

# Problems and Solutions of Grammar Teaching in the Context of China

## -- Taking the Existential Clauses "There Be" as An Example

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### Abstract

Due to different contexts, second language learners may counter various problems in grammar learning. Hence, the root of the problems should be figured out to help students learn the target grammar effectively. For Chinese students, grammar learning is a relatively difficult and complex part in English learning, especially for beginner and low-level students. The aim of this paper is to explore the causes of the problems and evaluate the main approaches related to grammar teaching: teaching from rules and teaching from examples in the context of China. It found that first language (L1) transfer and second language (L2) interference lead to the main problems. To solve them, noticing is the crucial stage in language acquisition. therefore, teaching from examples is suitable for this pattern. Besides, instead of applying repeated drills, grammar practice should be integrated into meaningful communicative situations.

### Keywords

Grammar teaching, Existential clauses "there be", second-language transfer, Teaching from examples.

## 1. Introduction

This essay is going to solve a grammatical problem about the existential clauses "there be" that occurred in a Chinese public junior high school. The solutions concerning how to teach it effectively will be proposed. In this essay, the context and problems will be introduced briefly, then several approaches related to how to teach grammar and "there be" structures will be examined. Finally, the concrete teaching procedure will be discussed.

## 2. Context and Problem

In public junior high schools in China, grammar is the hardest part in English learning for its complex and tedious. Another reason that many students feel it is difficult to learn is that the teaching process teachers adopted made it become a challenging learning process. Students in the school aged 13-15 years old and usually started to learn English from the 3rd grade of the elementary school so the language proficiency is B2. Apart from in-school language learning, many also attended the after-school for extra language training since the learning objective was exam-oriented that they have to learn English for the preparation of the high school entrance examinations. Due to the grammatical pattern that students had been taught were relatively simple, for example, students only learned word forms, tenses (e.g. past tense, future tense, present perfect tense), when they came to learn some clauses in the 8th grade, which required them to put various grammar points into one sentence, a range of grammatical problems occurred, among which, almost all students had the problem to use the existential clauses "there be" correctly. For example, they would say "there have an apple on the table" rather than "there is an apple on the table" and the interesting cases were that although students were able

to use this grammatical pattern correctly in drills, in speaking or writing, they still made this type of mistake frequently. This evidence shows that even though students can tell the rules clearly it does not mean that they know how to use it.

It was usually a large class about 35-45 students and instead of designing a grammar lesson to teach grammar items individually, teachers used to integrate the grammar teaching into a reading or listening lesson. The grammar was taught in the last stage of top-down processing that in the post-reading or post-listening activities, teachers picked out the particular grammatical pattern from the passages and then start grammar teaching. Considering students' ability, the native language was mostly applied by teachers to introduce grammar rules. In addition, due to the time limitation (a 45-minutes lesson), there were only controlled practices. So, the teaching approach was presentation-practice.

### 3. Literature Review

#### 3.1. Existential clauses “there be”

The main function of the existential clause is to “predicate the existence or occurrence of something (including the non-existence or non-occurrence of something)” (Biber et al., 1999, p. 943). The typical structure is:

There + be + indefinite noun phrase (+ place or some position adverbial)

There is a bear sitting in the corner.

The features of the existential clause are that a) the place adverb “there” lost its original meaning in this clause; b) “there” functions as a subject rather than an adverbial.

#### 3.2. The causes of the problem

The difficulty for students to learn this grammatical pattern mainly results from the first language (L1) transfer and second language (L2) interference. With regard to the former one, the formation of existential clause in Chinese is different from English. Chinese does not have relative pronouns while English relative clauses have explicit pronouns and in Chinese, a single word pronounced as “you” can express the existential function, which is equivalent to the vocabulary “have” in English (Chan, 2004). Moreover, it is a fairly common situation among lower proficiency levels students that they are likely to rely on the L1 as an aid strategy to produce the target language (Chan, 2004). In other words, before students doing output, they tend to think in Chinese first to organize their ideas then translate it into English. Therefore, the production process for students is more like a word-for-word translation. Consequently, the existential clause “there be” would be translated into “there” + “have” in which “there” is misunderstood as a locative adverb and “have” means that something exists or happens. It was prevalent for teachers to adopt the Chinese-English translation exercises in grammar practice, even in exams (Zhang, 2005). However, for this particular grammatical pattern, the translation exercise fails to help students avoid thinking in Chinese but only lead them be closer to the interference of the L1. As for the L2-related factor, since students have learned the perfect forms “have/has been”, which is similar to the verb “have”, it is possible for them to be confused when they encountered the structures “there have been many children in this playground”(Chan, 2004). These facts suggest that when designing a grammar lesson about existential clauses, both L1 and L2-related factors should be taken into account.

