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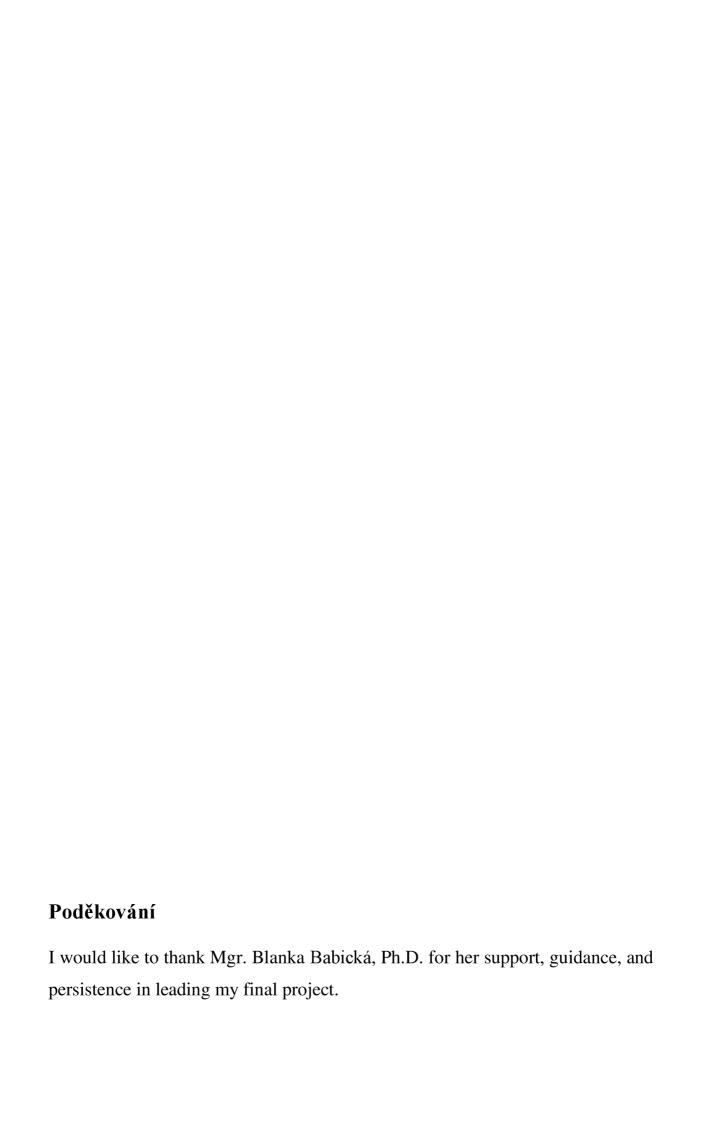Ústav cizích jazyků

Bakalářská práce

Matěj Šnajdr

Conditional clauses in EFL textbooks for upper secondary schools

Olomouc 2023   vedoucí práce: Mgr. Blanka Babická, Ph.D.

Prohlášení

Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedených pramenů a literatury.

V Olomouci dne 19.6.2023   Podpis …………………

Poděkování

I would like to thank Mgr. Blanka Babická, Ph.D. for her support, guidance, and persistence in leading my final project.

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Abstract

As the title suggests, this bachelor thesis will deal with conditional clauses in English. The main objective of this thesis is to analyse EFL textbooks in terms of the theoretical part of conditional clauses. The theoretical part deals with an academic overview of conditional clauses important for the purposes of the research part. In the practical part, the course of the analysis and the subsequent comparison of the analysed information are stated. In conclusion, the analysis will find insignificant differences in teaching conditional clauses in selected EFL textbooks. Based on the research, the use of different words in definitions is found; however, the meanings do not differ. Moreover, a different number of conjunctions used in conditional sentences is found.

1 Introduction

This thesis focuses on the conditional clause in English. Conditional clauses are an integral part of teaching the English language as a foreign language. They enrich the learner with a greater range of grammars for more effective use of the English language, both in formal and informal settings. Knowledge of the conditional clauses enables the learner to understand the spoken language or written text of advanced English more securely. Furthermore, it also creates the possibility for a learner to make more intricately structured sentence speeches in the conversations. In consequence of that, a learner's familiarity with conditional clauses is undoubtedly a necessary part of learning the English language.

During my years studying the English language, I have encountered many times the grammatical part, which bears the name conditional clause. My advantage was my understanding of this grammar. Thanks to that, I enjoyed it when I could not only use it but also explain it. Because the conditionals have attracted a lot of interest from me, it has made me want to know more about them in depth. The conditional clauses are divided into several types, hence the need to understand professional books, where their true foundations are then used to teach learners.

The theoretical part of the bachelor thesis will focus on an overview of English conditionals. According to different authors, their meaning will be presented here, dividing into certain types according to different characteristics. For each type, examples with their explanations will be shown, as well as different ways of expressing them. Subsequently, their representation in teaching will be presented, as will their inclusion in the EFL (English as a Foreign Language) textbooks.

The practical part will concentrate on an overview of the selected EFL textbooks. The textbooks will be analysed in terms of conditional clause terminology. The main purpose of the research is to analyse and compare the EFL textbooks published by different publishing houses. Therefore, textbook explanations will be dealt with in this section. Specifically, there will be ordered inquiries such as how their textbook explanations differ, how textbook examples of the general structure of conditional clauses differ, and what conjunctions in conditional sentences are presented. The main aim is to demonstrate differentiation or uniformity in the conditional clauses' terminology in the EFL textbooks. During this process, the following research questions will be asked:

How do definitions of the types of conditional clauses differ in the selected EFL textbook?

How do examples of the general structure of conditional clauses differ in the selected EFL textbook?

What conjunctions in conditional sentences are mentioned in the selected EFL textbook?

2   Conditional clause in English

Conditional clauses deal with situations that may be impossible or real. These situations are likened to the possible consequences of these perceived situations and are thus expressed by the speaker as situations that can happen, have happened, could have happened, or may never happen (Carter & McCarthy, 2006, p. 747).

When talking about conditional clauses, these types of clauses predominantly contain two parts of sentences, such as the main clause and the conditional clause. The sentences of this type are very often accompanied by the subordinating conjunction *if* or other conditional subordinators that serve to connect the main clause and the conditional clause (Nordquist, 2020).

When talking about the academic division of conditionals, they can be divided by the type of the condition into direct and indirect. In this case, the consequence of the condition represents a role that is tied either directly or indirectly to the condition (Quirk et al., 1985, p. 1088).

As Herring (2006) says, there are four degrees of the conditional clause that are divided by their distinctive sentence structure and their meaning. This division is mainly used in the school environment for its ease of teaching and understanding of grammar.

2.1   Condition

The term *condition* has the meaning of a scenario that is feasible or unrealistic. The condition is found in a part of a sentence called the conditional clause; however, more than one condition may be contained in that sentence (Twinkl, 2023).

e.g., "If I see him, I will tell him." (Herring, 2006, p. 740)

In this case, it is the condition of *seeing him*. This condition seems to be possible to fulfil; however, even if an unreal condition was used, the significance of the situation would still be relevant to the conditional clause.

