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USE AND “CONSTRAINT” OF THE VERB IN THE ANGOLAN VARIETY OF PORTUGUESE

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INTRODUCTION

The Portuguese language in Angola has been the subject of various studies in the fields of linguistics and sociolinguistics, particularly in studies on varieties of Portuguese, standard language, lexicology, and lexicography. Since the verb has been relegated to the background, we have undertaken a descriptive-interpretive analysis that contributes to the understanding of verbal forms in the Angolan context, as we have identified significant gaps in the use of verb tenses in Angola. In Angola, there are numerous studies on Angolan Portuguese, based on the description of the variety of Portuguese, that is, on the contact between the Portuguese language and local languages. For this reason, and because we believe that education in Angola, given the complexity of the Portuguese verbal system, does not focus sufficiently on the teaching of verbs, we set out to describe and analyze these utterances with a view to achieving the following objectives: a) to analyze and describe verbal forms in speakers' discourse; b) to contribute to the study of the verbal system in Angola.

The main focus of this study lies in the morphological variation of certain verbs found in the Angolan Portuguese Variety (VPA), specifically regarding the endings assigned to these verb forms. We aim to determine whether the mood-tense and number-person endings are influenced by other verb forms and tenses. To this end, we will present the concepts of morphology by Borba (1979) and Barbosa (1994), of the verb by Câmara Jr. (1997), of the morpheme by Rio-Torto (1999), and of verbal inflection by Castilho (2010) and Mota (2020).

METHODOLOGY

We intend to analyze a *corpus* consisting of short texts extracted from social media, specifically Facebook and WhatsApp, as these represent the spontaneity of discourse. When individuals write on social media, they do so without coercion—that is, of their own free and spontaneous will—which is why we consider the analysis of these utterances important. Texts were also extracted, albeit in smaller numbers, from some newspapers published in the country's capital, Luanda. Thus, in this study, we will conduct a descriptive-interpretive analysis of the verb forms frequently used by Angolan speakers, in order to contribute to this field of study. We will analyze the verb forms of the present indicative, future indicative, present subjunctive, and future subjunctive to understand the difference in the use of the 2nd person singular of the present indicative and the 2nd person singular of the present subjunctive; between the third-person plural of the simple past tense and the third-person plural of the future tense, both in the indicative mood, as well as the paradigm shift and/or variation in the verb forms of the future subjunctive, as these tenses exhibited the most deviations in the passages under analysis.

Our sample consisted of 102 texts by Angolan speakers, in which, at the end of these speakers' sentences, we marked, for example, the code [F01], corresponding to Appendix (1) and so on. From these texts, we selected 44 excerpts, relating to 44 speakers—ranging from intermediate and advanced-level speakers, Portuguese language teachers, journalists, members of parliament, and linguists—for descriptive-interpretive analysis, since the remaining excerpts were excluded for reasons of brevity and because they contained repeated verb forms.

Our study is guided by the descriptive method. According to Santos (2015, pp. 13–14),

The method seeks to convey a comprehensive conception of research planning that encompasses, first and foremost, an appropriate and validated research pathway in light of objectives, means, expected results, and the context of implementation, including the definition and operationalization of concepts and the formulation of hypotheses. The notion of method must also include, secondly, the planning and implementation of one or more techniques and procedures. Methodology in the social sciences corresponds to the systematic study of methods, implemented through various valid and continuously validated techniques; these methods must be planned and appropriate to the objects of analysis of each discipline, in order to ensure the continuous and critical review of scientific knowledge.

At the end of each analysis of sentences in a given tense, we present a suggested correction. It is a suggested correction because the same sentence can have various semantic and pragmatic interpretations, depending on the sentence context.

THEORETICAL FRAMEWORK

Of Latin origin, the word *verb* belongs to a grammatical class that primarily indicates an action and exhibits morphological markers of person, number, mood, tense, voice, and aspect, and can constitute, alone or in combination with other constituents, the predicate of the sentence.

From the perspective of Câmara Jr. (1997, p. 239), the verb is the “class of words that contrasts with nouns due to the nature of their semantemes.” For the author, the meaning of the verb is, essentially, dynamic:

They refer to movements in the broad sense, that is, to what happens in beings or through beings. They are characterized by embodying a temporal idea, whether – a) that of the duration or result of the process, or – b) that of the moment of its occurrence. Thus, this temporal idea can take the form of – a) aspect (v.); or – b) tense (v.). When a nominal form contains the temporal idea of elapse, that is, of transience, typical of the verb, it constitutes a nominal form of the verb, or VERBAL NOUN, also called VERBOID, appearing in the Portuguese language as an infinitive (v.), participles (v.), or gerund (v.). (Câmara Jr., 1997, p. 239)

The concept of the verb has been extensively discussed in Portuguese language grammars. The definitions contained therein may be more or less similar, but they all

point to the morphosyntactic characteristics of the verb. Vilela (1999, p. 60–61) presents a summary of what he considers to be most relevant to the study of the verb.

(...) the verb

a) determines, as a predicate, the minimal actantial structure;

b) orders temporally, with the help of “tense,” the state of affairs implied in its meaning;

c) expresses, through “mood,” the speaker’s attitude toward the values attributed to the utterance;

d) indicates, through “voice” (= gender), a specific “perspective” on the verbal event: [...]

e) distributes, through the verb’s position in the sentence, the phrasal “fields”;

f) through the agreement between subject and predicate, it verbalizes the grammatical sentence linearly and discursively;

g) through “aspect” [...] determines the duration (= internal time) of the verbal event: durative, perfective, limited, unlimited, transitional, etc. (Vilela, 1999, pp. 60–61).

Thus, the author identifies these features as generic to most Portuguese verbs, noting, however, the cases of verbs that do not fit this pattern, such as meteorological verbs and verbs in impersonal usage, among others (M. Vilela, 1999, pp. 61–62).

Descriptive grammar studies the mechanisms underlying the functioning of a language. Morphology studies the phonetic segments of a word and their systematized forms, the smallest units endowed with meaning. According to Borba (1979, p. 199), morphology “(...) has a phonological basis, as it concerns itself with the individual sounds that are grouped into phonetic complexes used by speakers with conventional meanings.” Understanding the morphological structure of the verb is fundamental to grasping its formation and functionality, as argued by Fonseca (1994).

The use of verb forms is closely linked to both referential operations, modal operations, and textualization operations. The choice of verb tenses, and their appropriate use, is therefore a determining factor in discursive strategy. Verb tenses are grammatical categories that function in a plurivalent manner: they have the deictic function of providing the personal, temporal, and notional coordinates necessary for integration into the situation, the textual function of constructing cohesion markers, and the actional function of providing instructions aimed at modifying the interlocutor’s behavior (Fonseca 1994, pp. 138–139).

Since H. Weinrich's studies on the structure and function of verb tenses in language (1968), the linguistic analysis of "communicative situations in which ' ' we actualize language"—whether 'a monologue, a story, a description of an object, a commentary, a sermon, a discussion,' etc." (Weinrich, 1968, p. 62) has relied on temporal markers.