#### 3.3. Approaches toward teaching grammar

There are several approaches to teach grammar such as Presentation-Practice-Production (PPP), and Task-Based Language Teaching (TBLT). In this section, the strengths and limitations of each approach will be evaluated.

PPP is the traditional approach in which the teaching procedure follows three phases. Firstly, the target language items are presented and explained, then, learners practice the target items in a controlled manner with drills and exercises. Finally, learners are asked to use the items in a more spontaneous manner (Richard and Schmidt, 2010). Two major problems associated with PPP are its theoretical problems and practical problems. For practical problems, Willis (1990) points out that it is too rigid and Harmer (2001) also indicates that this teacher-centered approach cannot be fixed in a humanistic learner-centered context. For the practice stage, Wong and Van Patten (2003) states that the practice relies too much on meaningless drills and repetition, and Ellis and Rathbone's (1987) research shows that the practice cannot lead to improvement. With regard to its theoretical problems, Skehan (1996) points out that its sequence is not compatible with the principles of second language acquisition (SLA) as SLA is not in a linear, rather, it is a random and complex process involves "interlocking variables and systems" (Woodward, 1993, p. 3), therefore, simply presenting the language cannot ensure the process of acquisition. Furthermore, Lewis (1993) mentions that PPP fails to reflect the nature of language or the nature of teaching, that is, as the language is broke into small pieces with fixed structures, then learners cannot notice the inherent complexities of the language. Besides, as the learning process is in a deductive way that is dominated by the teacher, it is also impossible for learners to explore the learning process.

Although PPP has been attacked by a number of criticisms, some advantages are still noticeable. According to Richards and Rogers (2001), PPP provides detailed steps and clear structure in teaching, therefore, this approach is easy for teachers, particularly novice teachers to adopt that they can preplan and predetermine every detail in the lesson (Skehan, 1996). Besides, compared with other approaches, PPP is more beneficial to low achieving learners that they can learn better through this traditional approach (Carless, 2009). Considering the limitations, the traditional PPP has been modified that the communicative task-based methodology is incorporated into the procedures (Ur, 2011).

TBLT is the approach emphasizes the use of language that learners acquire language knowledge through completing communicative tasks. The tasks offer a real-life communicative context so students can encounter the target language items in communication (Richards and Schmidt, 2010). It is embraced as an effective model for language learning that the tasks expose learners to various natural language input and interactions (Long and Crookes, 1992; Skehan, 1998; Ellis, 2003). However, Carless (2004) criticizes that learners tend to use the first language (L1) rather than the target language in the group work to complete the task, as a result, the target language items cannot be encountered in the communication. Seedhouse (1999) also doubts the effectiveness of tasks in grammar learning that learners tend to use the simplest and basic utterances to complete the task, then learning grammar from communication cannot be achieved. Besides, Swan (2005) indicates that it is not effective for the systematic teaching of a new language and it is also hard for teachers to find an appropriate task.

### **3.4. Approaches toward learning "there be"**

According to Thornbury (1999, p. 29), there are two approaches to teach grammar: a deductive approach, which "starts with the presentation of a rule and is followed by examples in which the rule is applied", known as teaching grammar from rules, and an inductive approach, which "starts with some examples from which a rule is inferred", known as teaching grammar from examples. In this section, two approaches towards learning the grammatical pattern "there be" will be introduced respectively.

Parrott (2002) presents the rules (see appendix1) and advices that teachers should focus on helping learners to choose correct forms in this grammatical pattern. The suggested teaching guide demonstrated below (Parrott, 2002, p. 305):

- whether the clause is a statement, a question or is negative.
- whether the noun phrase headword is singular, plural or uncountable.
- the tense of *be*.