2.2 Conditional clause

As Nordquist (2020) claims, the conditional clause is, in other words, a kind of adverbial clause that contains a condition. It is a part of the complex sentence that is called the dependent clause. It is the part of the sentence on which the rest of the sentence depends, in this case on the condition. There may be more than one condition. The conjunction serves to establish a relationship between the dependent clause and the second part of the sentence, called the independent clause. Even though the conditional clause occurs predominantly at the beginning of the sentence, its placement may even be at the end of the sentence. It must be said that the conditional clause (dependent clause) cannot stand alone as a complete sentence. (Nordquist 2019).

e.g., "If it had rained, you would have gotten wet." (Twinkl, 2023)

If it had rained is a dependent clause in this sentence, thus the conditional clause. The conditional clause in this case demonstrates that it depends on the weather and that it cannot stand alone as a sentence.

2.3 Main clause

The main clause is the part of a conditional sentence that corresponds to the conditional clause. In this part of the sentence, the result or effect of the condition is expressed. Since the main clause is another name for the independent clause, this means that the result is not dependent on the condition being fulfilled (Nordquist, 2019–2020).

e.g., "I will buy you a pizza if you help me move my furniture." (Herring, 2006, p. 566)

I will buy you a pizza represents the main clause. If this main clause stood alone, the sentence would still make sense. Although there is a condition of helping with furniture, the main

clause is an independent clause, so buying a pizza can be fulfilled even without fulfilling the condition. As Carter & McCarthy (2006) claim, to express the still unfulfilled situations, modal verbs are used in this part.

2.4 Conditional sentence

According to Nordquist (2020), a conditional sentence, also known as the conditional structure, is a combination of the conditional clause and the main clause, thus creating a complex sentence. In other words, it is the type of sentence that expresses the condition and the result of the condition at the same time.

e.g., "If they promote her, she'll get a big pay rise." (Carter & McCarthy, 2006, p. 448)

This illustrative example above shows the conditional clause at the beginning of the sentence and then the main clause. In the conditional part, there is a condition, but it is accompanied by the conjunction *if.* The main clause depicts the modal verb *"ll" (will),* which is used to express the possible consequences.

According to Vít (2021), it depends on the order of the main clause and the conditional clause in the sentence for proper use of the comma in the complex sentence. If the conditional clause in the complex sentence stands first, then the comma is written between the clauses. In reverse order, the comma is not written.

e.g., "I wouldn't go there if I were you." (Vít, 2021)

e.g., "If I were you, I wouldn't go there." (Vít, 2021)

2.5 Direct condition

According to Quirk (1985), it is common for conditional clauses to contain direct conditions. A direct condition is one that is directly linked to the result. For a better understanding of this explanation, if the condition is fulfilled, the result will also be fulfilled. However, this idea does not claim that the outcome could not have been fulfilled without the condition being met. In other words, this is not inadmissible. The main point is that the direct condition is the one that undoubtedly guarantees the achievement of the result if it is met.

e.g., "If you put the baby down, she'll scream." (Quirk et al., 1985, p. 1088)

In this example, it is simple to understand the idea of the direct condition. The condition is *putting the baby down*. The sentence is understood to mean the way that the baby will scream decisively when put down. However, the truth remains that the baby may scream even though it will not be put down (Quirk et al., 1985, p. 1088).

2.5.1 Open condition

This type of condition is called the open condition, as it remains open to the possibility of resolving the truth not only about the condition but also about the result. For a better understanding, the sentence containing the open condition gives no truth about the condition, and therefore, because of this fact, neither about the result. They are also sometimes called real, factual, and neutral conditions (Quirk et al., 1985, p. 1091).

e.g., "If Colin is in London, he is undoubtedly staying at the Hilton." (Quirk et al., 1985, p. 1088)

This sentence shows no truth about Colin's being in London, thus it is impossible to claim that his staying at the Hilton is true. Thus, both the condition and the result remain open. (Quirk et al., 1985, p. 1088)

2.5.1.1 First conditional

Thanks to the fact that the condition and the result remain open, the possibility of fulfilling them is not refuted. For this reason, this type of sentence corresponds to the criteria for the conditional type named the first conditional. The type belonging to the division used in the educational context. This type of conditional sentence predicts the likely outcome when the condition is met. However, the condition of this sentence must always have some chance of being implemented (Carter & McCarthy, 2006, p. 449).

*e.g., "If I miss the bus, I will be late for school." (*Vít, 2021)

It is possible that I will be late, as I do not know if I can make the bus. The possibility of fulfilling this condition and the result is real. Next example:

*e.g., "If I see you tomorrow, I will give it to you." (*Krejčí, 2015)

The structure of the first conditional is: *if + present simple tense, modal verb with future reference + infinitive* (Carter & McCarthy, 2006, p. 748; Herring, 2006, p. 974). The first conditional can also be created in a negative but also in an interrogative form (Herring, 2006, p. 975-976).

The words *unless* and *if … not*, and *except if* have a similar meaning as *if*. The use of these words is for the purpose of creating a condition that says, 'unless otherwise'. And if that really is not the case, the result will be true (Carter & McCarthy, 2006, p. 752).

e.g., "Come over tomorrow afternoon around five, unless my secretary contacts you." (Carter & McCarthy, 2006, p. 752)

One of the other characteristics of subordinators *if* and *unless* is that they can create non-finite clauses (mainly -ed participle clauses) and verbless clauses, sometimes also *-ing* participle clauses (Quirk et al., 1985, p. 1090).

e.g., "The grass will grow more quickly if watered regularly." (Quirk et al., 1985, p. 1090)

As Carter & McCarthy (2006) claim, there are numerous structures for expressing conditional clauses. Each conditional can contain its own conditional expressions, which may not be structured according to the general structure. One such possibility is conditional clauses containing the basic unit *if*, which occurs in different phrases to form divergent meanings. An example of such a phrase is *only if*, which may occur together or separately.

e.g., "You can go only if you are back by midnight." (Carter & McCarthy, 2006, p. 751)

As has already been seen from previous examples, it is not always necessary for conditional clauses to contain the word *if*. There are also phrases that carry the same or similar meaning. These phrases are, for example, *on condition that* and *in the event that / in the event of*, which are mainly in written formal language.

e.g., "Many surgeons offer patients an operation only on condition that they give up smoking – and often find that the ensuing improvement makes surgery unnecessary." (Carter & McCarthy, 2006, p. 753)

Specifically, the structures *whether ... or,* and *whether ... or not* are used by the speaker for two different conditions, yet to achieve a probable outcome (Carter & McCarthy, 2006, p. 752).

> *e.g., "Whether we drive or go by train, it will still take about four hours."* (Carter & McCarthy, 2006, p. 752)

Rather, in informal language, we may discover *as long as* and *so long as* which carry the ability to express both real and unreal conditions (Carter & McCarthy, 2006, p. 753).

