. No instances of *she and he/she or he* were found in any of the books. Nevertheless, example 4 illustrates the only instance in the six books which presents a feminine possessive adjective before masculine one:

(4) <u>Bride/Bridegroom</u>: a woman/man on the day of <u>her/his</u> wedding. (*English File Third Edition Pre-Intermediate,* page 30, reading)

This particular example was found in the glossary of an interview to Lindka Cierach, a famous fashion designer. Although it is not the default male-first ordering of words, it is clear that the intention of the author was not to make a conscious exception, but rather to maintain the noun-possessive adjective agreement. From a linguistic point of view, it can be argued that the form of the word is relevant when it comes to pairing words, with less complex ones occurring first. Since bridegroom is a compound noun of bride, it was placed after it, creating the necessity to make reference to the feminine word and possessive adjective first. However, Motschenbacher's (2013) study offers another

possible explanation for this, women are placed before men (in a more dominant position) when they are not yet married or no longer married since, when making reference to marriage or relationships, the male term is most frequently placed before the female. The picture is different when proper nouns are paired. It must be said that very often the order is alternated, even when a reference to the same characters is made:

(5) Look at the photos, describe <u>Jenny and Rob.</u> (*English File Third Edition Pre-Intermediate,* page 12, Practical English)

(6) Watch or listen to <u>Rob and Jenny.</u> Mark the sentences T (true) or F (false). (*English File Third Edition Pre-Intermediate,* page 90, Practical English)

In fact, 35 instances of paired proper nouns were found in the first editions. The percentage of female nouns appearing before male nouns was 51.4%. In the third editions, however, 76 instances were found, and the percentage of women-first pairs is 44.7%. However, family-related terms are usually paired according to a sexist ordering of nouns. The following pairs have always been found occupying the same position throughout the book series:

(7) You had to fight with your <u>brothers and sisters</u> to get what you wanted. (*English File 3 Intermediate,* page 18, reading)

(8) My <u>uncle and aunt</u> have a lot of money. (*English File Third Edition* Intermediate, page 149, exercise).

(9) Who has been your biggest influence in life? My <u>mother and father</u>. (*English File 2 Pre-Intermediate,* page 116, exercise)

The only exception that was found was the pair *mother and father*. Such gender bias might be seen as the reflection of a subconscious belief that a mother is the most important figure in parenthood.

3.3 Adjectives

The following Table contains a classification of adjectives according to Porreca's classification: Physical Appearance (e.g. tall, beautiful); Intellect/Education (e.g. intelligent, stupid); Emotionally/State of Mind (e.g. sad/calm); Physical State/Condition (e.g. tired, strong); Personality Traits (e.g. friendly, disagreeable); Age (e.g. old, young); Environmentally Descriptive (e.g. rich, poor); Rapport/Reputation (e.g. great, unpopular); Normality/Deviance (e.g. normal, strange); Ability (e.g. capable, incapable); and Environmentally Induced (e.g. lucky, restricted) (1984: 713). The data presented can be seen in context in Appendix C.

	Adjectives	*Females*	*Males*
	Physical	Beautiful (4), tall (8), thin, elegant, attractive, fair, overweight, slim(2), fit, medium-height	Tall (8), good-looking (3), handsome, fat (2), slim, fit, big, friendly-looking, well-built, short, overweight, bald
	Personality	Friendly (3), shy (3), selfish (2), extrovert, confident, innocent, lovely, self-confident, bossy, cooperative, insecure, lazy, sensible, sure	Funny (2), superstitious, dangerous, shy, talkative, sociable, optimistic, brave, realistic, good, sensitive (2), violent, shy, selfish (2), aggressive, sociable, moody, charming, affectionate,

English File First Edition			ambitious, generous, careful
	Intellect/Education	Intelligent	Logical, intelligent, critical, brilliant
	Emotionally/State of mind	Angry, afraid, unsure, obsessed (2), jealous (2)	Nervous, depressed, furious
	Physical State/Condition	Tired (2), exhausted	-
	Age	Old, young (2)	Old (2), young (6),
	Environmentally descriptive	Well-paid, high-earning,	Rich (2)
	Normality/Deviance	Strange	Strange
	Ability	-	Talented
	Environmentally Induced	-	-
	Rapport/Reputation	Nice (2), exciting, famous	Famous (3), successful, exciting
	Other	-	Single, married
Total:		55 (45.8%)	65 (54.2%)
	Physical	Beautiful (3), short, slim, chic, fabulous	Tall (2), attractive, overweight, identical, strong(2), good-looking(2), bald, thin, short, overweight, medium-height, slim, big, well-built
	Personality	Mean, rebel, charming, hard-working, shy, forgetful	Pessimist (2), friendly, tidy, untidy, responsible, rebellious, sensible,

			emotional, carless, fair, ruthless
English File Third Edition	Intellect/Education	Not qualified, intelligent	-
	Emotionally/State of mind	Happy, angry (2), bored, unhappy, pleased, stressed, jealous	Sad, stressed, worried, strong, angry (2), furious, moved,
	Physical State/Condition	Tired, thirsty	Hungry
	Age	Young, old	Young (3)
	Environmentally descriptive	-	-
	Normality/Deviance	-	-
	Ability	-	coordinated
	Environmentally Induced	Cold, surprised (2), shocked	Hot,
	Rapport/Reputation	-	famous
	Other	single	-
Total:		32 (41%)	46 (59%)

Table 4 Adjectives

As Table 4 shows, in the first editions 120 adjectives were gathered, 55 of which were attributed to women and 65 to men. In numerical terms, women and men were equally described in the categories of physical appearance and personality. Adjectives that concern with attractiveness were equally used to define both women and men. *Beautiful* and *attractive* modify female nouns and *handsome* and *good-looking* modify male nouns. Some of the adjectives used in the category of personality conform to gender stereotypes, specially for men (e.g. brave, dangerous, aggressive, violent, ambitious), although there were some others challenging them (e.g. sensitive, talkative). With regard

to the categories of Intelligence and Emotionally/State of Mind, men were more described in intellectual terms, whereas women were described more emotionally. The emotions attributed to women were in many instances derogatory (e.g. obsessed, jealous, unsure).

With regard to the third editions, 78 adjectives were gathered, 32 of which are attributed to women and 46 to men. The categories which contain proportionally more number of males than for females are Physical Appearance and Personality. Males are mostly described in terms of height, weight and constitution (e.g. tall, short, thin, well-built, big), whereas the most outstanding physical trait for women is concerned with attractiveness (beautiful). With regard to personality, the adjectives found to describe women are not stereotypical (e.g. rebel). In addition, men are attributed the adjective *emotional* which is also non-stereotypical. In the category of Emotionally/State of Mind, females and males are represented equally. Nevertheless, the term *jealous* was only attributed to women.

3.4. Occupational Visibility

Table 5 illustrates the frequency of occupational visibility in both texts and pictures. The data presented is the result of an average between the three books corresponding to the first editions and an average of the three books corresponding to the third editions. All the detailed individual data can be found in Appendix D.

	First Editions		Third Editions	
	#Appearing	%	#Appearing	%
Female	64	33.9	125	36.2
Male	125	66.1	220	63.8
Total Genders	189	100	345	100

Table 5 Occupational Visibility

As can be seen, men are portrayed more often than women in relation to their occupational roles in both editions. In the first editions men comprised 66.1%, whereas

women encompassed the 33.9%. After 15 years, we observe an increase in female occupation of 2.3%.