As is well known, in verbal morphology, units are characterized by belonging to a specific paradigm, in the sense attributed to it by Mota (2020, p. 2936), with this same paradigm exhibiting inflection in (i) tense and mood (TM), (ii) person and number (PN). These verbal constituents, which are morphemes or monemes, combine, in this order, with the theme (stem and thematic vowel) or, from other perspectives, with the stem semanteme (significant element). This is a morphological inflectional process that, as in all classes of variable words, is characterized to refer to their respective realities.

As we have already seen, "the conjugated forms of verbs are phrases consisting of morphemes belonging to different classes: verbal morpheme, modal morpheme, temporal morpheme, and personal morpheme" (cf. Barbosa, 1994, p. 224).

In these terms, a conjugated form in the (simple) present tense of the verbal lexeme *trabalhar*, for example, is characterized by necessarily presenting a unit of indicative mood, a unit of tense—which contrasts with all other simple tenses of the verbal system—and a unit of person, identifiable by contrast with the remaining five personal pronouns. In the form *trabalhaste*, all these units are thus present, even though neither the mood nor the tense are subject to segmentation, given the absence of such inflectional markers.

The basic structure of verbs is relatively simple if we consider the following morphological constituents: root (R) and thematic vowel (VT), on the one hand, or "theme"; and, on the other hand, the two inflectional constituents, namely, the mode-tense ending (DMT) and the number-person ending (DNP). Of course, identifying the morphemes of this linear structure of R+V-T+DMT+DNP can be difficult in terms of segmentation, due to frequent phenomena of amalgamation, which result in the so-called zero morpheme (\emptyset), and also due to the allomorphic nature of some mood-tense and number-person suffixes, for contextual reasons.

In the general pattern of verbal inflection in the Portuguese language, verbs belong to a class rich in inflection. Regular verbs are characterized by the absence of changes in the root and by regularity in the use of mood-tense and number-person suffixes (see Castilho, 2010, p. 393).

Mastery of linguistic and communicative skills, which results from a process of acquisition, imprints on the speaker a certain dynamic in the use of spoken and written language, which constitute different registers. According to Rio-Torto (1999),

children should become aware, if not explicitly, then at least implicitly, that words are made up of morphemes and these of phonetic units; however, to detect and identify the constituent elements of words with full knowledge, the child must, at a minimum, explicitly understand that morphemes combine to form inflected and derived words. (Rio-Torto, 1999, p. 601)

Thus, knowledge of the mood and tense of a given verbal form becomes crucial in order to grasp the basic structure of verbs, considering their morphological constituents—namely, the root, thematic vowel, mood-tense ending, and number-person ending.

The verbal mood—closely linked to the present, past, and future tenses—should be understood as a property of the verb expressing facts or certainties (indicative mood); desires, possibilities, or doubts (subjunctive mood), and commands or requests (imperative mood), of the speaker depending on the context in which they find themselves and the fact they are announcing (cf. Cunha and Cintra (2014, p. 473). Thus, depending on the assumptions regarding truth values or uncertainty, it is the speaker's attitude, expressed by the verbal form (the predicate), that directs us to the indicative or subjunctive mood (cf. Santos, 2003, p. 144), as in the sentences: *I want the book that discusses the 1945 Orthographic Agreement* (indicative); *I want a book that discusses the 1945 Orthographic Agreement*; (subjunctive); *tell me about the 1945 Orthographic Agreement* (imperative). According to Marques (2016), the semantic distinction between these modes lies in what he calls possible worlds and non-possible worlds, that is:

An analysis of the subjunctive and the indicative within the framework of a semantics of possible worlds allows us to say that what determines the occurrence of one mode or the other is whether the context in which the sentence is interpreted involves the consideration of only p-worlds or of at least one non-p-world. (Marques, 2016, p. 15).

The organization of the linguistic verbal system presents the three dimensions of present, future, and past, the latter being, in Portuguese and other Romance languages, equally three-dimensional (perfect, pluperfect, and imperfect): the present (indicative) generically describes “a specific situation whose time overlaps with the time of utterance” and “the regular and habitual repetition of simple situations” (Oliveira, 2013, p. 514); the future “places situations at a time later than that of the utterance” (Oliveira, 2013, p. 525); and the past tenses are verb tenses with semantic values of the past. Meanwhile, the simple tenses of the subjunctive are the present, the imperfect, and the future. The present subjunctive “places the situation described in the subordinate clause at a time later than that of the main clause and, therefore, at a time later than the utterance” (Oliveira, 2013, p. 536). Like the present, the imperfect of the subjunctive is also a tense that situates the situation at a time later than the act of utterance described in the main clause (cf. Oliveira, 2013, p. 537). The future subjunctive generally describes a future time relative to the moment of utterance. The concepts presented are semantic in nature, relating to the temporal location of the situation (whether a state or an event) that occurs in a sentence.

The verb is, by consensus, defined in Portuguese language grammars as a variable word. Table 1 aims to survey the different definitions found. We chose to analyze Vilela (1999), Bechara (2003), Mateus *et al.* (2003), Raposo *et al.* (2013), and Cunha and Cintra (2014).¹

¹ The order presented here corresponds to the editions of each of the grammars consulted. We are aware that the chronological order of the first editions is different, namely: Bechara (1961), Cunha and Cintra (1984), Mateus *et al.* (1984), Vilela (1992), and Raposo *et al.* (2013).

Grammars	Definition
Vilela (1999, pp. 60–61) <i>Portuguese Language Grammar, Word Grammar, Sentence Grammar, Text/ Discourse Grammar</i>	“The verb is the grammatical category that structures the processes of objective reality within their temporal framework. This structuring occurs through the combination of the verbal lexeme with grammatical morphemes or auxiliary verbs, thereby assigning the verb, in its finite forms, a categorical classification in terms of person, number, tense, voice, or gender. The semantics of the verbal lexeme determines the mode of being or happening, and simultaneously constitutes the basis for the course (= aspect) of the process and for the valency of the verbal sememe. The key to understanding the verb in the sentence stems both from the semantics of the verbal lexeme and from the categories constituted by the grammatical morphemes.”
Bechara (2003, p. 209) <i>Modern Portuguese Grammar</i>	“A verb is understood as the unit of categorical meaning characterized by being a template through which speech organizes its lexical content. The traditional distinction between two subclasses— <i>notional</i> verbs and <i>relational</i> verbs—which underlies the distinction between <i>verbal predicates</i> and <i>nominal predicates</i> , has been called into question by notable modern linguists. This distinction is valid from a certain semantic perspective, but not with regard to syntax; the core of the sentence is always the verb, even if it is a verb with a very broad and vague lexical meaning.”
Mateus <i>et al.</i> (2003, p. 296) <i>Portuguese Grammar</i>	“ Main verbs, also known as full verbs, constitute the semantic core of a sentence. They are full lexical nuclei, characterized by certain properties of semantic selection (number of arguments and their respective thematic roles) and syntactic selection (category of each argument and the grammatical relationship it assumes in the sentence).”
Raposo and Gonçalves (2013, p. 1155) <i>Portuguese Grammar</i>	“The full verb is (...) the sole verb of the verbal phrase, constituting its grammatical and semantic core. It is also considered that the full verb is the semantic core of the entire sentence, since it is the element that describes the type of situation expressed by it. In particular, it is the main verb that determines the number of arguments the sentence contains and their semantic nature—including the argument functioning as the subject. In a finite sentence without auxiliary verbs, the main verb is also the element that conveys the marks of agreement with the subject, as well as the inflection of tense, mood, and aspect, known as TMA inflection .”
Cunha and Cintra (2014, p. 471) New Grammar of Contemporary Portuguese	“The verb is a variable-form word that expresses what is happening, that is, an event represented in time. In the sentence, it performs the obligatory function of predicate. In addition to being the core, the verb does not have, syntactically, a function that is exclusive to it, since nouns and adjectives can also be predicate cores; it is distinguished by the obligatory function of predicate, the only one it performs in the sentence structure.”