> *e.g., "As long as you promise to be back by 6, you can borrow the car."* (Carter & McCarthy, 2006, p. 753)

The word *otherwise* is another of these words and is used mainly when the speaker emphasises the outcome. Its placement can be between two clauses as well as at the end of a sentence (Carter & McCarthy, 2006, p. 754).

> *e.g., "Take the umbrella. You'll get soaked otherwise. ['If you do not take the umbrella, you'll get soaked.']"* (Carter & McCarthy, 2006, p. 754)

A phrase that has a different meaning than the word *if* is a phrase *in case*. Indeed, the meaning is not only "when something happens", but "because of the risk". It is often accompanied by the word *just*. An illustration in practise creates a better explanation (Carter & McCarthy, 2006, p. 754).

> *e.g., "I'll take these shoes with me in case it rains. ['I will take the shoes whether it rains or not, because there is a risk of rain'] ['compare: 'I'll take these shoes with me if it rains.' i.e. 'I will not take the shoes if it does not rain. ']"* (Carter & McCarthy, 2006, p. 754)

However, a similar phrase *in case of* has a different meaning. It serves as real conditions for a formal warning of what should happen if (Carter & McCarthy, 2006, p. 755).

e.g., "In case of snow, we'll take the bus or taxi to the theatre." (Oyster English, 2021)

Using *in case of* to express warning:

e.g., "In case of fire, do not use the lift. ['Only if/when there is a fire ...']" (Carter & McCarthy, 2006, p. 755)

In informal speech there can only be a connecting word *and* between clauses, without the use of a conditional subordinator (Carter & McCarthy, 2006, p. 755).

e.g., "Do that again and I'll get very angry. ['If you do that again, I'll get very angry.']" (Carter & McCarthy, 2006, p. 755)

An integral part of any conditional sentence may be its enrichment by *then* serving the linking a main clause following a conditional to add emphasis (Carter & McCarthy, 2006, p. 755).

e.g., "As long as it's okay with you, then I'll stay till Monday." (Carter & McCarthy, 2006, p. 755)

According to Quirk (1985), the use of modal verbs in the part of a sentence called a conditional clause expresses volitional meaning. In other words, a conditional sentence behaves like a speaker's will.

e.g., "If you'll help us, we can finish early. ['are willing to']" (Quirk et al., 1985, p. 1009)

2.5.1.2 Zero conditional

A different type from the first conditional is the zero conditional. While the first conditional was told that the condition was feasible in the same way as its effect, the condition and the result are feasible equally, without a doubt, for this type. This type of conditional is used to express commonly known truths. For a better understanding, the condition is always real, and the result always occurs directly after the undoubtedly achievable condition has been fulfilled (Herring, 2006, p. 974).

> *e.g., "If you throw a ball in the air, it comes back down. [' Always true: A ball comes*
> *backdown every time you throw it in the air ']"* (Herring, 2006, p. 974)

The structure of the zero conditional is: *If + subject + present tense of predicate verb, subject + present tense of main verb* (Herring, 2006, p. 974). The zero conditional can also be created in negative or interrogative form. Here are some examples:

> *e.g., "If I need cash, I go to the bank." (Vít, 2021)*

> *e.g., "If I don't like something, I don't buy it." (Vít, 2021)*

> *e.g., "Water boils if you heat it to 100 degrees." (Vít, 2021)*

According to Carter & McCarthy (2006), there is a difference when using *if* compared to *when*. While the conjunction *if* is used by the speaker in the conditional clause for his/her ignorance of the fulfilment of the condition, *when* is used for the speaker's undoubted knowledge of the fulfilment of the condition.

e.g., "If we win the lottery, we'll give up our jobs and fly to the Caribbean. ['Speaker does not know the event will happen']" (Carter & McCarthy, 2006, p. 751)

e.g., "When Georgina comes in, tell her I want to speak to her. ['Speaker knows Georgina is coming']" (Carter & McCarthy, 2006, p. 751)

This property of using *when* is also used for other words that are always used in the speaker's knowledge of fulfilling the condition. These words (*whatever, whenever, however, whoever, whichever, whether ... or,* and *whether ... or not*) form conditional clauses called Wh-conditional clauses (Carter & McCarthy, 2006, p. 752).

e.g., "Whenever the team loses, they are miserable for the rest of the weekend." (Carter & McCarthy, 2006, p. 752)

Specifically, the structures *whether ... or,* and *whether ... or not* are used by the speaker for two different conditions, yet to achieve a probable outcome (Carter & McCarthy, 2006, p. 752).

e.g., "Whether we drive or go by train, it will still take about four hours." (Carter & McCarthy, 2006, p. 752)

2.5.1.3 Rhetorical condition

This type of condition appears to be similar to an open condition, but the opposite is true (Quirk et al., 1985, p. 1094). The main thought of this conditional sentence is to create a basis for an impossible or absurd proposition for the purpose of rhetorical effect. Thus, if someone is asked, "will you do it?" and the person answers by saying "when/if pigs fly!" it simply means "no" or "never" (Sano, 2017, p. 80). As Quirk (1985) claims, these sentences are divided into two categories depending on what clause the assertion occurs in. Given the

absurd assertion in the main clause, the conditional clause subsequently is not true (Quirk et al., 1985, p. 1094).

e.g., "If she doesn't get first prize, she's no daughter of yours. ['She certainly will get first prize.']" (Quirk et al., 1985, p. 1094)

Whereas if an assertion in a conditional clause is apparently true, the same is true of the main clause. Giving measure expressions with the implication of a conditional clause is typical for these rhetorical conditional clauses (Quirk et al., 1985, p. 1095).

e.g., "He's ninety if he's a day. ['If you'll agree that he's at least a day old, perhaps you'll take my word that he's ninety.']" (Quirk et al., 1985, p. 1095)

2.5.2 Hypothetical condition

Hypothetical conditions, unlike open conditions, differ in the possibility of fulfilling the condition. This condition is expected not to be met, and it is more than likely. The subsequent result was also not expected in its fulfilment. Talking about the non-fulfilment of the conditions means their non-fulfilment in the past, present, and future. They are also sometimes called closed, unreal, rejected, nonfactual, counterfactual, and marked conditions. (Quirk et al., 1985, p. 1091).

e.g., "They would be here with us if they had the time. ['They presumably don't have the time.']" (Quirk et al., 1985, p. 1091)

e.g., "If I had my own car, I wouldn't have to bother my parents about giving me a ride to town." (Vít, 2021)

According to Carter & McCarthy (2006), these conditions are called unreal. When talking about unreal conditions, these conditions never happened or probably never will. Following this fact, this idea can be supplemented by what Quirk (1985) claims, namely that it depends on the use of time reference in the conditional clause by the speaker. In other words, a conditional clause can express an unfulfilled condition in the past, present, or future, depending on the time reference used. Unlike open conditions, conditional clauses with hypothetical conditions are backshifted; for a simplified explanation, the present form of the verb is shifted back into the past form of the verb. Therefore, this hypothetical condition is divided into two types according to the use of the time reference on the second conditional and the third conditional (Carter & McCarthy, 2006, p. 749).