The first editions showed 31 different jobs for women and 44 jobs for men. Men performed roles ranging from the lowest spheres of society (e.g. thief) to the highest (e.g. president), whereas women tended to fit in more nurturing professions (e.g. au pair, housewife, nurse, teacher). Although it is true that men were more often represented in their professional settings or making reference to their occupations, in many instances women were portrayed avoiding stereotypical roles, which may serve as an indication of the authors' awareness. For example, in the first editions there were women working as engineers, doctors, managers, air traffic controllers, managers, police officers and as prime ministers, among others. In other words, women occupied high-rank positions and were not left aside to look after their children. Men were also sometimes presented in non-stereotypical roles in the first editions. For instance, in the Intermediate book there was the presence of a flight attendant, a shop assistant, and a househusband. Nevertheless, none of the textbooks turns the world upside down, in the sense that not all women or men are depicted in non-traditional roles. Rather, they try to account for the diversity of human life.

With regard to the third edition, the difference between women and men is wider. There are 35 different professions for women and 75 for men. Furthermore, there are some readings that reinforce gender differences. For instance, in *English File Third Edition Intermediate,* there is a text called *Comando Dad*, which accounts for the story of a soldier who sacrificed his career to look after his baby while his wife went back to work. He wrote a book about his experience in which he included a set of instructions for other stay-at-home dads. The story is told as something extraordinary, and omits that many women have done the same without any especial acknowledgement.

3.5 Masculine generic constructions

Table 6 shows the times in which instances of masculine generic constructions were gathered:

	First Editions		Third Editions	
	#Appearing	%	#Appearing	%
Male generic constructions	2	100	0	0
Total	2	100	0	0

Table 6 Masculine generic constructions

As can be seen, only two generic constructions were found in the book series. No instances of androcentric pronouns used as generics have been found in any of the samples. All the ambiguous gender references have been solved in all the editions by including both, the masculine and the feminine pronouns. The following examples illustrate this:

(1) If an Amish marries somebody from outside the community, <u>he or she</u> has to leave. (*English File 2 Pre Intermediate,* page 31, reading)

(2) B is a psychologist. Tell <u>him/her</u> about your dream. <u>He/she</u> will tell you what it means. (*English File Third Edition Pre-Intermediate,* page 103, Communication)

As can be noticed, example 10 and 11 are gender inclusive and evince the authors' awareness of the discrimination that might be embedded in the usage of the English grammar. They avoid using masculine generic forms by including both, masculine and feminine pronouns. No instances of plural *they* to refer to an element of unknown gender were found.

Nonetheless, other types of masculine generic forms have been found in the books. The first example was encountered in a reading called *Do we really need to sleep?* pertaining to *English File 3 Intermediate:*

(3)   He believes that the sleep instinct originates from prehistoric times; <u>primitive man</u> was 'programmed' to protect <u>himself</u> from the darkness with its many dangers. (page 32)

In example 12, authors used the word 'primitive man' to refer to both, women and men. They could have easily avoided this gender bias, as proposed by Florent et al. (1994), by using a plural construction like 'primitive people' and the third person plural reflexive pronoun.

A similar example was found in the same book illustrating another generic construction with *men*:

(4)   Research in Greece shows that <u>men</u> who have a siesta are the least likely to suffer heart attacks. (p.22)

No instances of male generic constructions were found in the third editions. The authors always used alternatives to avoid excluding females from perception.

4. Summary of the findings

The initial hypothesis was that there would be a decrease in linguistic sexism and an increment in female visibility. In addition, women were expected to be represented in a wider range of professional activities. Conversely, other more cultural elements were not expected to show great differences. Results support the initial hypothesis that women would have a greater visibility in the current edition. In 16 years, there has been an increase in female visibility of 4.8%. Nevertheless, when books are examined individually, a moderately low imbalance is reflected in *English File Third Edition Intermediate* (43%-57%). The numerical representation of women and men in texts has always been balanced. However, longer readings tend to be devoted to men in both editions. Although authors intend a reflection on gender stereotypes at times, either the

success of the activity depends greatly on the teacher's monitoring or the activity itself fails at portraying a non-stereotypical image.

Unexpectedly, the depiction of women in the professional framework in the third editions is worse than in the first. Not only are they frequently portrayed in stereotypical roles, but also in a much narrow variety of occupations than men. In the first editions women were represented in 31 different occupational roles, whereas men were represented in 45. Conversely, in the third editions women were only portrayed in 35 jobs, whereas men had 75 different occupational options. Results show an increase in female occupation of 2.3%.

Regarding to adjectives used to describe women and men, in the first edition, adjectives that referred to attractiveness were common to describe both women and men. Nevertheless, in the third editions, they were more common in women. Men were often described in terms of height and constitution. In relation to the category of Personality, in both editions women and men tend to conform to gender stereotypes, with few exceptions. When it comes to making reference to a person's intelligence, in the first edition, males were attributed more adjectives than females, although for both they were all positive. In the third editions, however, only women were attributed the adjective *intelligent.*

In relation to linguistic sexism, there has been a decrease in the third editions since they do not incorporate masculine generic constructions. However, in the first editions the number of androcentric constructions was not high and only two instances were found in *English File Intermediate.*

In 16 years, the images of the sexes still show gender stereotypes and there are categories which have worsened in time (Occupational visibility), or remained equal (Firstness).

5. Conclusion

The scope of the study was to examine the evolution of sexism in the book series *English File.* Results prove the initial hypothesis that women would have a greater visibility in the current edition. However, women are not as represented as men in longer reading sections, or in their professional frameworks as it was expected. Despite the fact that sometimes beliefs about women and men were defied by means of adjectives or occupational activities, characters tended to conform to gender roles.

EFL textbooks can either reinforce the gender-linked bias existing in society or challenge it. English File authors still need to work towards more balanced gender representations. As has been demonstrated by this study and other research, sexism still flourishes in EFL textbooks. Therefore, there is a need for EFL publishers to examine textbooks in order to achieve gender equality, not only numerically but also qualitatively.

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Appendix A
Omission (Images and Texts)

Images

English File First Edition Beginner

	Female	Male
File 1	20	22
File 2	8	25
File 3	6	10
File 4	19	22
File 5	20	19
File 6	6	21
File 7	45	31
File 8	30	33
File 9	12	31
File 10	3	5
Communication	6	10
Total	175	232
%	43%	57%

English File First Edition Pre-Intermediate

	Female	Male
Revision	12	26
File 1	11	15
File 2	20	26
File 3	7	21
File 4	22	26
File 5	17	25
File 6	17	24
File 7	15	20
File 8	21	32

File 9	6	10
Communication	0	2
Total	148	227
%	39.5%	60.5%

English File First Edition Intermediate

	Female	Male
Introduction	0	1
File 1	33	29
File 2	15	19
File 3	26	26
File 4	9	16
File 5	11	11
File 6	13	43
File 7	18	23
File 8	14	21
Check your progress	0	0
Communication	2	4
Vocabulary Builder	9	26
Total	150	219
%	40.7%	59.3%

Third Editions

English File Third Edition Beginner

	Female	Male
File 1	16	13
File 2	15	19
File 3	16	14
File 4	11	14
File 5	20	20
File 6	20	25

File 7	18	15
File 8	12	7
File 9	7	11
File 10	6	5
File 11	9	8
File 12	13	15
Communication	28	25
Focus on Grammar	13	24
Classroom language	90	95
Total	294	300
%	49.5%	50.5%