Table1 . Definition of the concept of a verb

Morphological Properties of the Verb

Descriptive grammar studies the mechanisms related to the functioning of a language. Morphology studies the phonetic segments of a word and their systematized

forms—the smallest units² endowed with meaning. According to Borba (1979, p. 199), morphology “(...) has a phonological basis, as it concerns itself with the individual

² André Martinet (2010, p. 361) defines the moneme as “the minimal unit of meaning that distinguishes it from the ‘American morpheme’”. See also Barbosa (1994, pp. 12–13).

sounds that are grouped into phonetic complexes used by speakers with conventional meanings.” Understanding the morphological structure of the verb is fundamental to grasping its formation and functionality. Traditional grammar defines morphology as the branch of grammar that studies word classes and forms, their inflectional paradigms, and the processes of word formation. The word morphology is composed of the elements [morf(o)] and [logia], from the Greek morphé, meaning “form,” and logía, meaning “study.”

As is well known, in verbal morphology, units are characterized by belonging to a specific paradigm, in the sense attributed to it by Mota (2020, p. 2936), with this paradigm exhibiting inflection in (i) tense and mood (TM), and (ii) person and number (PN). These verbal constituents, which are morphemes or monemes, combine, in this order, with the theme (stem and thematic vowel) or, from other perspectives, with the stem *semanteme* (significant element)³. This is a morphological inflectional process that, as in all classes of variable words, is characterized by referring to their respective realities.

³ See the definition of “*semanteme*” in Xavier and Mateus (1992), based on Herculano de Carvalho: “A moneme of objective meaning, as opposed to a morpheme, which is a moneme of grammatical meaning.” As early as Herculano de Carvalho’s *Theory of Language* (1973, Vol. II), the issue was contested: “In modern times, the possibility of analyzing a word into functionally distinct subunits is not denied, but the terms ‘*semanteme*’ and ‘*morpheme*’ have been much debated. Considering the meaning of these terms, there is indeed an impropriety, since both have meaning and form” (Borba, 1979, p. 199).

Syntactic characteristics of the verb

To better characterize the verb, it is important to reflect, albeit briefly, on its syntactic behavior, as commonly understood (Eliseu, 2008, p. 20), which involves a reference to some of its subclasses, following for this purpose the classification by Inês Duarte in “Grammatical Relations, Relational Schemes, and Word Order” (2003, pp. 275–321). Of the various subclasses considered there for main verbs, we will focus on those related to verbal transitivity and intransitivity. In line with Castilho (2010, p. 396), we consider that “Transitivity is, without a doubt, the most important grammatical property of the verb.” It is the same analytical perspective that, within the framework of a functional grammar, leads Marçalo (2009, pp. 113–114) to understand that the direct object “(...) is a determinative function of the verb (SV) and, in terms of importance, is the second element in the verbal orbit after the subject. It complements a conjugated verb, an infinitive, or a gerund,” while the indirect object “is the third of the argumental functions. It relates to a conjugated verb, an infinitive, sometimes to a participle, and a gerund.”

Mood and Modality

Verbal mode is a grammatical category that characterizes the various ways in which we use verbs in a sentence. “It is one of the primary means of expressing modality” (Vilela, 1999, p. 172). Verbal mode—closely linked to the present, past, and future tenses—should be understood as a property of the verb that expresses facts or certainties (indicative mood); desires, possibilities, or doubts (subjunctive mood); and commands or requests (imperative mood), depending

on the speaker's context and the fact being stated. Modality can be understood as the expression of values, probability, or certainty (epistemic modality) and the expression of permission or obligation (deontic modality); and, therefore, it is the attitude the speaker adopts in the utterance that leads us to what we have just stated (cf. Cunha and Cintra, 2014, pp. 473 and 559). Along the same lines, Castilho (2010, p. 431) defines mood as "(...) the speaker's evaluation of the *dictum*⁴, 'considering it to be real, unreal, possible, or necessary."

The distinction between the indicative and subjunctive moods is clear if we look at the contrast between these two moods in the following sentences:

1. José wants a house that has three bedrooms.
2. José wants a house that has three bedrooms.

Thus, the verb "*to have*" varies depending on the inflection of its constituents. In other words, since it is not possible to dissociate finite verb forms—as they do not exhibit independent morphological constituents of mood and tense—we can therefore state that these categories are amalgamated within the same constituent. Thus, according to the presuppositions regarding truth values or uncertainty, it is the speaker's attitude, expressed by the verbal form (the predicate), that directs us to the indicative or subjunctive mood (cf. Santos, 2003, p. 144).

Consider, for example, sentences (3, 4, and 5). According to Marques (2016), the semantic distinction between these modes lies in what he calls possible worlds and non-possible worlds, that is:

⁴ The expression is known grammatically as the element of the utterance that reports some state, action, or process.

An analysis of the subjunctive and the indicative within the framework of a semantics of possible worlds allows us to say that what determines the occurrence of one mode or the other is whether the context in which the sentence is interpreted involves the consideration of only p-worlds or of at least one non-p-world. (Marques, 2016, p. 15).

The following examples illustrate the three modes:

3. I want the book that discusses the 1945 Orthographic Agreement. (indicative)
4. I want a book that discusses the 1945 Orthographic Agreement. (subjunctive)
5. Tell me about the 1945 Orthographic Agreement. (imperative)

In sentence (3), the idea of the existence of a book that addresses the subject of the 1945 Orthographic Agreement is expressed, conveying the notion of truth or certainty through the use of the present indicative (*fala*). In turn, sentence (4) expresses some uncertainty regarding the existence of the book in question, marked by the choice of the subjunctive. In sentence (5), the use of the imperative is clearly determined by the hierarchical relationship between the speakers, and may be either a command or a request. We agree with Santos (2003, p. 145) when he states that it is "almost impossible" to distinguish between the subjunctive and the imperative. In Santos's words:

(...) the criterion of occurrence in a main, absolute, or independent clause [the author refers to subordination] makes it almost impossible in many cases to draw a clear distinction between the “subjunctive” and the “imperative.”

The anomalous appearance of a dependent “mood” in an independent position thus emerges as yet another of the famous exceptions to the “subjunctive,” explainable by specific semantic content.