2.5.2.1 Second conditional

The type of conditional used in the educational context that contains the hypothetical condition is the second conditional. This type of conditional serves to express scenarios that are very unlikely to be realised. However, it does not mean that it is impossible to fulfil their condition; thus, they are not literally impossible to do. However, their implementation is almost unforeseen. These conditions take place in the present or the future (Herring, 2006, p. 976).

*e.g., "If I had a lot of money, I would buy a house." (*Vít, 2021)

The truth remains, however, that I do not have a lot of money, nor do I expect to have it, so I probably will not buy a house. Next example:

"If I was/were older, I might stay up all night long."* (Herring, 2006, p. 976)

The structure of the second conditional is: *if + simple past tense, modal verb with future-in-the past reference (e.g., would/could/might) + infinitive* (Carter & McCarthy, 2006, p. 748; Herring, 2006, p. 976). As Herring (2006) claims (see the previous example with an asterisk),

the verb *be* in the past tense can be used as *were* even for singular subjects. However, it is common to use *was* in everyday writing and speech. The second conditional can also be created in negative or interrogative form. As with the previous type of conditional called "first conditional", conjunctions *if* and *unless* can be used in non-finite clauses, verbless clauses, and -ing participle clauses. This time, however, they express a different condition, namely hypothetical (Quirk et al., 1985, p. 1090).

e.g., *"Without me to supplement your income, you wouldn't be able to manage."* (Quirk et al., 1985, p. 1090)

According to Quirk (1985), it is also possible to use an inversion subject-operator instead of a subordinator to give the same meaning in conditional clauses. Such an inversion often occurs with the subjunctive *were*, *should, might,* and *could.*

e.g., *"Were she in charge, she would do things differently."* (Quirk et al., 1985, p. 1094)

e.g., *"Should you change your mind, no one would blame you."* (Quirk et al., 1985, p. 1094)

As has been mentioned before, there are different structures for creating conditional clauses from the general structure. However, there will now be talk of those that can be used for an unrealistic condition in second conditionals. Such an example is the use of the phrase *If + noun phrase + was/were + verb (base form)* to express a hypothetical condition (Carter & McCarthy, 2006, p. 751).

e.g., *"If the headteacher were to resign, it would be a disaster for the school."* (Carter & McCarthy, 2006, p. 751)

e.g., *"If it were to rain, I'd cancel the show."* (Bauer and Birner et al., 2002, p. 753)

Even if can also be used to express conditional clauses and thus use greater emphasis (Carter & McCarthy, 2006, p. 751).

     e.g., "Even if you flew business class, it would still be an exhausting journey." (Carter &
McCarthy, 2006, p. 751)

The phrase *if only* is used to express the speaker's wishes. The speaker uses this phrase for situations that are not real enough (Carter & McCarthy, 2006, p. 751; Quirk et al., 1985, p. 1092).

     e.g., "If only they were here now, we would be able to celebrate their wedding anniversary."
(Quirk et al., 1985, p. 1093)

However, *if only* can be used in a conditional clause and stated as a separate sentence expressing a hypothetical wish (Quirk et al., 1985, p. 1092).

     e.g., "If only we could get to a warmer country in the winter. [I wish we could get to a
warmer country in the winter. ']" (Carter & McCarthy, 2006, p. 751)

As Carter & McCarthy (2006) claim, the use of the modal verb *should* in a conditional clause carries the meaning of `happen to'/'chance to'. In other words, it expresses that the speaker does not believe the condition will happen.

     e.g., "If you should run into Peter, tell him to call me." (Carter & McCarthy, 2006, p. 750)

2.5.2.2 Third conditional

A hypothetical condition describes an almost unrealistic or even unrealistic fulfilment of conditions in the past, present, and future. The second conditional discussed above is used to describe unfeasible conditions in the present and future, while a third conditional contains conditions that are unfeasible as they take place in the past (Vít, 2021). For a better understanding, the speaker describes situations in the past that did not happen, and therefore the real outcome is different from if they had happened. The result given is therefore the opposite of the actual result due to the infeasibility of the condition (Carter & McCarthy, 2006, p. 748; Herring, 2006, p. 977).

e.g., "If I had been more prepared, I would have passed that test." (Herring, 2006, p. 977)

In fact, the speaker was not prepared, so he/she did not pass the test. By creating a condition in the past using the past perfect tense, they can articulate how they might have achieved a different outcome if they were more prepared (Herring, 2006, p. 977).

e.g., "If he hadn't lied to his girlfriend, she wouldn't have slapped him." (Vít, 2021)

The structure of the third conditional is: *if + past perfect tense, modal verb with future-in-the-past reference (e.g., would/could/might) + have + past participle.* (Carter & McCarthy, 2006, p. 748; Herring, 2006, p. 976).

According to Quirk (1985), it is also possible to use an inversion subject-operator instead of a subordinator to give the same meaning in conditional clauses. *Had* is one of the most used words to create this relationship.

e.g., "Had I known, I would have written before. ['If I had known, . . .'l." (Quirk et al., 1985, p. 1094)

According to Carter & McCarthy (2006), this type of conditional can also be expressed in ways other than the general structure of the previous types mentioned above. Such an example is the phrase *If it were not (had not been) for* which is followed by a noun.

e.g., "If it weren't for the police, I think those burglars would have got away with even more. [' if the police had not arrived/intervened 'l." (Carter & McCarthy, 2006, p. 751)

e.g., "If it hadn't been for the two men who rescued me, I'd probably have drowned."
(Macmillan Dictionary, 2023)

In the third conditional, it can also be used with the phrase *were to have*, followed by a past participle. (Englishpage, 2023)

e.g., "If the fire were to have destroyed the building, it would have been a tragic cultural loss." (Englishpage, 2023)

As with the second conditional, the phrase *if only* can be used in the third conditional, however, in this case to express a wish for an unrealistic situation in the past (Carter & McCarthy, 2006, p. 751).

e.g., "If only somebody had told us, we could have warned you." (Quirk et al., 1985, p. 1094)

A conditional clause containing the phrase *If only* can also stand as a separate sentence in this case (Quirk et al., 1985, p. 1094).

e.g., "If only I hadn't lost it!" (Quirk et al., 1985, p. 1094)

The main clause of the third conditional can be started with the word *then* (Carter & McCarthy, 2006, p. 751).

e.g., "If she had prepared better for the interview, then she would have got the job." (Carter & McCarthy, 2006, p. 752)

2.5.2.3 Mixed conditional

When talking about a mixed conditional, it is a conditional sentence that mixes two types of conditionals into one sentence. Mixing second and third conditionals is the most common type. However, it depends on which type is used for the condition and which for the result (Herring, 2006; Vít, 2021).