English File Third Edition Pre-Intermediate

	Female	**Male**
File 1	18	19
File 2	9	3
File 3	13	7
File 4	16	8
File 5	4	7
File 6	9	12
File 7	16	19
File 8	12	15
File 9	4	8
File 10	6	7
File 11	6	32
File 12	17	25
Communication	26	27
Total	163	192
%	46%	54%

English File Third Edition Intermediate

	Female	Male
File 1	17	21
File 2	9	10
File 3	8	13
File 4	24	21
File 5	17	24
File 6	17	23
File 7	13	16
File 8	16	19
File 9	10	17
File 10	7	18
Communication	9	12
Grammar	17	20
Vocabulary Bank	21	30
Total	185	244
%	43.1%	56.9%

Omission (Texts)

Old Editions

▪ **English File 1 Beginner**

	Texts		Dialogues		Exercises	
	Female	Male	Female	Male	Female	Male
File 1	0	0	10	7	17	11
File 2	0	0	2	3	9	8
File 3	1	1	2	2	13	21
File 4	3	4	0	2	57	68
File 5	2	3	1	2	18	22
File 6	0	0	2	6	11	9
File 7	2	2	1	1	29	15
File 8	2	2	2	2	22	19

File 9	0	2	2	2	13	29
File 10	0	1	1	1	12	16
Communication	3	5	0	0	14	15
Total	13 **39.4**	20 **60.6**	23	28	214 **48**	232 **52**

English File 2 Pre-Intermediate

	Texts		Dialogues		Exercises	
	Female	Male	Female	Male	Female	Male
Revision	0	0	0	0	8	7
File 1	4	1	0	0	25	43
File 2	2	1	0	0	13	17
File 3	4	1	0	1	16	20
File 4	1	0	2	0	26	10
File 5	4	1	0	0	31	45
File 6	2	3	0	0	12	20
File 7	3	2	1	1	15	21
File 8	0	0	0	0	23	32
File 9	2	2				
Total	22 **66.6**	11 **33.4**	3 **60**	2 **40**	169 **44**	215 **56**

English File 3 – Intermediate

	Texts		Dialogues		Exercises	
	Female	Male	Female	Male	Female	Male
Introduction	0	0	0	0	1	1
File 1	1	1	0	0	39	29
File 2	0	1	0	0	11	18
File 3	1	1	0	0	23	15
File 4	2	5	0	0	24	16
File 5	2	2	0	0	13	16
File 6	0	3	0	0	23	39

File 7	0	0	0	0	22	29
File 8	0	0	0	0	13	5
Grammar	0	0	0	0	66	78
Total	6	31.5	13	68,5	0	0	0	0	235	48.9	246	51.1

Third Editions:

Beginner Third Edition

	Texts		Dialogues		Exercises	
	Female	Male	Female	Male	Female	Male
Revision	0	0	0	0	0	0
File 1	0	0	3	3	17	5
File 2	1	1	2	2	13	10
File 3	2	2	1	1	20	19
File 4	1	2	0	0	40	36
File 5	2	2	4	3	20	16
File 6	1	1	0	0	16	13
File 7	4	2	1	1	8	16
File 8	0	2	2	1	24	25
File 9	2	2	0	0	11	11
File 10	2	3	0	0	14	10
File 11	1	1	1	1	10	10
File 12	0	1	2	2	14	27
Communication	0	0	0	0	23	32
Writing	1	1	0	0	2	4
Grammar	0	0	0	0	107	106
Vocabulary	0	0	0	0	11	12
Total	17	46	20	54	15	51.8	14	48.2	350	49.8	352	50.2

Pre-Intermediate

	Texts		Dialogues		Exercises	
	Female	Male	Female	Male	Female	Male
Revision	0	0	0	0	0	0
File 1	1	0	1	1	37	32
File 2	2	1	0	0	30	27
File 3	0	0	0	0	22	12
File 4	1	0	0	0	17	11
File 5	0	0	1	1	8	12
File 6	1	2	0	0	13	16
File 7	0	0	1	1	15	24
File 8	1	0	0	0	23	8
File 9	0	2	1	1	8	22
File 10	0	0	0	0	29	14
File 11	1	2	2	3	12	20
File 12	1	1	0	0	36	25
Communication	0	1	1	1	26	56
Writing	2	0	0	0	4	9
Grammar	0	0	0	0	85	83
Total	10 / **52.6**	9 / **47.4**	7 / **42.9**	8 / **57.1**	365 / **49.6**	371 / **50.4**

English File Third Edition Intermediate

	Texts		Dialogues		Exercises	
	Female	Male	Female	Male	Female	Male
Revision	1	1	1	2	10	20
File 1	1	1	1	1	18	15
File 2	1	2	1	1	28	26
File 3	1	5	2	1	20	17
File 4	2	4	0	0	22	18
File 5	2	3	2	1	23	33
File 6	1	0	0	0	34	24

File 7	3		3		1		2		14		25
File 8	1		1		0		0		20		20
File 9	0		2		0		0		19		30
File 10	1		4		0		0		18		37
Communication, writing, grammar	5		2						105		112
Total	19	40.4	28	50.6	8	50	8	50	321	46	377	54

Appendix B

Firstness
ENGLISH FILE 1

FILE 1: WOMEN 1 MEN 8

1. Where are Mona and Dieter from? (pg.9)
2. Verb be: he/she (p.9)
3. Possessive adjectives: my/your/his/her (p.9)
4. Write his or her. (p.9)
5. Chomacki, Mr and Mrs Chomacki. (p.12)
6. Complete the chart with Mr and Mrs Chomacki. (p.12)
7. (in a chart) Mr and Mrs Otawa (p.12)
8. Mr and Mrs Chomacki are German. (pg 12)
9. There are eight personal pronouns: *I, you* (singular), *he,she,it*, we, you (plural), and *they*.

FILE 2: WOMEN 0 MEN 0

FILE 3: WOMEN 0 MEN 3

1. Present simple: he/she/it (p.31)
2. Swap partners. Ask about your first partners. *Does he/she* smoke? (p.31)
3. The present simple for *it* is the same for *he* and *she.* (p.37)
4. Present simple: he/she/it (p.39)

FILE 4: WOMEN 1 MEN 5

1. Laertes and Ophelia (p.43)
2. Flatmate wanted: man or woman (p.46)
3. Listen to Ana and Riaz shopping. Complete the chart (p.47)
4. Verb have got he/she/it form (p.48)
5. Present simple he/she/it form (p.48)
6. Verb be he/she/it form (p.48)

FILE 5: WOMEN 3 MAN 3

1. Does the teacher live like Suzy or like Henry? Ask six questions. (p.53)
2. (Exercise) *I haven't got some brothers or sisters but I've got a young son. (p 58)
3. He is married with two sons and a daughter (p.60)
4. (exercise) His secretary is a man/a woman (p.61)
5. (exercise) Does the teacher live like Suzy or like Harry? (pg. 61)
6. (exercise) Do you live like Suzy or Harry? (pg. 62)

FILE 6: WOMEN 0 MEN 3

1. (pronunciation) Where were Tony and Sally? They were in Tony's room. (p.67)
2. (exercise) Complete the chart for Tony, Sally and Allison (p.68)
3. I (He/She/It) was (p.67+p.72)