For this reason, the possibility of distinguishing the two modes (subjunctive and imperative) lies in the alternative context and not in verbal inflection, as is the case with other verbal modes, insofar as we observe, for example, no verbal inflection in sentences (4 and 5) that could determine this difference. Marques (2013, p. 673) considers the mood to be one of the systems that depends on variation in verb inflection, as occurs in (3) and (4).

Since the indicative is the focus of our study, it is this mode that we will reflect on in particular. This is the mode that indicates an attitude of certainty, as it expresses the situations occurring in the utterances. It can be considered the mode most frequently used by speakers, in contrast to the uncertainty expressed by the subjunctive or the command associated with the imperative.

Referring to mood and modality, Costa (2006, pp. 173–174) notes that

(...) there is a distinction of degree between them. **Modality** can be conceived as a variable of mood (...) in the specification of **tense**; in Portuguese, there are no specific verbal morphemes for the grammaticalization of **modality**. The grammaticalization of this category is ensured by modal operators, that is, modal verbs, modal expressions and particles, and by certain clitics, when present in the utterance. In the absence of these linguistic expressions and particles, the **modal** value arises from the interpretation of the overall meaning of the mood or the propositional content of the utterance.

Based on the concept of modality, formulated by Cunha and Cintra (2014, p. 559), and related to the values that can express possibility or certainty, permission, or obligation, let us consider the following examples (verb forms underlined).

6. Antónia **will** probably **sell** the land, located in Benfica. (epistemic)
7. The father **is** certain that Antónia will sell the land. (epistemic)
8. All students must hand in their reports by June 28. (deontic: obligation)
9. The Minister **authorized** the protesters to take to the streets. (deontic: permission)

As we can see, the epistemic and deontic modalities differ: i) in that the speaker’s attitude toward the utterance reflects truth values, as in (7), or probabilities, as in (6); in

these cases, we are referring to the epistemic modality, which presents itself as a matter of knowledge and belief; ii) in cases where the speaker's attitude toward the utterance involves an obligation, as in (8), or a permission, as in (9), we are dealing with the deontic modality.

Although the concepts of mood and modality are related, it is necessary to distinguish between them, since, as noted above, modality can be expressed through a broad set of linguistic categories, with mood being only one of them.

Verb tenses

The organization of the linguistic verbal system presents the three dimensions of present, future, and past, the latter being, in Portuguese and other Romance languages, equally three-dimensional (perfect, pluperfect, and imperfect): the present (indicative) generically describes “a specific situation whose time overlaps with the time of utterance” and “the regular and habitual repetition of simple situations” (Oliveira, 2013, p. 514); the future “places situations at a time after the time of utterance” (Oliveira, 2013, p. 525); and the past tenses are verb tenses with semantic values of the past. The notions presented are semantic in nature, relating to the temporal location of the situation (whether a state or an event) that occurs in a sentence. This location is always relative—Lopes (1971, pp. 221–222) speaks of a “relational order between two terms, one of which is always, directly or indirectly, the present tense of the utterance or discourse”—and is commonly marked through inflectional morphology. It is in the context of references to Óscar Lopes and his symbolic grammar that Costa (2006, p. 144) presents the following definition:

Verbal **tense** thus constitutes a semantic category symbolized by a vector corresponding to a variable in the time interval defined from the moment of speech production to the moment of the occurrence of the event or state of affairs expressed by the verb.

Unlike chronological time, verbal tense is a grammatical category that temporally locates situations, starting from a present moment, regardless of the utterance. This temporal localization can occur through adverbs (expressing the future in “*Tomorrow I'm going to the movies*”), periphrastic forms (also expressing the future in “*I'm going to finish the book*”), and, of course, verbal inflectional markers, although it is also true that these markers do not always indicate temporal characteristics (as in the case of the modalization of the polite imperfect).

The extensive tradition of studies on this grammatical category examines the verb from an internal or relational perspective, that is, from morphological, syntactic, semantic, and pragmatic viewpoints. To understand the uses of the verb tenses under study, we drew upon several grammars, such as those by Vilela (1999), Raposo *et al.* (2013), Castilho (2010), and Cunha and Cintra (2014), as well as the studies by Barbosa (1989), Silva (1998), Coan (1999), and the various works by Fátima Oliveira, from which it will be possible to describe the uses of these verb tenses.

Oliveira (2013, p. 510) considers time, in natural languages, as “(...) a linearly ordered axis, oriented from the Past toward the Future (...). In human languages, the temporal axis is divided into three domains—

Past, Present, and Future—relative to a point or interval taken as a reference” (Oliveira, 2013, p. 510). Regarding these domains, *Mateus et al. (2003: 130) argue:*

It is usually considered that grammatical tenses refer to time understood as a linear ordering oriented from the past toward the future. This conception leads to the view that grammatical tenses are organized into three domains—the past, the present, and the future—allowing us to speak of a relationship of anteriority, simultaneity, or posteriority in time relative to a chosen reference point, which is normally the moment of utterance.

In the classroom context, considering these domains has led to the “misconception” that there are only three verb tenses, to the detriment of the simple past perfect, the imperfect indicative and subjunctive, and others. Teaching experience has shown us that most students are unaware of these tenses.

Among studies on verb tense from the last decades of the 20th century, those conducted by Campos (1997), Barbosa (1989), Silva (1998), and Coan (1999) stand out, among others. Barbosa (1989) contributes to the study of the Portuguese verbal system, arguing that there is a chronological tense “(...) as a present corresponding to the moment of speaking and, relative to it, a past that preceded it and a future that will follow it” (Barbosa, 1989, p. 222). Silva (1998, p. 48) focuses on verb tenses and their perspec-

tives, referring to the past and preterite morphemes. However, “(...) the temporal localization of the state of affairs designated by the verbal morpheme is not limited to the ‘past’ and ‘pretérito’ morphemes, but rather to the existence of ‘another class of morphemes,’ namely, perspective. Now, since these past and preterite monemes are not capable of locating situations that occurred in the past—thus encompassing the “anterior” and “posterior” monemes—, Silva (1998) points to perspective as the class capable of locating these temporal situations (cf. Silva, 1998, p. 48).

Coan (1999) addresses the variation of the verb forms of the past perfect and pluperfect tenses, referring to events that occurred in the past, that is, in terms of earlier time, “(...) established relative to a point of reference in the past” (cf. Coan, 1999, p. 309).

The best way to mark the location of events, or states of affairs, is through verb tenses, distributed across three moments: the moment of speech, the moment when the event occurs, and the reference moment, as we have already noted. Consider the following examples, such as (10) and (11).

10. João lives in Luanda.

11. António **left**.

12. Chelsea had left when Carla **called**.

In example (10), the moment of speech coincides with the moment of utterance. The present indicative tense establishes a relationship of simultaneity. Thus, the situation expressed in this sentence overlaps with the time of utterance. In example (11), the indicative shows us that the moment of the event precedes the moment of speech, establishing a relationship of anteriority. Finally, in (12), the utterance features two verb ten-

ses: the pluperfect compound “*had left*” and the simple past “*called*,” both in the indicative. Since these are two clauses, we can conclude that both express situations prior to the moment of utterance, with one of them (“*tinha saído*”) establishing anteriority in relation to the other (“*telefonou*”).

