

Abstract

Whereas in Czech there are three verb moods, in French a fourth one is to be found, being defined as the "subjunctive mood". The subjunctive does not exist in Czech which often makes it hard to handle by students as well as teachers.

The main aim of the thesis is to map the ways of presenting the French subjunctive verb mood in selected grammar handbooks intended for students and teachers of French and outline the different approaches to describing its parameters. Subsequently, the second objective here is to analyse the methods of presenting the subjunctive in selected textbooks and workbooks used when teaching French at Czech schools.

The thesis is divided in three parts. In the initial one, the different approach to presenting the subjunctive in the referential grammar book of P. Charaudeau – *Grammaire du sens et de l'expression* is analysed together with the ones applied in the FLE grammar books by G. D. de Salins – *Grammaire pour l'enseignement/apprentissage de FLE*, M. Callamand – *Grammatique vivante du français* and in the slightly different grammar book by A. Monnerie-Goarin – *Le français au présent*. To be able to meet the target of the analysis and find out how a verb mood of a typologically different language is presented to an exclusively Czech audience, the Czech-written grammar book of French by J. Hendrich, O. Radina and J. Tláskal is also analysed.

The individual grammar books explain the subjunctive verb mood in different ways, focusing either on approaching it in the meaning-to-form direction and from the point of view of the communicative intention or on the situational or morpho-syntactical principles. The structuring of the grammar books is then based on the methodological approach applied.

The second part of the thesis deals with the subjunctive in the process of teaching French, i.e. with its presentation and exercising in the Czech-written textbook of *On y va* as well as the original French textbooks *Le Nouveau sans frontières* and *Forum*. Being a textbook compiled in the Czech Republic, the *On y va* takes the differences between the native and the studied language into account. *Le NSF* is partly based on the structural–notional compromise combined with the functional–communicative one, although one or the other prevails in certain parts of the book. *Forum* employs the principles of the Common European Framework of Reference for Languages. In conclusion, the thesis proposes an original commented presentation the subjunctive including exercises.