FILE 7: WOMEN 2 MEN 3

1. Weekend magazine interviewed Ronnie, Paolo and Sylvie about last Saturday. (p.77)
2. Only two people can help Sarah: her mother and an old boyfriend who doesn't love her now. (p. 82)
3. (reading exercise) Who are the woman, the man and the girl? (pg.83)
4. When Hollywood stars Tom Cruise and Nicole Kidman visited Paris for the first time, they spent one day in the beautiful and historical city. (87)
5. He/She/It (p.89)

FILE 8: WOMEN 0 MEN 3

1. (exercise) Say man or woman. Ask questions. Guess. (pg. 91)
2. One night, Eric and Brenda Crow woke up suddenly at 3 o'clock in the morning (pg. 96)
3. So, on Friday evening Eric and Brenda drove to Manchester. (pg. 96)

FILE 9: WOMEN 2 / MEN 1

1. (exercise) Who is richer? Queen Elizabeth II or Paul Mc Cartney? (p.102)
2. (exercise) Who was younger when they died? Marilyn Monroe or Mozart? (p. 102)
3. Listen to Peter and Dorothy. Complete the form. (p.109)

FILE 10: WOMEN 2 MEN 1

1. Who are your favourite actors? Robert de Niro and Meryl Streep (p. 114)
2. Amy and Oliver are trying to decide where to go on holiday. (p. 116)
3. *Chanel and Dior Egyptian? (exercise on page 118)

Communication: WOMEN 0 MEN 10

1. What's his/her real name? How do you spell it? (p.118)
2. Where's he/she from? (p.118)
3. Yes, he/she is. (p.118)
4. No, he/she isn't (p.118)
5. His/her first name/surname is… (p.121)
6. He's/She's from… (p.121)
7. Yes, he/she is. (p.121)
8. What is his/her real name? (p.121)
9. No, he/she isn't. (p.121)
10. Did Eric or Brenda call the police? (p. 122)

File 1: WOMEN 0 MEN 1

1. Have you got any brothers or sisters? (pg.23)

File 2: WOMEN 0 MEN 1

1. If an Amish marries somebody outside the community, he or she has to leave.

File 4: WOMEN 0 - MEN 2

1. What do Benni and Hana say? (p.60)
2. Pieter is meeting two old friends, Benni and Hana, for dinner in a restaurant (p. 60)

File 6: WOMEN 1 – MEN 1

1. Ana and Jerry met for an evening. (p.81)
2. Jerry and Ana wrote to them. (pg.81)

File 8: WOMEN 1 MEN 1

1. Many famous prisoners were kept there, including Sir Thomas More and Princess Elizabeth. (p.108)
2. The young princess, Edward II and the Duke of York were murdered in the Bloody Tower. (p.108)

File 9: WOMEN 1 MEN 0

1. Who has been your biggest influence in life? My mother and father. (p.116)

Extra WOMEN 2 MEN 0

1. My favourite actress is Isabella Rossellini and my favourite actor Is Mel Gibson (p.121)
2. My favourite actress is Isabella Rossini and my favourite actor is Jeremy Irons. (p.124)

English File 3

File 1: women 3 men 7

1. David and Vanessa are married. (pg. 15)
2. Both the mother and the son have red hair (pg.17)
3. She does not really look like either her mother or her father (pg.17)
4. […] not from bothers and sisters (pg.18)
5. You had to fight with your brothers and sisters to get what you wanted (pg.18)
6. You always had to negotiate with either your older brothers or sisters. (pg.18)
7. […] if you felt your parents preferred your older brother or sister. (pg.18)
8. […] your parents were less strict with you than with your older brothers or sisters (pg.18)
9. What are you like? What are your brothers/sisters/friends like? (exercise on pg. 18)
10. Advantage or disadvantage? Having a lot of brothers and sisters (pg.19)

File 3: women 0 men 2

1. Having a boyfriend or girlfriend is unthinkable. (pg. 40)
2. Ask him/her to send you the alarm clock. (pg. 49)

File 4: women 1 men 5

1. Complete the circles about him/her (pg.51)
2. Talk about his/her job (pg. 51)
3. If you lent your friend some money but he/she forgot to pay you back? (pg. 58)
4. I would ask him/her for it immediately (pg. 58)
5. Used to save money for things when he/she was a child (pg. 60)
6. Linda, Nick, Alan and Dalia (pg. 64)

File 5: women 1 men 1

1. Ask him/her more questions (pg.71)
2. Read this true story about Mr. and Mrs. Fussey (pg.74)

File 6: women 0 men 1

1. Listen to Peter and Anya arranging to go out. (pg. 90)

File 7: women 3 men 2

1. Did you know that Jill and Greg have broken up?
2. Do you know anything about his/her last holiday? (pg.96)
3. Listen to Stella and Jack (pg.97)
4. Listen to an American woman talking to Stella and Jack. (pg.99)
5. For each one, write a sentence to explain why it might be useful to take it with him/her (pg. 103)

Check your progress: women 1 men 23

1. John and Sue are planning _____ soon. (pg. 115)
2. A school for boys and girls (pg. 116)
3. (international English) You are going to study in Britain. You have just arrived at your host family. B is the father/mother of the family. Introduce yourself to B. (pg. 121)
4. Say hello to the people that he/she introduces to you. (pg. 121)
5. His name is Paul/her name is Paula (pg.122)
6. He/she's Swiss. (pg.122)
7. He/She's from Zurich. (pg.122)
8. He/she speaks German. (pg.122)
9. He/she doesn't smoke. (pg.122)
10. He/she went to the party last night. (pg.122)
11. He/she hasn't been to England before. (pg.122)
12. He/she's staying for a month. (pg.122)
13. **Mr and Mrs** Fenton and their children**, Mark and Alice** went to spend a weekend in Edinburgh. (pg. 122)

14. You are a travel agent. B is going to come to you with some complaints about a holiday he/she booked with you. (pg. 124)
15. This is the holiday he/she went on: (pg. 124)
16. You're Chris Smith, the father/mother of an English family. (pg. 125)
17. A is going to come to you with a problem with something he/she bought. (pg. 128)
18. […] they were the only children who didn't have a mother or father. (pg.128)
19. (for boys and girls) (pg. 133)
20. Begin with Dear Sir, Madam if you do not know the name of the person you're writing to. (pg. 144)
21. Begin Dear Mr Green/Ms Black if you know the name (pg. 144)
22. (if you started with Dear Sir/Madam) (pg. 144)
23. Men/women are selfish. (pg. 149)

English File Third Edition Beginner

File 1: **WOMEN 1 – MEN 4**

1. Can you remember what Mike and Hana say? (p.5)
2. In pairs, try to remember the names in your class. Say he's/she's… (p.5)
3. (Speaking) What's his/her real name?
4. Watch or Listen to Jenny and Rob (p.10)
5. (communicative activity) You are the receptionist. It's 11:00 am B's room is 207 on the second floor. Begin with good morning sir/madam.

File 3: **WOMEN 0 MEN 10**

1. Who… (p.23)
   1. thinks uniforms are a good idea, but doesn't like his/her uniform?
   2. Likes his/her uniform, but doesn't say anything about uniforms and general?
   3. thinks uniforms are a good idea and quite likes his/her uniform?
2. Ask your new partner about his/her old partner (p.23)
3. Kevin and Samantha want to meet a partner on the internet. (p.24)
4. Kevin and Samantha meet in the restaurant for lunch. (p.24)
5. _____ brothers and sisters do you have? (p.25)
6. Watch or listen to what happens when Rob and Jenny meet. What do they decide to do? (p.26)
7. Watch or listen to Rob and Jenny buying coffee. Answer the questions.
8. What kind of coffee do Rob and Jenny have?