Referring to the importance of grammatical tense and the organization of the Portuguese verbal system around the temporal axis, Campos (1997, pp. 9–11) states:

The importance attributed to grammatical tense in Portuguese grammars and in methods of teaching Portuguese stems from the fact that our language, like other Romance languages, organizes the verbal system around the temporal axis, divided into past and present, or into past, present, and future, positioning the speaker and their utterance in relation to the moment of utterance—the origin of the structuring of discursive temporality.

It is reiterated that, although tense is the prototypical marker of the verb, there are also adverbs, adverbial expressions of time, and temporal constructions that can mark the temporal location of the utterance.

Linguistic competencies

Linguistic competence presupposes mastery of grammatical rules; without them, the speaker may produce ungrammatical sentences, resulting in speech that may be unintelligible and hindering the flow of

communication. To prevent this from happening, the speaker must possess a high level of linguistic proficiency.

In this regard, the CEFR (2001, p. 156) is clear in describing the components that comprise communicative competence in language: linguistic competence, sociolinguistic competence, and pragmatic competence. The first, as mentioned in the previous paragraph, presuppose a rigorous mastery of grammatical rules. Sociolinguistic competencies concern the speaker’s knowledge of how the language is used in daily life, enabling them to distinguish the variations that occur within it. Pragmatic competencies, on the other hand, relate to the speaker’s ability to use words for communicative purposes.

Given the complexity of language and its natural evolution, these competencies vary from speaker to speaker, with some having a better command of linguistic aspects, others of sociolinguistic aspects, and still others of pragmatic aspects. There must, therefore, be a willingness on the part of the speaker to strive for the acquisition of linguistic and communicative proficiency levels, using the available tools.

USE AND “CONSTRAINTS” OF THE VERB IN THE ANGOLAN VARIETY OF PORTUGUESE

Mastery of communicative competence, which results from the acquisition process, instills in the individual a dynamic approach to the use of spoken and written language. Linguistic knowledge is characterized by the distinction between written and spoken utterances, and the human being, by nature, communicates through words and other signs. However, when communica-

ting with words, one forms sentences, and these undoubtedly contain verbs that must be correctly conjugated to ensure proper comprehension of the utterances in question. According to Faria (1996, p. 451), “communicative competence is the knowledge that a speaker of a given natural language needs to possess regarding how to use linguistic forms appropriately.”

In this chapter, we will analyze short texts extracted from social media, since these are a prime source of spontaneous texts in a natural language. Speakers, when writing on social media, do so without any coercion—that is, of their own free will. When we write using a digital keyboard, we know when we are or have been “betrayed” by that very keyboard, so we have taken these types of deviations into account.

Regarding the use of verb tenses, the grammars are clear; however, an explanatory note is necessary to understand the phenomenon of verb usage in the Angolan context, as well as to understand the difficulties in using verb tenses, particularly the conflicting conjugation between the first-person singular present subjunctive and the first-person singular present indicative, for example, *talvez eu vou*, instead of *talvez eu vá*; between the second-person singular present indicative of the verb *ir* and the second-person singular present subjunctive of the same verb (*vais* vs. *vás*); between the simple past and the imperfect indicative; between the imperfect future subjunctive of the verb *ver* and the personal infinitive of the same verb, as we will illustrate for each verb tense.

For each tense, we will present the verb forms that deviate from the standard norm, that is, from the PE: 1) use of the present indicative; 2) use of the future indicative; 3) use of the present subjunctive; and 4) use of the future subjunctive.

Ungrammatical use of the present indicative

The present indicative, as an expression of facts and certainties, is used to state an event occurring at the moment of speaking. As we know, the morphology of the present indicative and other tenses follows verbal inflection, which may not always be identifiable in the following sentences.

13. (...) she has been missing since Friday; **we** don't **know** her whereabouts! (...) anyone **with information**, please contact the cell phone numbers (...). [F01]

14. (...) unfortunately, **we** do not **know** when this disease will end (...). [F02]

15. (...) I **just** hope that the Angolan government, as well as people of good faith, can look after those families (...). [F03]

16. I **am only** what I **am**, not what others wanted me to be. [F04]

17. Judgment Day: come, brother, **you're going** to paradise. [F05]

18. It's my birthday today—what **are you going to** give me? [F06]

19. (...) because where **there is** rain, **there is** also thunder. [F07]

20. Two years ago, on a day like this, I received news that left me devastated, shaken. [F08]

21. (...) they don't seek medical help; do you know how they **control** this virus? (...). They also **take** steam baths as many times a day as possible! (...). Many die because of excessive worry and **try** to control this virus solely through medication (...). You can

also take the medication that doctors **prescribe**, but at the same time drink plenty of hot water, steam as much as possible, and later **take** a Covid test—it will come back negative! (...). [F09]

22. You'll still like what's **coming**; **you have** eyes, but you pretend to be blind. [F10]

23. I didn't come here to criticize, as many **have** done (...). [F11]

24. When we walk with the great, we also become great. It's a sign that **you**, too, **are** a great professional. [F12]

25. When it's raining, **he** doesn't **go out** for a walk. [F13]

In sentence (13), the speaker contradicts himself by using the past perfect indicative form of the verb “to know” (*soubemos*) instead of the present indicative form (*sabemos*), as he correctly does in the third sentence: “Anyone who knows, please contact the cell phone numbers.” A similar error occurs in sentence (14). The use of the adverb of manner *infelizmente* and the verb form *vai* indicates that the action occurs at the moment of speaking, which brings us to the present indicative: *unfortunately, we do not know the day this illness will end*.

There are two instances in (15) and (16): the first involves a spelling error; in the second instance, we observed that the phenomenon of monotonation in spoken language extends to writing, transforming the form of the verb “to be” in the first-person singular present indicative “*sou*” into the adverb “*só*.” In sentences (17) and (18), we observe confusion between the indicative and subjunctive moods. In these sentences, there is an ungrammatical use of the second-person singular present indicative form of the verb *ir*, in the form *vais*, written as the

second-person singular present subjunctive form, *vás*. In sentences (19) and (20), we observe a lack of linguistic competence in confusing the verbal form *há*, from the verb *haver*, with the preposition *a* (*A dois anos atrás*, instead of *há dois anos*) and with the definite article *o* (*porque onde á chuva também á trovoadá*, instead of *porque onde há chuva também há trovoadá*).

In sentence (21), the incorrect use of the 3rd person plural present indicative (**controlão, apanhão, tentão, and receiptão* instead of *controlam, apanham, tentam, and receiptam*) demonstrates these speakers' difficulties in distinguishing verb tenses, not only in the present indicative, but also their spelling difficulties with phonetically similar verb forms. It is common today to find the third-person plural form of the past perfect indicative written in written statements as *controlarão, apanharão, tentarão, and receitarão*, instead of *controlaram, apanharam, tentaram, and receiptaram*, thus confusing the tense with the future indicative. Note the verb form *fação* instead of *façam* in the present subjunctive and the verb form *virão* (from the verb *vir*) instead of *verão* (from the verb *ver*), the imperfect future indicative.