	<i>There</i>	<i>be</i>	Determiner	Headword	
	<i>There</i>	<i>is</i>	<i>a</i>	<i>scratch</i>	<i>on the table.</i>
	<i>There</i>	<i>is</i>	<i>some</i>	<i>mud</i>	<i>on the table.</i>
	<i>There</i>	<i>are</i>	<i>some</i>	<i>scratches</i>	<i>on the table.</i>
<i>Are</i>	<i>there</i>		<i>any</i>	<i>scratches</i>	<i>on the table?</i>
	<i>There</i>	<i>aren't</i>	<i>any</i>	<i>scratches</i>	<i>on the table.</i>

Figure 1. Different forms of “there be” structure

According to Swan’s (1994) criteria, Parrott’s rules not only introduce and explain the rules clearly with simple terms but also relevant enough to address the issues that learners may have. As he notes, the most common mistakes students made in “there be” clauses are that they are likely to use “there is” with plural headwords thus the table above can help learners to clarify different forms.

Similarly to Parrott’s form-focused grammar teaching, Eastwood (1994) also applies rules to teach existential clauses “there be” though it is use-focused (see appendix 2). Firstly, the function of “there be” is introduced with its conventional use, then eight rules about “there be” are presented with examples. Evaluating Eastwood’s (1994) rules with regard to Swan’s (1994) criteria. The rules meet the requirements of truth, clarity, demarcation. However, for conceptual parsimony and simplicity, these rules may only be suitable for advanced learners since some sophisticated terminologies (e.g. infinitive and finite clauses, active and passive participles) are included.

**A**

There’s a man on the roof.      There’s a train at 10.30.      There are seven days in a week.

*singular*

there is ...	(there’s)
is there ... ?	
there is not ...	(there isn’t or there’s not)

- **There’s** a big tree in the garden.
- **There’s** a good film on TV tonight.
- A: Have you got any money?  
B: Yes, **there’s** some in my bag.
- A: Excuse me, **is there** a hotel near here?  
B: Yes, **there is**. / No, **there isn’t**.
- We can’t go skiing. **There isn’t** any snow.

*plural*

there are ...	
are there ... ?	
there are not ...	(there aren’t)

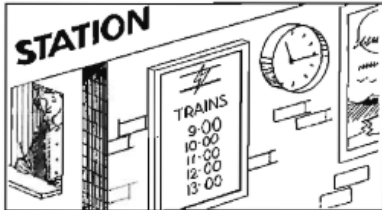
- **There are** some big trees in the garden.
- **There are** a lot of accidents on this road.
- A: **Are there** any letters for me today?  
B: Yes, **there are**. / No, **there aren’t**.
- This restaurant is very quiet. **There aren’t** many people here.
- How many players **are there** in a football team?  
• **There are** 11 players in a football team.

Figure 2. Example of “there be” from Murphy (1998)

Another approach is an inductive approach – learning from the examples. The key thing to help students learn from the examples is that the examples should be easy for learners to notice the target grammatical pattern. Based on Schmidt (2001), language learning requires conscious noticing. While the input cannot guarantee the restructuring of interlanguage unless the learners pay attention to the target language points, the consciousness-raising activities can help learners to be aware of the language features (Thornbury, 2001). Murphy's (1998) examples contribute positively in noticing. Firstly, Murphy presents "there be" structures with pictures (see figure 2), so it is straight forward and easy for students to know the sense that each form conveys. Besides, various forms of "there be" are presented in small sentences and dialogues with text enhancements (e.g. putting "there be" in bold), which let learners notice how different forms work to convey different meanings. Moreover, Murphy uses minimal pairs (see figure 3) to compare three patterns of "there be", thus learners are able to notice the gap between different tenses in terms of meaning expression. In the practice part, controlled practice and freer practice (see Appendix 3) are combined to help students proceduralize the knowledge of the existential clauses.

Comparing the two approaches as mentioned above, while learning from examples is relatively time-consuming that it takes time for students to discover the pattern by themselves, presenting the rules directly is time-saving thus more time can be allocated to practice. However, though learners may memorize the rules in a short time, they will forget it easily. For a long-term study, learning from examples is more beneficial for students to memorize the new grammatical pattern. Furthermore, learning from examples creates a motivating atmosphere that students can be actively engaged in the discovery process. By exploring the pattern successfully, learners can also gain a sense of achievement. In addition, this approach not only allows learners to acquire grammatical knowledge, but also enables them to gain independent learning ability.

**A** there was / there were (*past*)




There **is** a train every hour.  
The time now is 11.15.  
There **was** a train at 11 o'clock.