File 4: **WOMEN 0 – MEN 5**

1. What does he/she do? Where is he/she from? (p.28)
2. Do you know anything about his/her family or private life? (p.29
3. Father and daughter. Whose day is more stressful? (p.30)
4. Whose day do you think it is the most stressful, Nico's or Amelia's? Why? (p.31)

File 5: **WOMEN 2 – MEN 3**

1. Now listen to Gary and two other people (Justin and Naomi). (p.36)

2. Jack and his Swedish girlfriend Ingrid are on London Eye. (p.41)
3. Watch or listen to Jenny and Rob. What problem does Rob have? (p.42)
4. Who says them: Jenny, Rob or Eddie? (p.43)
5. Read and listen to the next part of the story. Why are Paul and Sally having problems? (p.44)

File 6: **WOMEN 1 – MEN 1**

1. Read the questions and Joe's and Rose's answers and complete them with phrases a-f.
2. Alison and Ben (p.51)

File 7: **WOMEN 3 – MEN 3**

1. The National Portrait Gallery has a collection of portraits of famous British men and women, from the 16th century to present day. (p.52)
2. Her mother is half Spanish and her father, who died in 2004, was the grandson of Herbert Asquith.
3. Rob and Jenny are planning what to do on their free morning. Watch or listen once. What is the problem? (p. 58)
4. Rob and Jenny arrange to meet at_____ o'clock outside the Tate Modern(p.58)
5. Watch or listen to Jenny and Rob. (p.59)
6. Look at the social English phrases. Who says them? Jenny, Rob or Daniel? (p.59)

File 8: **WOMEN 2 – MEN 2**

1. Amanda and Jeremy slept in the same room.
2. Amanda, Barbara, Claudia and Gordon were in the living room. (p.60)
3. Listen again and check. Then do the same for Gordon and Claudia. (p.61)
4. Why did he/she kill Mr Travers? Were you right? (p.61)

File 9: **WOMEN 7 – MEN 3**

1. Kim and Leo are a young couple from the USA. (p.62)
2. Kim and Leo go to the local pub. Listen and answer the questions (p.63)
3. What do Kim and Leo decide to do? (p.63)
4. What does the judge say about Jack and Liz's dishes? Who wins?
5. Do you think he/she needs to eat less sugar or salt? (p. 71)
6. Jenny and Rob worked last night.
7. Watch or listen to Jenny and Daniel having dinner. What food do they order? (p.75)
8. Look at the social English phrases. Who says them: Jenny, Daniel, the waiter or Barbara?

File 10: **WOMEN 0 – MEN 1**

1. Do you prefer your new partner's plans? Would you like to change partners and go with him/her?

File 11: **WOMEN 0 – MEN 5**

1. Listen to Alan and Lucy talking on the phone. What two things are they going to do tonight? (p.92)
2. Look at the conversation between Matt and Jess. In pairs, answer the questions. (p.94)
3. What is his/her real name? (p. 100)
4. Check your answers. Tell B I think… _____ is / isn't like his / her real name.
5. What's his/her real name?

Other: **WOMEN 1 – MEN 11**

1. Interview one of the B's. Write down his/her answers in the form.
2. Tell B if he/she is right and give the extra information in brackets. (p. 104)
3. If B is right, he/she wins 500 euros.
4. If B gets a question wrong, he/she loses the money
5. Ask B your questions. Does he/she know the answers? (The correct answers are in bold)
6. A will read you his/her sentence 1. You must say if it's true or false. (p.110)
7. I often have lunch with my mother and my brother. (p.112)
8. I live with my parents and my brother and sister. (p.113)
9. My brother and sister are at school. (p.113)
10. Dear Mr/Mrs/Ms + surname
11. Dear Sir/Madam if you don't know the person's name. (p.115)
12. _____Mr and Mrs Buckingham (p.115)

English File Third Edition Pre-Intermediate

File 1: **women 4 men 7**

1. Do you…any brothers or sisters? (p.4)
2. Who do you think knows you better, your mother (or father) or your best friend? Why?
3. Her father is Spanish and her mother is English. (p.7)
4. He/she/it x3 (p.7)
5. Do you have a friend who is looking for a partner? Help him/her to find one! (p.7)
6. Look at the painting of Mr and Mrs Clark and Percy on p. 9. (p.8)
7. Mr and Mrs Clark made clothes for famous people (p.8)
8. Celia and Ossie later got divorced. (p.8)
9. Mr and Mrs Clark and Percy (1970-71) by David Hockery in the Tate Gallery, London. (p.9)
10. Look at the photos. Describe Jenny and rob (p.11)
11. Jenny and Rob meet again (title) p.11

File 2: **women 1 men 8**

1. Where did he/she go on holiday? (p.12)
2. Who did he/she go with? (p.12)
3. Where did he/she stay? (p.12)
4. Why didn't he/she enjoy the holiday? (p.12)
5. Work in pairs. Ask a partner about his/her holiday

6. Show interest in what he/she says, and ask for more information. Then swap roles.
7. Jamie and Hannah saw each other every day. (p16)
8. Read the story of Hanna and Jamie in 1 again. (p. 17)
9. _____ any brothers or sisters?

File 3: **women 0 men 2**

1. Ben and Lily are old friends from university. (p.22)
2. Now listen to Rob, Holly and Jenny. Do they enjoy the lunch? (p.27)

File 4: **women 2 men 2**

1. Write P if you think the tweet is a parent talking about teenagers, or T if you think it is a teenager talking about his/her parents. (p.28)
2. Do you know any teenagers like Alice and Daniel? What do they do(p.29)
3. Bride/bridegroom: a woman/man on the day of her/his wedding. (p. 30)
4. Watch or listen to Rob and Holly. (p 42)

File 5: **women 1 men 4**

1. What were Carmen and Steve doing in Torbay?
2. Call her parents Mr and Mrs (Smith) until they ask you to call them 'Dave' and 'Sharon'. (p.52)
3. Watch or listen to Rob and Jenny. Are they enjoying their run?
4. Watch or listen to Rob and Jenny. Mark the sentences T (true) or F (false). (p.59)
5. (exercise) B any brothers and sisters (p.59)

File 8: **women 1 men 7**

1. Listen to what happened to Mr and Mrs Svanström.
2. Interview your partner about his/her person (p.73)
3. Do you think he/she has a good life? Why? Why not? (p.73)
4. (exercise) What/do after (he/she) leave school? (e.g. get a job, go to university, get married, have children, etc.) (p.73)
5. What /do in (his/her) free time? (p.73)
6. Holly and Rob in Brooklyn (p.74)
7. Watch or listen to Rob and Holly. Mark the sentences T (true) or F (false). (p.74)
8. Watch or listen to Rob and Jenny. Is the date a success? (p.75)

File 10: **men 1**

1. Do you know anybody who is very indecisive? What is he/she indecisive about? (p.80)

Practical English: women 0 **men 3**

1. Rob and Jenny talk about the future (p.90)
2. Watch or listen to Rob and Jenny. Mark the sentences T (true) or F (false) (p.90)
3. Watch or listen to Rob and Jenny. Is it a happy ending or a sad ending? (p.91)

File 12: **women 0 men 6**

1. Listen to a conversation between Rosemary and Iris. What has happened to Jack and Emma? (p.94)
2. Jack and Emma are the woman's…(p.94)
3. Now listen to what Jack and Emma *really* said last night. (p.94)
4. Listen to some sentences in direct speech. Say them in reported speech. Begin *He said…*or *She said…* (p.94)
5. Who painted *Mr and Mrs Clark and Percy?* (p.96)
6. How many natural disasters did Mr and Mrs Svanström experience on their round-the-world trip? (p.96)