Just as in sentences (19) and (20), we observe in sentences (22) and (23) a deviation from the norm, since the verb form of the verb “*ver*” in the 3rd person plural of the present indicative is spelled “*vem*” instead of “*vêm*.” “*Vem*” is the form of the verb “*vir*,” conjugated in the 3rd person singular of the present indicative. And the verb *ter* is conjugated in the 3rd person plural of the present indicative with the form *tenham*, instead of *têm*. A similar deviation occurs in sentence (24), where the speaker adds a vowel phoneme within the word, thus resulting in the phenomenon of epenthesis. In sentence

(24), the word **eis** (adverb) is used as a form of introduction, as in: here **is** a great professional, here I am, behold, the car broke down, among others.

In the case of a command, the form of the verb *sair* used in sentence (25) is acceptable, in this case, in the negative imperative. However, since it is not a command—that is, if it is an informative or declarative sentence—we are dealing with a deviation from this form, since in this sentence, we would need to mark the last vowel of the verb form with an acute accent: *sai*. Thus, the speaker would be informing the listener that they did not go out due to the rain.

Suggested correction:

13. (...) has been missing since Friday. **We** don't **know** where she is! (...) If anyone **has any information**, please contact the cell phone numbers (...).

14. (...) unfortunately, **we** don't **know** when this disease will end (...).

15. (...) I believe that the Angolan government, as well as people of good faith, could look after those families (...).

16. I **am** who **I am**, not who others wanted me to be.

17. Judgment Day: come, brother, **you're going** to paradise.

18. It's my birthday today—what **are you going to** give me?

19. (...) because where **there is** rain, **there is** also thunder.

20. Two years **ago**, on a day like this, I received news that left me devastated, shaken.

21. (...) they don't seek medical help. Do you know how they **control** this virus? (...). They also **take** steam baths as many times a day as possible! (...). Many die from excessive worry and **try** to control this virus solely through medication (...). You can also take the medication doctors **prescribe**, but at the same time, drink plenty of hot water, steam as much as possible, and later **take** a *Covid* test—**you'll see** it will be negative! (...).

22. You'll still like what **you see**. **You have** eyes, but you pretend to be blind.

23. I didn't come to criticize, as many **have** done (...).

24. When we walk with the greats, we also become great. It's a sign that **you're** also a great professional.

25. With the rain, **I** didn't **go out** for a walk.

Ungrammatical use of the future indicative

The simple future is used to situate situations or events at a time after the moment of utterance in which the speaker finds themselves. It is also known as the imperfect future because tomorrow is unpredictable, that is, “tomorrow belongs to God.” Thus, the 3rd-person plural form of the future tense differs from the 3rd-person plural form of the simple past tense, a distinction marked by the arrizotonic forms—those verb forms whose stress falls on the ending, as in *surtirão* (future)—and rizotonic forms, the verb forms whose stress falls on the stem, as in *surtiram* (simple past). The difficulties in distinguishing the simple past and imperfect future tenses of the indicative have consequences and cause interfe-

rence in communication between speakers. The examples we present below are written texts found on social media, which occur in everyday Angolan life:

26. (...) our thanks **will be** endless (...). [F14]
27. (...) we came to the conclusion that the donations **should** have been delivered to the door of the Condominium (...). [F15]
28. (...) **there will be** many hungover prisoners. [F16]
29. (...) **there will** certainly **be** other opportunities! [F17]
30. (...) those in charge at all levels must take a hard look at themselves and ask themselves: if you don't have young people on your side, your policies haven't **had** the desired effect (...). [F18]
31. (...) if I get lost, don't look for me, because once I'm lost, you'll never find me again... [F19]

In sentence (26), we see a deviation from the future tense form “*serão*” to “*seram*.” There is no confusion in this form of the verb “*ser*” with the third-person plural form of the past perfect indicative, since the form of that tense is “*foram*,” and nothing indicates that this was the speaker’s intention, as it announces an action subsequent to the act of utterance. The opposite is acceptable: *the thanks were endless*. In (27), (30), and (31), the speakers, instead of using the future tense, use the past perfect indicative, which makes the sentence ungrammatical.

Verb conjugation can be a very complicated task for Angolan speakers. In sentences (28) and (29), the speakers are unaware

that the verb **haver**, when used to mean “*to exist*,” is an impersonal verb and should therefore be conjugated only in the third person singular.

The verbs *ter* and *haver* have different meanings regarding their usage in European Portuguese and, eventually, in Angolan Portuguese. Although the uses of these verbs differ in standard Portuguese, the truth is that, in Angola, their uses have been interchangeable; for example, “*não tem pão*” and “*não há pão*” seem to mean exactly the same thing to the majority of the Angolan population. However, the verb “*ter*” means “to possess,” while the verb “*haver*” means “to exist.” Now, if the verb *haver* means “to exist” and the verb *ter* means “to possess,” according to the standard norm, then the speaker, in the sentence “*não há problemas*,” means that there are no problems, while the speaker, in the sentence “*não tem problemas*,” means that they do not have any problems.

Suggested correction:

26. (...) our gratitude **will be** endless (...);
27. (...) we have come to the conclusion that donations **should** be delivered to the entrance of the Condominium (...).
28. (...) **there will be** many hungover prisoners.
29. (...) **there will** certainly **be** other opportunities!
30. (...) those in charge at all levels must reflect and question themselves. If you do not have young people on your side, your policies **will not have** the desired effect (...).

31. (...) if I get lost, don't look for me, because once I'm lost, **you'll** never **find** me again (...).

Ungrammatical use of the present subjunctive

The use of the present subjunctive to express wishes, possibilities, or doubts has been problematic, given its specific characteristics; one of the surest ways to overcome this problem is the method we will now describe, based on the verb conjugation model for the present subjunctive of the three conjugations (1st, 2nd, and 3rd).

In the model we are referring to, we observed the presence of a thematic vowel as the characteristic marker of this tense. Thus, all first-conjugation verbs feature the morpheme “e” as their characteristic marker; take, for example, the verb “*estudar*” (to study): *estude, estudes, estude, estudemos, estudeis, estudem*. All second- and third-conjugation verbs feature the morpheme *a* as a characteristic marker, such as, for example, *the verb imprimir: imprima, imprimas, imprima, imprimamos, imprimais, imprimam* and with the verb *escrever: escreva, escrevas, escreva, escrevamos, escrevais, escrevam*, except for the verb *estar*, which features the characteristic morpheme of second- and third-conjugation verbs—a unique irregularity, among others, occasionally. An explanatory note is crucial regarding the uses of the present subjunctive, present indicative, and imperative tenses. The imperative features some verb forms with gaps. These gaps are filled by the subjunctive and the third-person singular present indicative. The use of the imperative is clearly determined by the hierarchical relationship between the speakers and can be either a command or a request.