Compare:

there is/are ( <i>present</i> )	there was/were ( <i>past</i> )
<ul style="list-style-type: none"> <li>There <b>is</b> a good film on TV tonight.</li> <li>We are staying at a very big hotel. <b>There are</b> 250 rooms.</li> <li><b>Are there</b> any letters for me this morning?</li> <li>I'm hungry but <b>there isn't</b> anything to eat.</li> </ul>	<ul style="list-style-type: none"> <li><b>There was</b> a good film on TV last night.</li> <li>We stayed at a very big hotel. <b>There were</b> 250 rooms.</li> <li><b>Were there</b> any letters for me yesterday?</li> <li>When I got home, I was hungry but <b>there wasn't</b> anything to eat.</li> </ul>

**B** there has been / there have been (*present perfect*)



Look! **There's been** an accident.  
(**there's been** = there **has** been)  
This road is very dangerous. **There have been** many accidents.

Compare **there was** (*past*):

- There was** an accident **last night**.  
(not 'There has been an accident last night.')

For *past simple* and *present perfect* see Unit 20.

Figure 3. Comparison between different forms of "there be" from Murphy (1998)

## 4. Solutions

Having identified the particular problem, then in this section, the solutions of how to teach “there be” in Chinese learning context will be illustrated. The literature review has suggested different approaches toward teaching grammar. However, PPP is the most suitable approach to teach “there be” in stated context. On the one hand, as mentioned above that teachers were likely to use presentation-practice in grammar teaching, then learners may experience better with their familiar approach. Besides, since the English learning in my context is exam-oriented, PPP allows teachers to lead students to focus on a particular grammatical pattern. On the other hand, considering students are teenagers, they tend to use L1 or simplest language to communicate in tasks, thus TBLT may fail to promote the grammar learning with tasks.

In the following, the design of each stage of PPP will be presented in detail. Since noticing is the crucial stage in language acquisition (Schmidt, 2001), rather than learning from rules passively, teaching from examples enables students to notice the rules by themselves. So e Murphy’s (1998) material would be adopted to present grammar. The pictures can attract learners’ attention and all sentences selected are suitable for student’s level as there are no unfamiliar vocabularies for junior high school students to understand. Besides, as students were confused with “there have” and “there be”, the minimal pairs “there have/has been” and “there was” help students to compare and notice the gap between different forms, thus they are able to avoid using “have” separately in the sentence to express existential clauses.

Parrot (2002)’s “there be” table is clear and simple to help students notice the verbs and nouns in various forms. Besides, some rules from Eastwood (1994) would also be chosen as a supplement. To be specific, students do not know why they are supposed to use “there be” to express the existential situation. It is important to help learners realize that leaning this new grammar pattern is not to challenge them with complex rules, rather, this new grammatical pattern helps them to express ideas in an acceptable way. As Eastwood’s (1994, p. 57) notes, “A sentence like *A Chinese restaurant is round the corner* is possible but unusual” so it prefers to use this grammar pattern “there is a Chinese restaurant round the corner” to express the meaning that something exists (see figure 4). This explanation addresses students’ doubts properly. In addition, students often take “there” as an adverb in the existential clauses thus misuse “there have” with “there be”. Eastwood’s example, which puts two types “there” into one sentence, for instance, “there was a van there, outside the house” (Eastwood 1994, p. 59), successfully deals with this issue that students can identify and distinguish the different functions of “there”.

### 1 The use of *there*

The verb *be* does not usually have a subject with *a/an* or *some*. A sentence like *A Chinese restaurant is round the corner* is possible but unusual. A phrase with *a/an* is usually new information, and so it comes later in the sentence.

*Where can we eat? ~ There's a Chinese restaurant round the corner.*

We put *therein* the subject position so that *a Chinese restaurant* can come after the verb. *There + be* expresses the idea that something exists.

**Figure 4.** The rule of the use of “there” from Eastwood (1994)

In the practice stage, Murphy’s (1998) material is suitable to adopt. Firstly, according to McLaughlin (1987), the learning process is that after noticing the target language items, learners integrate the new items with the knowledge they have acquired, then proceduralize the knowledge till they can use it automatically, or it is a process to turn the declarative knowledge (knowledge of what, e.g. knowledge about language) into procedural knowledge (know how to use it) (Anderson, 2015). The practice is designed in accordance with the

language acquisition process that moves from controlled activities gradually to an automatic grammar use activity. Secondly, the practice that asks students to compare two pictures and find differences, which contribute positively to drawing students' attention.