Mixed conditionals can use the third conditional to express a condition in the past and a consequential result in the present using the second conditional (Englishpage, 2023).

e.g., "If I had taken French in high school, I would have more job opportunities. [' But I didn't take French in high school, and I don't have many job opportunities. 'l" (Englishpage, 2023)

Another option is to use a third conditional to express the condition in the past and a second conditional for the result in the future (Englishpage, 2023).

e.g., "If Darren hadn't wasted his Christmas bonus gambling in Las Vegas, he would go to Mexico with us next month. [' But Darren wasted his Christmas bonus gambling in Las Vegas, and he won't go to Mexico with us next month. 'l" (Englishpage, 2023)

Another method of use is the second conditional, used for an unrealistic condition in the present, followed by the third conditional, which expresses the result in the past (Englishpage, 2023).

e.g., "If I were rich, I would have bought that Ferrari we saw yesterday. [' But I am not currently rich and that is why I didn't buy the Ferrari yesterday. 'l" (Englishpage, 2023)

The use of a second conditional to express a condition in the future and a third conditional to express a result in the past (Englishpage, 2023).

e.g., "If my parents weren't coming this weekend, I would have planned a nice trip just for the two of us to Napa Valley. [' But my parents are going to come this weekend, and that is why I didn't plan a trip for the two of us to Napa Valley. 'l" (Englishpage, 2023)

The use of second conditional in the future and second conditional to express the result in the present (Englishpage, 2023).

e.g., "If Sandy were giving a speech tomorrow, she would be very nervous. [' But Sandy is not going to give a speech tomorrow and that is why she in not nervous. 'l" (Englishpage, 2023)

2.6 Indirect condition

According to Quirk (1985), indirect conditions as well as direct conditions occur in conditional sentences with main clauses. In this case, however, the relationship between them is very different. Indirect conditions are not directly linked to situations described in the main clause. In other words, it does not matter literally if the conditions are implemented; however, a conditional clause expresses a polite speech by a speaker who appears to be dependent on the audience's permission, but it is not (Quirk et al., 1985, p. 1095).

e.g., "If you don't mind my saying so, your slip is showing. ['If you don't mind my saying so, I'm telling you that. . .'l" (Quirk et al., 1985, p. 1095)

Indirect condition is also used in conditional sentences to indicate that the wording in the main clause may not be accurate or to assure the listener that the wording in the main clause is not understood other than the spoken one intended (Quirk et al., 1985, p. 1095).

e.g., "She is resigning, if you know what I mean. [Perhaps: 'You are to interpret that to mean that she has been asked to resign.']" (Quirk et al., 1985, p. 1096)

In the example above, the speaker is unsure whether the listener is interpreting the wording correctly and therefore warns the listener to interpret it in the intended way (Quirk et al., 1985, p. 1096).

A conditional clause expresses uncertainty in knowledge, which is the use of indirect condition. Uncertainty in knowledge may be directed to the speaker or the listener (Quirk et al., 1985, p. 1096). The conditional clause hedges about the speaker's own knowledge:

e.g., "Chomsky's views cannot be reconciled with Piaget's, if1 understand both correctly." (Quirk et al., 1985, p. 1096)

The conditional clause hedges about the hearer's knowledge:

e.g., "The war was started by the other side, if you remember your history lessons." (Quirk et al., 1985, p. 1096)

However, according to the following example, the uncertainty seems to be both on the speaker's side and also on the listener's side:

e.g., "You won't get your money till next month, if then." (Bauer and Birner et al., 2002, p. 757)

The conditional clause expresses the condition, and, on its basis, the speaker makes the utterance.

e.g., "If you're going my way, I need a lift back. ['If you're going my way,

will you please give me a lift back.']" (Quirk et al., 1985, p. 1096)

If the speaker is certain of the fulfilment of the condition, a since-clause is used instead:

e.g., "Since you're going my way, I need a lift back." (Quirk et al., 1985, p. 1097)

2.7 Teaching conditional clauses

According to Beare (2019), the conditional clause should be taught to learners after they are familiar with the basic past, present, and future time references. In other words, to understand conditional clauses, a learner needs to understand the preceding parts of grammar contained in conditional sentences. As Parrot (2010) claims, teaching conditional sentences may be easier for learners whose mother tongue contains a similar structure to a conditional sentence. On the other hand, for those whose mother tongue has no equivalent sentence structure, it may be more difficult to understand at first.

Teaching conditional sentences does not cause such reading difficulty for learners; difficulty occurs more with listening. The main reason is the distinct clause structure from the structure in their mother tongue. Listening to a native speaker may also result in a failure to notice the auxiliary verbs, e.g., *would/would have* due to indistinctness, which can cause confusion in time references. Among other difficulties for learners are the wrong use of time references in conditional clauses or understanding inversion as a question. An example of a misleading use of time reference is *if I spoke Russian...* which is used by the learner to talk about the past but is in fact an unrealistic present condition (Parrot, 2010, p.281). There are many other mistakes that Parrot (2010) presents, and those, for example, are over-using *would*, choosing the wrong

conjunction, leaving conjunctions out, and avoiding the conditional structure forming the same meaning.

However, in order to make as few mistakes as possible and to correctly understand conditional sentences, they are taught later during the gradual progression of English language learning. Therefore, the levels of ability are divided into several stages that provide a chronological progression in the teaching of a foreign language. This division is set by an international standard for describing language ability, which is called the Common European Framework of Reference for Languages (Cambridge, 2019).

2.7.1 The Common European Framework of Reference for Languages

The Common European Framework of Reference for Languages (CEFR) describes in a comprehensive way what language learners need to learn in order to use the language for communication and what knowledge and skills they need to develop to act effectively (Council of Europe, 2014). It is divided into six degrees, from A1 to C2, according to language ability. The scale includes grades A1, A2, B1, B2, C1, and C2. They are grouped into three broader levels, which are Basic User (A1-A2), Independent User (B1-B2), and Proficient User (C1-C2). This six-point scale is mainly used by teachers and learners to teach and evaluate because it shows the level of different qualifications. They are widely accepted as the global standard for grading an individual's language proficiency and are used by all modern English language books and English language schools (Cambridge, 2019; Tracktest, 2018).

The following example shows the verbatim wording of the descriptors of learners' outcomes at level B1. This text shows the need to use conditional clauses to express dreams, hopes, and ambitions.

"Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans." (Council of Europe, 2020)

Depending on the outcomes, a division of the grammar taught corresponding to the CEFR level is also formed. According to the division of the grammar to study at each CEFR level, conditional clauses occur in levels A2, B1, B2, and C1. Level A2 mentions the zero conditional and the first conditional. Second and third conditionals appear in level B1, and mixed conditionals appear in levels B2 and C1 (Exam English, 2021).