32. (...) May the earth **rest** lightly upon him (...). [F20]

33. (...) May our God **grant** you many years of life so that **you may** always **be** the person you are (...). [F21]

34. (...) so that others do not **suffer** the repercussions he has caused (...). [F22]

35. (...) Father asks that **we arrive** at the parish as early as possible (...). [F23]

36. Let's have faith and pray that someone from this group **shows up**. [F24]

37. (...) may her soul **rest** in peace, my friend (...) [F25]

38. May God bless you and grant you many years of life. [F26]

39. As soon as they said that one of my brothers had died, it's because 100 have already died. **It reminds** me of the yellow fever outbreak. [F27]

40. I ask God every day to **protect** you, to enlighten you, to guide you on the right path, to bless you, and to grant you good health (...). [F28]

41. (...) for me, all religions are good, as long as **they preach** and **teach** about a liberating and universal God (...) [F29]

42. (...) May God **grant** you the wisdom to always **bring about** innovation (...). [F30]

43. Don't forget that everyone is an administrator; the group's name isn't set in stone—it can be decided by consensus, and the photo too... Please **share** your thoughts on this matter. [31]

Person	PRESENT SUBJUNCTIVE		
	BLESS	PROTEGER	TO LEAVE
May I	Bless	Protect	Go
May you	Blessings	Protect	Share
May he	Bless	Protect	Share
May we	Bless	Protect	Let us depart
May (you) all	May you	Protect	Give birth
	May you bless	Protect	Let them go
May they	Bless	Protect	Depart

Table 1 . Verb conjugation model for verbs ending in *a*, *e*, and *i* (regular)

Source: own work.

*The bold text in the verb forms indicates the characteristic morpheme of the present subjunctive.

44. It is with great sadness that I received the news just minutes ago of **the loss** of a comrade (...). [F32]

In sentences (32) through (41), we observe the irregular substitution of the morpheme characteristic of the present subjunctive in verb forms, whether ending in *a* or ending in *e*. According to assumptions regarding truth values or uncertainty, it is the speaker's attitude, expressed by the verb form (the predicate), that directs us toward the indicative or subjunctive mood (cf. Santos, 2003, p. 144). However, we do not find in these sentences any utterance that points to an expression of facts and certainties (indicative mood) or any hierarchical relationship between the interlocutors—that is, commands or requests (imperative mood)—on the part of the speaker, given the context in which they find themselves and the fact they are announcing.

(38) *May God **bless** you and grant you many years of life.* In this sentence, we also observe the speaker's lack of awareness of formal and informal forms of address in the

use of the personal pronouns “te” and “lhe.” As we know, we use the pronoun “te” () for people of equal intimacy, with whom there is mutual trust, while the pronoun “lhe” is used in hierarchical relationships, such as between a boss and a subordinate;

(39) *As soon as they said it's a case, my brothers, it's because 100 have already died. I **remember** the yellow fever outbreak.* Today, one usually hears people say: “*que eu me lembre...*” (“*que eu me lembre*”) is the form of the verb “lembrar” conjugated in the 3rd person singular of the present indicative—a regular first-conjugation verb—so in the present subjunctive, it follows this conjugation: *que eu (me) lembre, que tu (te) lembres, que ele (se) lembre, que nós (nos) lembremos, que vós (vos) lembreis, que eles (se) lembrem.* Therefore, the expression “*que me lembra*” is ungrammatical.

(40) *I ask God every day to **protect** you, to enlighten you, to guide you on the right path, to bless you, and to **grant** you good health.* In this sentence, there is a lack of understanding of grammatical rules, since the speaker

cannot distinguish between verb tenses; that is, the speaker uses the morpheme characteristic of first-conjugation verbs instead of the morphemes of the second and third conjugations. A situation similar to that in sentence (40) occurs in (41): “*To me, all religions are good, as long as **they preach and teach** about a liberating and universal God.*”

The verb *dar* is an irregular verb that changes its stem when conjugated. Now, we believe that the speaker’s intention in sentence (42) was to use the 3rd-person singular form *dê*, the same form used for the affirmative imperative. The verb form corresponding to the 3rd person plural of the present subjunctive is “*dêem*”; the same form corresponds to the affirmative imperative (“*dêem vocês*”) and the negative imperative (“*não dêem vocês*”). The pronominalized verb form “*dei-a*” corresponds to the 1st person singular of the past perfect indicative, and is therefore ungrammatical in the speaker’s sentence. The verb form *dei-a*, used by the speaker, may be associated with the verb forms of the verb *ler* in the present subjunctive and some of the affirmative imperative, that is, the speaker “transfers” the pronunciation of the verb *ler* (*que eu leia*) to the pronunciation of the verb *dar* in the 3rd person of the present subjunctive (*que Deus vos deia*, instead of *que Deus vos dê*). Such confusion in the use of verb forms also occurs with the verb form *aja*, which corresponds to the 1st and 3rd person singular present subjunctive of the verb *agir*; however, it is certain that the speaker’s intention in the utterance was the form of the verb *haver*, conjugated in the 1st and 3rd person singular present subjunctive. However, the verb *haver* in this sentence appears as impersonal. There is also in this sentence (42) a correction of the adverb of quantity, which

is most often confused with the conjunction *mas*. In this case, the sentence would read: *may God grant you more wisdom, so that there may always be innovation.*

The difficulty in distinguishing the verb **dar** in all its forms and tenses is evident again in sentence (43), where the spelling shown does not correspond to any form of the verb **dar** in any tense. The correct form would be **dêem**, the third-person plural form of the present subjunctive and affirmative imperative, without a circumflex accent, as we mentioned earlier.

The verb “*perder*” takes the form “*perca*” in the first and third-person singular present subjunctive (e.g., “*que eu perca a prova*,” “*que eu perca o peso*,” “*tomara que eu perca peso*”). However, using this form in sentence (44) to mean separation from someone due to death is not the most correct usage; the correct term is “*perda*.” *Perda* is a feminine noun used to indicate any type of loss, disappearance, or death, such as: *loss of time*, *loss of a family member*, *loss of time*, among others. As we can see, both words exist in the Portuguese language; however, they should be used in different situations, such as those presented in this paragraph.

Therefore, we propose a correction, since the statements above refer to probabilities, desires, and doubts (subjunctive mood).

Suggested correction:

32. (...) may the earth **rest** lightly upon him (...).
33. (...) may our God **grant** you many years of life, may **you** always **be** the person you **are** (...).
34. (...) so that others do not **suffer** the retaliation he has caused (...).

35. (...) Father asks that **we arrive** at the parish earlier (...).

36. Let's have faith and pray that someone from this group **shows up**.

37. (...) may your soul **rest** in peace, my friend (...).

38. May God **bless you** and grant you many years of life.

39. As soon as they say **it's** an outbreak, my brothers, it's because 100 people have already died. **I remember** the yellow fever outbreak.

40. I ask God every day to protect you, to enlighten you, to guide you on the right path, to bless you, and to grant you abundant health (...). OR: "I ask God, the God who protects you every day, to bless you, guide you on the right path, bless you, and grant you abundant health.

41. (...) for me, all religions are good, as long as **they preach** and **teach** about a liberating and universal God (...).

42. (...) May God **grant** you **more** wisdom so that **there may** always **be** innovation (...).