Other: **women 0 men 10**

1. After Alistair and Suzanne moved together Alistair continued to have difficulties with his heart and he had to have another major heart operation. (p.99)
2. Men and women both gossip (p.99)
3. Listen to B describing his/her painting. Try to draw it. Don't look at it. (p.100)
4. B is a psychologist. Tell him/her about your dream. He/she will tell you what it means. (p.103)
5. Number the things below in the order he/she talks about them (p.102)
6. I don't know what to get my boyfriend/girlfriend for his/her birthday. It is tomorrow. (p.103)
7. Now listen to B's problem 1. Give him/her advice. Begin with one of the phrases below. (p.103)
8. Listen to A describing his/her painting. Try to draw it. Don't look at it. (p.106)
9. A will tell you five tips for How to survive at a party. Listen and when he or she finishes decide together which is the most important tip.
10. Listen to A's problem 1. Give him/her advice. Begin with one of the phrases below. (p.108)
11. Read your problem 1 to A. He/she will give you some advice. (p.108)
12. I want to take my boyfriend/girlfriend somewhere really special on Saturday night.
13. Listen to A's sentences. Say if he/she is right. (p.109)
14. Dear Sir/Madam (p.115)

Intermediate

File 1: female 3 male 2

1. Both boys and girls should learn to cook at school (p.7)
2. A nephew and a niece (p.8)
3. Describe Jenny and Rob (p.12)
4. Watch or listen to Jenny and Rob talking. (p.12)
5. Jenny Zielski and Rob Walker work for a … (p.12)

File 2: female 0 male 3

1. Lend him/her the money. You can't afford it and it doesn't matter if you don't get it back (p.15)
2. Say no; he/she owes you too much already. (p.15)

3. Lend the money, but explain that it is the last time until he/she has paid back this loan.

File 3: female 0 – male 2

1. Professor Boyton also says that men and women chat for different reasons (p.29)
2. Listen to someone talking about men and women, and complete the gaps. (p.31)

File 4: 0-0

File 5: female 4 - male 3

1. Read the story about Sonya Baker and Michael Fazio. Why did their relationship nearly ever happen?
2. Sonya and Michael moved to Kentuky. (p.49)
3. Listen to four people who prone the programme, George, Beth, Caitlin and Ned. (p.51)
4. Listen again. Answer with **G**eorge, **B**eth, **C**aitlin or **N**ed. (p.51)
5. Watch or listen. How do Rob and Jenny feel about Paul's arrival? (p.53)

File 6: female 1 - male 10

1. Now look at some photos of Steven Spielberg and Dagmara Walkowicz (p.57)
2. He/she might be a criminal.
3. He/she might not know how to use the internet. (p.60)
4. He/she could be a model (p.60)
5. He/she could be German or Scandinavian. (p.60)
6. He/she may not have a job (p.60)
7. He/she may be a millionaire (p.60)
8. His/her hair must be dyed (p.60)
9. He/she must be retired (p.60)
10. He/she can't be a business person. (p.60)
11. Did you know that Ann and Simon have broken up? (p.62)

File 7: female 0 - male 5

1. Boys and girls both learn better in single-sex schools. (p.65)
2. Thinks his/her parents think of him/her as still being a teenager (pg. 68)
3. Would like to be able to decorate his/her home in his/her own taste. (pg. 68)
4. Watch or listen to Paul, Rob, and Jenny talking about what to do after dinner, (p.72)
5. Watch or listen to Rob and Jenny talking on the phone. (p.73)

File 8: female 0 - male 4

1. Do you know anybody who… has a part-time job? What hours does he/she work?
2. Do you know anybody who… is self-employed? What does he/she do? (p.78)
3. Do you know anybody who… was sacked from his/her job? (p.78)

4. Do you know anybody who…has just retired? How old is he/she? (p.78)

File 9: female 2 – male 2

1. How do you think Jenny and Rob feel at the end? (p.92)
2. Watch or listen to Rob and Jenny talking in the office. (p.92)
3. Watch or listen to Rob and Jenny. How do you think Jenny will answer Rob's final question? (p.93)
4. Jenny and Rob are going to visit… (p.93)

File 10: female 1 – male 0

1. Julia Barfield and David Marks are the couple who… (p.96)

Communication: female 0 - male 3

1. Ask B your questions. He/she must respond with the phrase in brackets.
2. B will now check the information he/she has. Just say 'Yes, that's right' or 'No, that's wrong' and correct the wrong information.
3. Ask A your questions. He/she must respond with the phrase in brackets

Writing female 1 male 2

1. I'm looking for an au pair to look after Mike and Sally. (p.113)
2. Kasia went to Britain and stayed for six months with a couple, Angela and Matt, working as an au pair. (p.114)
3. It was so nice to look after Mike and Sally. (p.114)

Grammar female 1 male 2

1. Lorna and Jamie are getting married in October. (p.133)
2. My uncle and aunt have a lot of money. (p.149)
3. Rob and Corina, who have twins, often need a babysitter. (p.150)

Vocabulary: female 0 male 2

1. Your husband, wife, boyfriend, or girlfriend. (p.158)

Appendix C

Adjectives

English File 1 Beginner

File 4: WOMEN: 3 – MEN: 7

1. He is very tall and quite good-looking. (p. 41)
2. He is a famous actor and a very funny comedian. (p.41)
3. Help! Young man needs love. I'm tall and quite good-looking – I've got long hair and dark brown eyes. (p.46)
4. He's got short hair and nice eyes. He's tall. (p.64)
5. That's my sister Tessa. She is twenty-six. She's very beautiful. She's tall and thin and she's got green eyes and long dark hair.

File 7: WOMEN: 4 – MEN: 0

1. She was tall, about fifty years old, with blue eyes and a long face. (p. 83)
2. Her face was red, she looked tired and angry. (p.83)
3. She was a tall girl, about nineteen years old, with big blue eyes. (p.83)

File 8: WOMEN: 1 – MEN: 0

1. Yesterday, mother-of-four Vivian Nicholson won two million pounds on the football pools.

File 9: WOMEN: 0 – MEN: 7

1. He's very superstitious and he believes in astrology. (p. 106)
2. Clinton is nervous, he is looking at his watch. (p. 107)
3. He's a careful man. (p.107)
4. He's strange but logical. (p.108)
5. He's richer than the Queen. (p.114)
6. He's single and has no children. (p.114)

English File 2 Pre-intermediate

File 1: WOMEN: 2 – MEN: 1

1. She's very nice. (p. 18)
2. She was tired last night (p. 21

File 2: WOMEN: 1 – MEN: 1

1. He is married. (p.26)
2. She's well paid (p. 28)

File 3: WOMEN: 2 – MEN: 5

1. He was very dangerous (p. 44)
2. Now Diana was very afraid (p. 44)
3. A tall man got out (p. 44)

4. He was very handsome then, not like the fat old man he was later… (p. 48)
5. This is a song about a homeless woman in a big city (p. 63)

File 5: WOMEN: 2 – MEN: 1

1. The girl was desperate (p.70)
2. There she met and fell in love with her second husband, who was a famous archaeologist. (p.74)
3. She is now one of the sixth highest-earning women in England. (p.75)