2.7.2 Framework Education Programme

The CEFR is interwoven with the Framework Education Programme. This programme forms a generally binding framework for the creation of school education programmes for schools of all backgrounds in pre-school, primary, primary arts, language, and secondary education. The programme is guaranteed validity for a certain state (Edu, 2023). The CEFR is used worldwide and serves as the international classification of a student's language skills. However, the Framework Education Programme is created for the state and is developed on the basis of the Common European Framework of Reference for Languages, to which it must conform (Cambridge, 2023). The important one for this research is the Framework Education Programme for Czech grammar schools. In grammar schools, it is possible to carry out an English language graduation, which can range from A2 to B2 level but is most often B1 according to CEFR (Statnimaturita, 2013). Thanks to this fact, the Framework Education Programme for grammar schools granting students' language skills contains knowledge of conditionals. Based on these facts, EFL textbooks are examined in the practical part since they can be used for teaching in Czech grammar schools and thus contain the teaching of conditionals.

3 Conditional clauses in EFL Textbooks

The practical part of this thesis deals with the educational concept of conditional clauses in EFL textbooks published by different publishing houses. This focuses on the terminology of each type of conditional clause. Furthermore, it focuses on the stated general structure of the sentences in each conditional clause. Subsequently, it focuses on the types of conjunctions in conditional sentences. The main aim, therefore, is to compare the different ways in which conditionals are presented in selected EFL textbooks.

This comparison is made in three parts which, will each seek to answer these questions:

- How do definitions of the types of conditional clauses differ in the selected EFL textbook?
- How do examples of the general structure of conditional clauses differ in the selected EFL textbook?
- What conjunctions in conditional sentences are mentioned in the selected EFL textbook?

3.1 Method

The method for this is the content analysis of the selected textbooks. Firstly, EFL textbooks were collected that corresponded to the criteria for this research. The analysed textbooks are English File: Intermediate Student's Book s anglicko-českým slovníčkem, Complete First: Student's Book without Answers and New Success: Intermediate Student's book. Each EFL textbook contains the teaching of the grammar component conditional clauses in order to analyse them. Three EFL textbooks were selected for this research, because of the expectation of different terminology or wording. The curriculum of these textbooks is marked at B1 to B2 level. All EFL textbooks were accredited by the Ministry of Education of the Czech Republic for English language teaching in Czech secondary schools. The content of these textbooks thus serves as a sample for this research.

Subsequently, these samples were analysed based on the criteria set by the research questions. On the basis of the theoretical part, there was a survey of terminology, sentence structures, and conjunctions given by EFL textbooks. When the textbooks were analysed in terms of their

researched characteristics, all the data was recorded. This data was used to compare and draw conclusions in the next stage.

In the final stage, the collected data was compared. It examined how textbooks differ in the concept of conditional clauses in their theoretical parts. If no differences were found, a conclusion was drawn that contradicted the expected conclusion. Otherwise, the differences were presented with additional clarification. The conclusion contained an effort to objectively clarify why textbooks do not contain or contain differences in their theoretical parts of conditional clauses.

3.2 Interpretation of results

3.2.1 Definitions of conditional clauses
3.2.1.1 English File: Intermediate Student's book

English File: Intermediate Student's book is published by Oxford University Press. It indicates that it is at the B1 to B2 level according to CEFR. It covers the first conditional, the second conditional, and the third conditional. The first conditional is taught in the seventh unit as well as the second conditional, while the third conditional is taught in the ninth unit. The explanation and general sentence structure of each conditional clause is not mentioned in individual units; however, they are additionally explained at the end of the textbook in a section called *"Grammar Bank"*.

The usage of the first conditional mentioned in English File: Intermediate Student's book is *"to talk about a possible future situation and its consequence"*. (Latham-Koenig, et al., 2013, p.144).

e.g., *"If you work hard, you'll pass your exams."* (Latham-Koenig, et al., 2013, p.144)

Quirk (1985) claims that an open condition remains open to the possibility of resolving the truth about the condition and the result. It follows that the definition of the first conditional in this textbook corresponds to the definition of the open condition. Thanks to this fact, it also meets the criteria for the first conditional defined by Carter & McCarthy (2006), which

contains an open condition. The illustrative example shows the possibility of fulfilling both parts of a sentence, both condition and outcome.

The usage of the second conditional mentioned in English File: Intermediate Student's book is *"to talk about a hypothetical / imaginary present or future situation and its consequence"*. (Latham-Koenig, et al., 2013, p.145).

e.g., "If David spoke good English, he could get a job in that new hotel." (Latham-Koenig, et al., 2013, p.145).

The definition itself contains the word hypothetical, which corresponds to the definition of hypothetical condition by Quirk (1985). However, it is important to note that the definition includes time references, present or future, which agrees with the definition by Herring (2006), which states that the conditions take place in the present or future. The illustrative example makes it clear that this case is not a condition in the past.

The usage of the third conditional mentioned in English File: Intermediate Student's book is *"to talk about how things could have been different in the past, i.e., for hypothetical / imaginary situations"* (Latham-Koenig, et al., 2013, p.148).

e.g., "If James hadn't gone on that training course, he wouldn't have met his wife." (Latham-Koenig, et al., 2013, p.148)

This definition includes the word hypothetical, suggesting that this is an unrealistic situation, which is described by Quirk (1985) for the definition of a hypothetical condition. In this case, however, it said things could have been different in the past; therefore, the unrealistic situation does not take place in the present or the future. Thus, this definition corresponds to the definitions for the third conditional by Carter & McCarthy (2006) and Herring (2006). The illustrative example shows what would have happened in the past if something had not happened. It has remained unaffected in both cases in the past.

3.2.1.2 Complete First: Student's Book without Answers

Complete First: Student's Book without Answers is published by Cambridge University Press. It indicates that it is at B2 level according to CEFR. This EFL textbook contains zero, first, second, third, and mixed conditionals. Teaching zero, first, and second conditionals is set in the fifth unit. Third and mixed conditionals are in the twelfth unit. The explanation and general sentence structure of each conditional clause is not mentioned; however, they are separately explained in the ending part of a textbook called *"Language Reference"*.

The usage of the first conditional mentioned in Complete First: Student's Book without Answers is *"to express a future condition we think is possible or likely"* (Brook-Hart, 2014, p.164).

e.g., "She won't get into university unless she gets good grades / if she doesn't get good grades." (Brook-Hart, 2014, p.164)

This definition has a similar meaning to the definition in the EFL textbook above. This is a definition of the same meaning using other phrases. In other words, it is a conditional sentence containing an open condition, as defined by Quirk (1985). Carter & McCarthy (2006) claim the condition and result remain open, and the possibility of fulfilling them is not refuted. In the definition in this textbook, the speaker believes in the possibility of fulfilling the condition.

The usage of the second conditional mentioned in Complete First: Student's Book without Answers is *"to express a present or future condition which is imaginary, contrary to the facts impossible or improbable"* (Brook-Hart, 2014, p.164).

e.g., "If I was as rich as Bill Gates, I wouldn't work. ['Being as rich as Bill Gates is imaginary. ']" (Brook-Hart, 2014, p.164)

This definition is no different in meaning from the one in Complete First: Student's Book without Answers. Despite the absence of the word *hypothetical*, it is obvious that this is a definition correlated with that of Quirk (1985) for a hypothetical condition. An integral part of the definition is the mention of the present or future condition, which corresponds to the definition of the second conditional by Herring (2006).