43. Don't forget: everyone is a steward. The group's name isn't set in stone; it can be decided by consensus, as can the photo... Please **share** your thoughts on this.

44. It is with great sadness that I received the news, **just** minutes **ago**, of **the** **loss** of a comrade (...).

Ungrammatical use of the future subjunctive

The verb forms of the future subjunctive are generally used to situate a future event in relation to the moment of utterance and the reference point.

The examples we will now describe show these speakers' difficulties not only in distinguishing between verbs but also in distinguishing the verb inflection paradigm in Portuguese, which leads us to a change and/or variation in the verb paradigm in the case of the verb "*ver*."

45. If you **see** the moon, you will see the beauty of God; If you **see** the sun, you will see the power of God; If you **see** the mirror, you will see God's finest creation. [F33]

46. When **you see** one of our leaders walking like that, it's because you're hallucinating! See a psychologist. [F34]

47. (...) if it doesn't **work** out, he will certainly create another party (...). [F35]

48. With this column, I just want to remind you that as long as João Lourenço fails to realize that within his (...) **there aren't** the right people for the right positions. [F36]

49. Second reading, if **any**. [F37]

50. Whoever **has** to stay home, stay home. [F38]

51. Yeah, when I **get** a job, I'll check it out. [F39]

52. When **I'm** rich, I'm really going to go all out. If the gas runs out, I'll just throw the tank away. [F40]

53. Tomorrow at 9 a.m., I'll open the session with a presentation titled (...). I'm counting on everyone who **can** to tune in. [F41]

54. Whenever **you can** experience a happy moment, don't waste it, because there are days when you need to smile. [F42]

55. When **should I make** the sign of the cross? [F43]

56. (...) visits to siblings' homes canceled due to the pandemic, unless someone **extends** an invitation. [F44]

The verb “*ver*” is irregular, and its forms in the future subjunctive (I will come, you will come, he will come, we will come, you will come, they will come) do not fit into the standard verb conjugation patterns. The verb “*ver*” is often confused with the verb “*vir*” (irregular), as it has several variations in its endings. Below is a comparative table of these two verbs in the future subjunctive, since “*ver*” is the verb that causes the most confusion:

As we can see in Table 2, the second-person singular form of the verb “*to see*” in the future subjunctive (*when you see*) is often confused with the third-person singular form of the verb “*to see*” in the personal infinitive (*so that he may see*) in sentence (45), while in sentence (46), the second-person plural form of the verb “*to see*” in the future subjunctive (*quando vós virdes*) is usually confused with the third-person plural form of the verb “*to see*” in the personal infinitive (*para vós verdes*). The personal infinitive can bear marks of person and number, agreeing with the subject and thus constituting a paradigm of finite forms, as in: *para eu ver, para tu veres, para ele ver, para nós vermos, para vós verdes, para eles verem*. The perso-

nal infinitive “does not bear morphological markers of temporality; for this reason, it is incapable of contributing on its own to the determination of the temporal value of the sentences in which it occurs” (Oliveira, 2013, p. 547). It is well known that, in the general pattern of verbal inflection in the Portuguese language, verbs belong to a class rich in inflection. Therefore, sentences (45) and (46) deviate from the general paradigm of Portuguese verbal inflection for the verb “*ver*” in the future subjunctive. Similar occurrences are found in sentences (47) through (56). In sentence 55, “*When should I make the sign of the cross?*”, we are not dealing with the future subjunctive, but with a verbal form in the personal infinitive. Therefore, the sentence must be understood from a different semantic perspective. Since it is a direct interrogative sentence, there is no error. It may occasionally occur with the auxiliary verbs *ter*, *dever*, or *poder*, as in the following sentences: How do I make the sign of the cross? When will I be able to make the sign of the cross? When should we make the sign of the cross? However, if the sentence were affirmative, it would be: when **I make** the sign of the cross...

Since these sentences refer to future events relative to the moment of utterance, and according to the rules of standard grammar, they would be acceptable if transcribed as in this suggested correction:

Suggested correction:

45. If you **see** the moon, you will see the beauty of God; if you **see** the sun, you will see the power of God; if you **see** the mirror, you will see God's finest creation.

Person	FUTURE SUBJUNCTIVE	
	VER	VIR
When I	Come	Come
When you	You come	Come
When he	Come	comes
When we	Come	We come
When you	You see	You come
	Come	When they come
When they	Come	Come

2 Table. Verb Conjugation Model: *ver* vs. *vir*

Source: own work.

46. When **you see** one of our leaders walking like that, it's because you're hallucinating! See a psychologist.

47. (...) if it doesn't **work** out, he will certainly create another party (...).

48. With this column, I just want to remind you that as long as João Lourenço doesn't realize that within his (...) **there aren't** the right people for the right positions...

49. Second reading, if **there is one**.

50. Whoever **has** to stay home, stay home.

51. Yeah, when I **have** a job, I'll check it out.

52. When **I'm** rich, I'm really going to go all out. If the gas runs out, I'll just throw the tank away.

53. Tomorrow at 9 a.m., I'll open the session with a presentation titled (...). I'm counting on whoever **can** join.

54. Whenever **you can** experience a happy moment, don't waste it, because there are days when you need to smile.

55. When will I be able to make the sign of the cross? How do you make the sign of the cross? How should we make the sign of the cross?

56. (...) visits to the brothers' homes canceled due to the pandemic, except for those **who extend** an invitation.

FINAL CONSIDERATIONS

The deviations observed in the analysis of these speakers' texts are morphological in nature and demonstrate a clear lack of knowledge regarding the morphological structure of verbs, the identity of verbs and their constituents—that is, the identification of the signifiers within this linear structure of R+VT+DMT+DNP. The mood-tense and number-person endings are influenced by other verb forms and tenses. These speakers' difficulties in identifying not only the distinction between verb tenses but also in distinguishing the paradigm of verbal inflection in Portuguese point to a change and/or variation in the verbal paradigm, specifically with the verb *ver*, in the future subjunctive.

In this regard, we believe that a teacher's mastery of linguistic skills is fundamental to the teaching-learning process, not only because it is the primary factor in educational success, but also because the teacher's attitudes and actions will shape the students' future. Azevedo (2012, p. 118) is therefore correct when he identifies linguistic training, psychological training, and pedagogical training—that is, specialized knowledge of language and its didactic application—as indispensable components of Portuguese language teacher education. As for linguistic knowledge, the requirements outlined by the same author (Azevedo, 2012, p. 118) in the field of language sciences are demanding, covering all areas of language function, including interface areas such as sociolinguistics or psycholinguistics.

In Angola, it is relatively common practice for the Portuguese language to be taught by teachers trained in other fields of study, such as Biology, Chemistry, Mathematics, and Physics, among others. Thus, we can conclude that the proficiency level of these speakers is, in part, a result of the lack of mastery of the tenses under analysis by the teachers of these speakers and, presumably, by other teachers at earlier educational levels. In our view, the solution to this problem lies in investing in the training and professional development of teachers, since, as is well known, the country has Portuguese language instructors—perhaps not in sufficient numbers to cover the entire country, but capable of supporting teachers at the earliest levels of schooling.

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