File 6: WOMEN: 3 – MEN: 2

1. She's got dark curly hair, she is quite beautiful. (p. 80)
2. She looks friendly and quite intelligent (p. 80)
3. I thought Maria _____ really beautiful yesterday. (p.80)
4. He ____ shy, but in fact he is quite talkative. (p. 80)

File 7: WOMEN: 3 – MEN: 2

1. I've fallen in love with a wonderful girl (p. 94)
2. She is probably very unsure of herself and wants to be like you (p.94)
3. She's just as shy as you (p. 94)
4. He was very depressed because he was having problems at work. (p. 94)
5. I'm going to reply her soon and my daughter is going to write to Emilie's youngest son. (p. 99)

Communication WOMEN: 1 – MEN: 1

1. Jerry Dowles. I'm 34 years old, and I'm quite tall (1m 85), I've got long hair, and brown eyes
2. Anna Malik. I'm 26 years old. I'm 1m 71 tall. I've got long, dark hair and brown eyes

English File 3 Intermediate

File 1: WOMEN: 9 – MEN: 1

1. She's selfish. She only thinks of herself. (p. 11)
2. She seemed very nice (p.14)
3. I found out that she was absolutely obsessed with being tidy (p.14)
4. Sara looks friendly (p. 16)
5. If you are a first child and you are a girl, you will be jealous (p.19)
6. Girls who have a lot of attention from their fathers in early years, are usually more extrovert and confident. (p.19)
7. Boys who spend most of their time with their mothers are sociable. (p.19)
8. She is innocent and young from a family of means (p. 33)

File 3: WOMEN: 0 – MEN: 7

1. He was tall, good looking and talented (p.44)
2. He tries to be optimistic about the future (pg. 45)

3. I was left with a feeling of profound admiration for a brave, intelligent, and funny man (p. 45)

File 4: WOMEN: 2 – MEN: 11

1. I am a very critical and realistic sort of person (George Leith) (p. 53)
2. A slim young man with a sensitive face (p. 54)
3. The young man said x3 (p.54)
4. You are a good man and you've got great prospects (p. 54)
5. I am going to see the old man (p. 54)
6. If an old women asked to give her some money for a sandwich? (p. 58)
7. Now the 65-year-old aristocrat lives surrounded by young women (p. 60)
8. He was a brilliant businessman (p.61)

File 5: WOMEN: 2 – MEN: 3

1. Sebastian Coe Is one of Britain's most famous and most successful athletes (p. 68)
2. She was exhausted last night that she has overslept this morning. (p.70)
3. He was furious. Someone broke the car window and took the radio (p.72)
4. A strange women opened the door (p. 75)

File 6: WOMEN: 5 – MEN: 5

1. Finally, she is rescued by him from her violent husband (p.79)
2. he is geniously shy […] (p.80)
3. He is the most exciting footballer in the world (p. 83)
4. She is the tallest (p.83)
5. She is the most exciting player (p.83)
6. All the boys are obviously fit. But who is the fittest? (p. 84)
7. *The Lovely Linda* (p. 86)
8. Stella, who is a fashion designer, will probably end up being more famous than me (p. 87)
9. […] tells the story of a beautiful opera singer and a young composer (p.91)

File 7: WOMEN: 4 – MEN: 0

1. She looks very elegant (p. 92)
2. She is much too young for him (p.92)
3. He told me that she was very tall and very attractive (p. 99)

Check your progress: WOMEN: 11 – MEN: 11

1. Suddenly a big, friendly-looking man came up to us and said, 'Give me your cases. I'll take them to the taxi rank for you'
2. She is tall and fair (p. 114)
3. She is friendly but a bit shy (p. 114)
4. He is quite fat. (p. 115)
5. She ____ very overweight but now she's slim. (p. 116)
6. My mother, ____ is eighty, is still very fit.
7. He's in his twenties. He is tall and well-built, with curly brown hair. He's got a beard and a moustache. (p. 130)

8. (in an exercise)
    Women: Self-confident, bossy, cooperative, jealous, insecure, lazy, sensible, shy
    Men: selfish, aggressive, sociable, moody, charming, affectionate, sensitive, ambitious
9. He's short and a bit overweight. (p.130)
10. He's bald (p.130)
11. She's slim and medium-height.
12. She feels very sure of herself. (p. 130)
13. […] But he was also very generous (p. 135)
14. […] he got richer and richer (p. 135)
15. Men/women are selfish. (p. 149)

Third Editions

English File Beginner

File 1: WOMEN: 8 – MEN: 8

1. He is a famous American actor. (p. 15)
2. He's tall and he's very attractive. (p. 15)
3. She is a very beautiful actress (p. 15)
4. She is quite short and slim (p. 15)
5. Exercise women: happy, thirsty, angry, tired, cold, bored
6. Exercise men: worried, hot, hungry, stressed, sad (p.16)

File 2: WOMEN: 0 – MEN 1

1. The typical British man is overweight. (p.35)

File 6: WOMEN 0 – MEN 1

1. Their young conductor, Gustavo Dudamel, is one of the best in the world. (p.49)

File 7: WOMEN 1 – MEN 5

1. When he was young, he was very strong and good-looking (p.53)
2. In his old age he was very fat and always in pain (p.53)
3. He wasn't very happy with his portrait (p.53)
4. The girls were a bit surprised, and asked the taxi driver where they were. (p.54)

File 8: WOMEN: 2 – MEN: 0

1. Lady Marion was very unhappy because she was married to a man she did not love. (p.64)
2. An American couple once opened the door and saw a young woman sitting on the bed. (p.64)

English File Pre-Intermediate

File 1: WOMEN: 3 – MEN: 0

1. Linda was so mean! (p.12)
2. Caroline was a rebel. (p.15)
3. It's called *Blue as your eyes* and it's for a beautiful girl who's dancing over there. (p.16)

File 3: WOMEN: 1 – MEN: 1

4. Toy boy *n* a young man who is going out with a much older woman (p.25)

File 6: WOMEN: 0 – MEN: 1

1. But it is not only Dr House who is a pessimist. High Laurie, the actor who plays him, is a pessimist too. (p. 44)

File 11: WOMEN: 0 – MEN: 3

1. He became furious and shouted: You CANNOT be serious! (p.85)
2. John Howard was so angry that in the medals ceremony he almost threw the medals at the English players. (p.85)
3. In the USA, identical twin brothers were adopted soon after they were born. (p.88)

Communication: WOMEN 3 – MEN: 2

1. He was really friendly and said 'Of course I'll take your picture' (p.104)
2. Dianne was very angry because her husband hadn't cooked the dinner. (p.109)
3. Miriam was surprised to hear that she had passed the exam (p.109)
4. Jack was angry because I hadn't invited him to the party (p.109)
5. I asked a very chic woman who was wearing sunglasses to take some photos (p.110)

Grammar: WOMEN: 5 – MEN: 0

1. She won't get the job, she is not qualified
2. She won't be very pleased if you don't go. (p.140)
3. She should relax more; she is very stressed. (p. 141)
4. She's been single since last summer. (p.143)

Vocabulary: WOMEN: 0 – MEN: 7

1. He's bald (p.150)
2. He's very tall and thin. (p.150)
3. He's quite short and a bit overweight (p.150)
4. He's medium height and quite slim. (p.150)

English File Intermediate Third Edition

File 1: WOMEN: 0 – MEN: 6

1. He was tidy and I was really untidy. (p. 10)
2. He was responsible, I was rebellious. (p.10)
3. He was sensible, I was emotional (p. 10)