The usage of the third conditional mentioned in Complete First: Student's Book without Answers is *"to talk about something which did not happen in the past; its results, which are imaginary"* (Brook-Hart, 2014, p.165).

e.g., *"If you had phoned me this morning, I would not have been late for school."* (Brook-Hart, 2014, p.165)

In this case, the definition contains the word *imaginary* which is an important factor for the hypothetical condition defined by Quirk (1985). Thanks to the phrase something that did not happen in the past, it can simply be decided that the condition is in the past. However, the phrase its results, which are imaginary, does not guarantee the unquestionable preservation of time reference as a condition. The textbook gives this definition in third conditional grammar, but through unknown time references, the result may not only be third conditional. The result may be set in the past, present, or future. This would only be a third conditional if it had been preserved in the past, as written in the definition from Vít (2021). Otherwise, it could be mixed conditional, which may result in the present or the future (Englishpage, 2023). Carter & McCarthy (2006) and Herring (2006).

3.2.1.3 New Success: Intermediate Student's book

New Success: Intermediate Student's book is published by Pearson. It indicates that it is at the B1 to B2 level according to CEFR. Zero, first, second, and third conditionals are taught in this EFL textbook. Zero, first, and second conditionals are taught in the sixth unit, while the third conditional is taught in the ninth unit. Explanation and general sentence structure are

mentioned in individual units; thus, no grammar reference is placed at the end of the book as with previous EFL textbooks.

The usage of the first conditional mentioned in New Success: Intermediate Student's book is *"to talk about situations that have a chance of happening in the future"* (McKinlay and Hastings, 2012, p.51).

e.g., "If I keep training, she will eventually give me all of it." (McKinlay and Hastings, 2012, p.51)

As in the two previous textbooks, the definition of first conditional is not different from that given by Carter & McCarthy (2006), but vice versa. This definition corresponds with it and also falls under the definition of open condition by Quirk (1985), as it has the same meaning only using different phrases.

The usage of the second conditional mentioned in New Success: Intermediate Student's book is *"to talk about situations which are impossible / very unlikely now or in the future"* (McKinlay and Hastings, 2012, p.51).

e.g., "If she knew how pointless it is, perhaps she'd stop doing it." (McKinlay and Hastings, 2012, p.51)

In this case, the definition has the same meaning as in previous EFL textbooks. The definition speaks of impossible situations, which corresponds to Quirk's (1985) definition of hypothetical conditions. The definition does not omit the giving of the time reference, in this case in the words *now or in the future* and this really makes this the second type of conditional that contains a hypothetical condition in these time references (Herring, 2006, p. 976).

The usage of the third conditional mentioned in New Success: Intermediate Student's book is *"to talk about a situation that had a chance of happening in the past but didn't happen"* (McKinlay and Hastings, 2012, p.79).

e.g., "If we ('d) all tried to talk about things, we would have worked out our problems ['but sadly we didn't 'l" (McKinlay and Hastings, 2012, p.79)

This definition talks about situations that could have happened but did not, therefore they are no longer impactful. This fact makes this a hypothetical condition defined by Quirk (1985). However, the definition does not give a reason why the situation did not happen. It could mean that the reason for not fulfilling the situation is the unrealistic condition expressed through the second conditional. This could be a mixed conditional where the condition is expressed by the second conditional and the result by the third conditional (Englishpage, 2023). It should be added that the definition mentions the phrase *had a chance*, meaning that a condition in the past had a chance of realisation as opposed to the condition in the second conditional, which is used for literally unrealistic situations. In other words, both the result and the condition remain in the past, as in the definitions for the third conditional by Carter & McCarthy (2006) and Herring (2006).

3.2.2 General structure of conditional clause

The general structures of conditional sentences mentioned in each EFL textbook are compared in this section. For easier comparison and clarity, the structures are listed in tables according to the type of conditional the textbooks mention. All three textbooks are consistent in three types of conditional clauses, namely first, second, and third. For this reason, three tables were created.

3.2.2.1 First conditional

Table1: First conditional structure in the selected textbooks

English File: Intermediate Student's book	Complete First: Student's Book without Answers	New Success: Intermediate Student's book
if + present simple, will / won't + infinitive	No mentioned structure	if + present simple, will + infinitive

In the chapter about the first conditional, a general structure *if + present simple tense, modal verb with future reference + infinitive* was presented. Looking at the structures in question in these EFL textbooks, there is no significant difference. However, the structures are only listed in two EFL textbooks. Complete First: The Complete First: Student's Book without Answers mentions only examples of sentences. The only difference between the general structures mentioned and the theoretical part is that these textbooks give a specific modal verb with future reference. Whereas the theoretical definition is more general and therefore more diverse in use.

3.2.2.2 Second conditional

Table2: Second conditional structure in the selected textbooks

English File: Intermediate Student's book	Complete First: Student's Book without Answers	New Success: Intermediate Student's book
if + past simple, would / wouldn't + infinitive	No mentioned structure	if + past simple, would + infinitive

As in the previous case, only two of the same EFL textbooks mention the structure, while Complete First has only examples of sentences in second conditional. The structure in the theoretical part *if + simple past tense, modal verb with future-in-the past reference (e.g., would/could/might) + infinitive* is different from these in generalities. These structures only use *would* as a modal verb with future-in-the past reference, which is not a generic formula. In other words, when a sentence is constructed according to this structure, the sentence will be obtained in the second conditional, however, with limitations for the use of the modal word.

3.2.2.3 Third conditional

Table3: Third conditional structure in the selected textbooks

English File: Intermediate Student's book	Complete First: Student's Book without Answers	New Success: Intermediate Student's book
if + past perfect, would have + past participle	No mentioned structure	if + past perfect, would (could/might/should) have + past participle

This section examines the structure of the third conditional. As in the previous two cases, only two EFL textbooks contain a general structure for this type of conditional. While Complete First: The student's book without Answers does not mention general structure but only examples of sentences. The theoretical part mentions the general structure *if + past perfect tense, modal verb with future-in-the-past reference (e.g., would/could/might) + have + past participle*. In this case, the structure in New Success: Intermediate Student's book most similar to the theoretical. It does not mention the phrase *modal verb with future-in-the-past reference*; however, it lists various examples in the brackets. However, according to the structure in English File: Intermediate Student's, there is no information about the use of other alternative modal verbs.

3.2.3 Conjunctions in conditional sentence

In this section, all the conjunctions that are mentioned only in the selected EFL textbooks are listed. For clearer orientation, the conjunctions are shown in a table, and their representation in each EFL textbook is indicated by a tick or cross.