File 2: WOMEN 0 – MEN: 1

1. Yes, he was furious! (p. 21)

File 4: WOMEN 4 – MEN: 0

1. (…) where a beautiful actress comes out of the sea looking fabulous. (p.34)
2. She was a very charming woman but she was a bit disappointed with us (p. 35)
3. Heidi was shocked (p. 40)
4. The stepmother seems to be jealous of Heidi (p. 40)

File 9: WOMEN: 0 – MEN: 3

1. The chances are the first boy will be bigger, stronger and more coordinated. (p. 87)

File 10: WOMEN: 0 – MEN: 5

1. The prisoner was a well-built man with bloodshot eyes. (p.100)
2. Is that the woman whose husband is a famous writer? (p.102)
3. He's careless with his work. It's always full of mistakes. (p.102)
4. I was a Young Gipsy boy (p.103)
5. He was very moved when he heard *North Country Blues* (p.103)

Writing: WOMEN: 5 – MEN: 1

1. Kasia's an intelligent girl and very hard-working. She can be quite shy at first, but when she gets to know she is incredibly friendly. (p.113)
2. The only problema with Kasia is that she's a bit forgetful. (p.113)
3. Don Vito is a fair but ruthless man (p.117)

Appendix D

Professional Framework Data

First Editions

English File 1 Beginner

	Female	**Male**
File 1	1	1
File 2	4	11
File 3	1	1
File 4	2	1
File 5	2	3
File 6	0	0
File 7	1	2
File 8	1	3
File 9	1	3
File 10	1	1
Communication	2	0
Word Bank	10	11
Total	26	47
%	35.6%	64.4%

Female: waitress, doctor (3), engineer, manager (2), housewife (2), receptionist, owner small shop, student (2), journalist, clairvoyant, tv presenter, editor of a news paper, teacher, dancer, police officer, dentist, secretary, politician

Male: receptionist (4), thief, football player (3), pilot (2), racing driver, lawyer (2), journalist, police officer, waiter (3), manager, detective, photographer, taxi driver (2), accountant, musician, engineer, film director, actor, civil servant, flight attendant, firefighter (2), shop assistant

English File 1. Pre-Intermediate

	Female	Male
File 1	5	6
File 2	4	7
File 3	2	2
File 4	3	0
File 5	3	7
File 6	0	1
File 7	3	6
File 8	8	17
File 9	1	3
Communication	1	1
Total	30	47
%	38,2%	62,8%

Female: nurse (2), model, call centre operator, hair-dresser, secretary (2), interpreter, waitress (2), artist, handball player, writer, journalist (2), doctor (2), radio presenter, actress (4), sales assistant, prime minister, musician

Male: student (2), magician, actor (7), professional pianist, detective, dentist, taxi driver (3), police officer(2), archaeologist, cook, pianist, waiter (3), dj, receptionist (2), businessman, gasmen (2), musician (5), beefeater, president, journalist, writer, civil servant, pilot

English File 1. Intermediate

	Female	Male
File 1	3	6
File 2	3	3
File 3	4	7
File 4	3	11
File 5	2	4
File 6	0	7
File 7	0	2
File 8	2	8

Check your progress	1	0
Communication	0	0
Vocabulary Builder	3	4
Total	21	52
%	27,8%	72,2%

Female: secretary (2), actress, nurse, student (4), double, journalist (2), au pair, clairvoyant, air traffic controller

Male: accountant, singer (4), actor (5), business executive, teacher, journalist, student (5), musician(3), househusband, travel courier, marketing manager, salesman, tour guide (3), car magazine director, owner(2), tow truck driver, athlete, film director, basket player, football player, novelist, waiter, captain,, cook, computer programmer, director of a company, pilot, civil servant

Women: 31 different professions

Men: 44 different professions

Third Edition

English File Third Edition: Beginner

	Female	Male
File 1	3	3
File 2	1	2
File 3	5	4
File 4	0	3
File 5	2	0
File 6	1	3
File 7	4	1
File 8	0	2
File 9	2	4
File 10	0	1
File 11	0	2
File 12	4	4
Communication/Writing	11	10

Grammar	5	8
Vocabulary Builder	10	15
Total	48	61
%	44%	56%

Female: student (4), waitress (3), office worker, actress (2), pharmacist, journalist, administrator, unknown (2), shop assistant (3), writer (4), model, actress (7), singer (4), receptionist (2), teacher (3), bank worker, clairvoyant, flight attendant, model (2), journalist

Male: student (2), teacher, receptionist, writer, actor (6), waiter (4), refuse collector, flight attendant, chemistry teacher, chef (2), shepherd, engineer, psychologist, conductor, taxi driver, journalist, writer, boxer, tv presenter, computer programmer, fortune teller, ticket seller, unknown (3), singer (4), graphic designer, architect, director, office worker, painter (2), businessman, vet, hairdresser, pilot, policeman, factory worker, soldier, dentist, builder, musician, bank manager, lawyer, footballer, priest

English File Third Edition. Pre-Intermediate.

	Female	Male
File 1	2	3
File 2	2	2
File 3	2	1
File 4	2	1
File 5	1	1
File 6	2	3
File 7	6	7
File 8	0	2
File 9	0	6
File 10	7	12
File 11	1	16
File 12	1	1
Communication	4	17
Grammar	3	5
Vocabulary Builder	5	7

Total	38	84
%	30,5%	69,5%

Female: office worker(4), model, magazine designer, waitress, fasion designer, psychologist, shop assistant (3), student(2), actress (3), editor (3), teacher, inventor (6), student, writer, presenter, nurse, songwriter, flight attendant, shop assistant, teacher

Male: artist, photographer, dj, professor (4), thief (2), journalist (3), actor (5), psychoanalyst, psychologist, editor (3), waiter, pharmacist, businessman, aerospace engineer, doctor, musician (3), inventor (5), company owner Parker Brothers, writer (3), politician, musician(2), painter, professional sport player (16), referee, security guard (2), police officer, office worker (3), director, emperor, formula 1 driver, painter (2), doctor, student (2), president (2), boxer, librarian, policeman, teacher (2), doctor, shop assistant, spokesman, security guard, office worker

English File Third Edition Intermediate

	Female	**Male**
File 1	1	4
File 2	2	2
File 3	2	4
File 4	1	2
File 5	2	9
File 6	10	15
File 7	0	3
File 8	6	4
File 9	2	6
File 10	2	6
Communication	3	5
Grammar	9	5
Vocabulary Builder	8	11
Total	48	76
%	38.7%	62.3%

Female: office worker (3), volunteer (4), tv presenter, professor, musician, teacher (3), soprano, voice and music professor, actress (10), interpreter, singer, scientist,

businesswoman (2), writer (5), student (3), au pair, nurse (2), unknown (2), secretary, professor of psychology and neuroscience, professional translator, nun

Before becoming an actress she studied Chinese at Harvard University, where she graduated magna cum laude (with great honour).

Male: doctor, chef (3), office worker (3), salesman, factory worker, show presenter, professor, soldier, taxi driver, student, orchestra conductor, professional sportsmen (14), referee (2), tollbooth operator (peaje), film director(2), maths professor, actor (14), film director, thief, choirmaster, servant, musician (4), boss, businessperson (3), football coach, religious leader, computer programmer (4), soldier, cotton merchant, artist, novelist, racing driver, writer(3), physiotherapist, work in a bank, police officer, goalkeeper, lawyer, policeman, vicar, singer, carpenter, priest