Table4: Conjunctions in conditional sentence used in the selected textbooks

	English File: Intermediate Student's book	Complete First: Student's Book without Answers	New Success: Intermediate Student's book
if	✔	✔	✔

unless	✓	✓	✓
when	✓	X	✓
as soon as	✓	X	✓
if only	X	✓	✓
as long as	X	X	✓
provided that	X	X	✓

When looking at the table above, New Success: Intermediate Student's book mentions the greatest number of conjunctions. However, many more conjunctions and alternatives for *if* were mentioned in the theoretical part of the bachelor thesis. This table is an excerpt from EFL textbooks for Czech grammar schools; therefore, it is likely to have fewer conjunctions to facilitate teaching. An important fact, however, is the finding that all three EFL textbooks contain a reference to conjunction unless. As Carter & McCarthy (2006) argue, making this conjunction allows the sentence to proceed in a positive way, with the meaning of the negative 'unless otherwise'. Another interesting finding is the absence of *if only* in The English File: Intermediate Student's book. According to Quirk (1985), *if only* allows the speaker to create his/her wish as a hypothetical condition in the past as well as the present.

4 Conclusion

This bachelor thesis focuses on conditional clauses in English. The theoretical part clarified the essential elements of the conditional sentence. This explanation of the component parts of the conditional sentence at the beginning was needed for comprehension on account of its subsequent division.

In the following section, conditional clauses were divided into two types according to the relation of condition to consequence. One type of condition is the direct condition, where the condition is directly related to the consequence. On the other hand, an indirect condition is not connected in this way to the consequence, and it is used mainly as the speaker's additional sentence. Furthermore, the direct conditionals were divided into two categories according to the implementation of the condition. They were divided into two conditions: the open condition and the hypothetical condition. An open condition is a type of condition that must contain the possibility of being implemented. The rhetorical condition is a subcategory of the open condition; however, its use has a different meaning, mainly to create a strong assertion. When talking about the hypothetical condition, it is a condition that is not fulfilled in any time reference (past, present, or future) (Quirk et al., 1985).

In the same section, the listing of subcategories cited by other authors has been implemented, matching the criteria of the mentioned divisions. Subcategories of the open condition are zero conditional and first conditional, while subcategories of the hypothetical condition are second conditional, third conditional, and mixed conditional. The zero conditional is used for general truths, while the first conditional is used for situations likely to happen. The use of the second conditional is to express an impossible condition in the present, whereas the third conditional expresses an unrealistic condition in the past. A mixed conditional is the type that mainly combines second and third conditionals to specify the time reference of the condition or the result. This subcategory division is mainly used in the educational context (Carter & McCarthy, 2006; Herring, 2006).

Moreover, the incorporation of conditional clauses was explained on the basis of a clarification of the levels of the Common European Framework of Reference for Languages as well as the common mistakes learners make. Following that, the connection between the Framework Education Programme and the CEFR was explained. The explanation of the incorporation made it possible to indicate what types of EFL textbooks are analysed

depending on the content of conditional clause grammar. Three EFL textbooks from different publishing houses were used for the research. These EFL textbooks were English File: Intermediate Student's Book, Complete First: Student's Book without Answers, and New Success: Intermediate Student's Book. All three of these EFL textbooks are identical in the way that they contain three types of conditionals, namely first, second, and third. For this reason, the survey was conducted specifically for these three types, which could accurately show differences or not.

In the first part of the research, definitions of the use of each type of conditional were examined separately. The survey found that the definition differed only in the use of other words. The meaning of definitions for use has always remained the same and corresponded with definitions presented in the theoretical part, except for one. One definition differed, namely the definition for the third conditional in Complete First: Student's Book without Answers. This definition did not literally describe the third conditional, as it was not stated anywhere that the result remains in the same time reference as the condition, as claimed by Vít (2021). It may be said that all selected textbooks use a similar style of explanation for conditional clauses since their correct meaning has always been preserved.

In the next phase, the examples of the grammatical structure of each conditional type were investigated. In this case, the absence of general structures of conditional clauses in Complete First: Student's Book without Answers was a surprising finding. This textbook gives only the examples of conditional sentences from which the learner is likely to deduce the structure. The structures in the other two textbooks were clearly no different from the general structures that were mentioned in the theoretical part. One of the differences between these textbooks was that the English File: Intermediate Student's book also listed negative verbs in the general structure. While the New Success: Intermediate Student's book mentioned various variations of modal verbs rather than *would*.

In the last phase, the conjunctions used for conditional sentences in each EFL textbook were examined. The research found that all EFL textbooks had a small range of conjunctions compared to those mentioned in the theoretical part. However, the most likely reason is that these textbooks range at CEFR levels ranging from B1 to B2, thus the amount of grammar is simplified for the levels. Nevertheless, an important finding remains the absence of *if only* in the English File: Intermediate Student's book. The other two textbooks mention this conjunction both for use in second conditional and third conditional. All three textbooks are identical in terms of content *if* a *when*. What should be added is that the New Success:

Intermediate Student's book contains the most conjunctions of the three selected EFL textbooks, which are *if, unless, when, as soon as, if only, as long as, provided that.*

This research aimed to compare conditional clause terminology in the selected EFL textbooks. The expectation was that differences would be found. Based on research, it should be said that some differences in the conditional clause context were found. On the other hand, there were not many differences, and they were insignificant. In other words, their distinctiveness is minor and they are contained in different contexts of grammar conditional clauses. As a result, all three EFL textbooks complement each other in certain ways. It should be noted that neither textbook was literally contrary to academic literature theories. These results of the research can be instrumental material for learners of English in their choice of textbook. When talking about choosing an EFL textbook, this research covered only three textbooks from different publishing houses, which is a reason for potentially expanding this research to include more textbooks. Expanding research could find more differences, according to other publishing houses. This research could focus on other parts of this grammar, such as different types of exercises for conditional clauses. It could focus on what types of teaching exercises occur in textbooks or what type of conditional clause textbooks devote the greatest part of their content to.

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Anotace

Jméno a příjmení:	Matěj Šnajdr
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Blanka Babická, Ph.D.
Rok obhajoby:	2023

Název práce:	Podmínkové věty v učebnicích EFL pro vyšší střední školy
Název práce v angličtině:	Conditional clauses in EFL textbooks for upper secondary schools
Anotace práce:	Tato bakalářská práce se zabývá podmíněnými větami v angličtině. Cílem této práce je analyzovat učebnice z hlediska teoretické části podmínkových vět. Teoretická část se zabývá akademickým přehledem podmínkových vět. V praktické části je uveden průběh analýzy. Ze srovnání analyzovaných informací je vyvozen závěr.
Klíčová slova:	podmínková věta, otevřená podmínka, hypotetická podmínka, kondicionál prvního typu, kondicionál druhého typu, kondicionál třetího typu, učebnice anglického jazyka
Anotace práce v angličtině	This bachelor thesis deals with the conditional clauses in English. The aim this thesis is to analyse textbooks in terms of theoretical part of conditional clauses. The theoretical part deals with the academic overview of conditional clauses. In the practical part, there is stated the course of the analysis. A conclusion is drawn from the comparison of the information analysed.
Klíčová slova v angličtině:	conditional sentence, open condition, hypothetical condition, first conditional, second conditional, third conditional, EFL textbook
Přílohy vázané v práci:	
Rozsah práce:	48 stran
Jazyk práce:	Angličtina