However, as Wong and Van Patten (2003) point out that the practice in PPP contains meaningless drills and it is teacher-centered (Harmer, 2001), the activities from Murphy (1996) are not interactive enough. Instead of doing all tasks individually, grammar practices should be integrated into other activities, for instance, speaking activities, so students have opportunities to communicate in a meaningful context. An activity (see figure 5) taken from Badalamenti and Henner-Stanchina (1993, p .15) can be added in Murphy's design as a complement. In this activity, students are asked to look at the picture and make a series of predictions about the person who lives here. Therefore, when students work in pairs to guess, they may say "I think the person is a woman because there are dresses in the wardrobe and there are necklaces on the table." or "there are many books in this picture so I guess this person is well-educated." By doing this task, the grammar pattern "there be" can be put into real communicative situations and students are able to structure their own understanding of form/function relationships (Nunan, 1998).

In the production stage, as Ur (2011) suggests that some communicative tasks can be incorporated into the procedure to compensate for the limitation of PPP, Murphy's activity 37.1 (see figure 5) can be adjusted into a speaking task as a final stage of PPP. There are two different pictures about the room, therefore, information gaps are provided for students to complete, so student A can get the picture of last week and student B get the picture of this week. In order to bridge the gap, students are prompted to ask information such as "Is there a table in the middle of the room?" or describing the situation "there are three pictures on the wall near the door". By doing this interactive task, students can practice both the statement form and interrogative form in communication.

Look at the picture. Whose apartment is this? Make guesses about the person who lives here. Circle your guesses and then explain them by circling the clues in the picture.

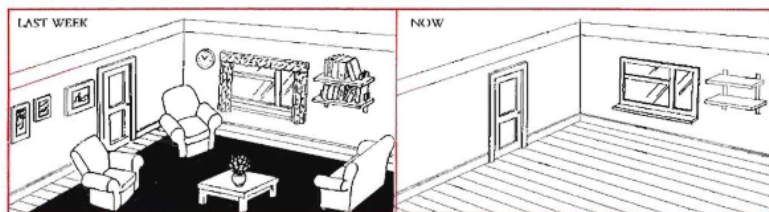


1. The person is a man / a woman
2. The person has a baby / doesn't have a baby
3. The person has a pet / doesn't have a pet
4. The person is athletic / not athletic
5. The person is a coffee drinker / not a coffee drinker
6. The person is well-educated / not well-educated
7. The person is a smoker / not a smoker
8. The person is middle class / poor
9. The person is a music lover / not a music lover
10. The person is on a diet / not on a diet

**Figure 5.** Activity from Badalamenti and Henner-Stanchina (1993)

**37.1** Look at the two pictures. Now the room is empty but what was in the room last week? Write sentences with **There was ...** or **There were ...** + the words in the list.

an armchair    a carpet    some flowers    a sofa  
some books    a clock    three pictures    a small table



- 1 There was a clock on the wall near the window.
- 2 ..... on the floor.
- 3 ..... on the wall near the door.
- 4 ..... in the middle of the room.
- 5 ..... on the table.
- 6 ..... on the shelves.
- 7 ..... in the corner near the door.
- 8 ..... opposite the door.

**Figure 6.** Activity from Murphy (1998)

## 5. Conclusion

To conclude, the problem caused by students in existential clauses “there be” derives from their word-to-word translation habit and L2 interference. To deal with this issue, noticing plays a crucial role in learning that various examples and clear explanations should be provided to help students notice the gap between different forms. Besides, practice and production which offer communicative activities enable students to use “there be” correctly in a meaningful context.

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Appendix 1 (Parrot, 2002, p. 305)

**There**

We use *there* (unstressed) followed by a form of *be* (*is, was, have been, etc.*) to say that something exists. *Be* is followed by a noun phrase, and this often includes an embedded preposition phrase or relative clause which qualifies it in some way.

<i>There</i>	<i>be</i>	Noun phrase	
			<b>Qualifying expression</b>
<i>There</i>	<i>are</i>	<i>a number of reasons</i>	<i>for upgrading your computer.</i>
<i>There</i>	<i>has been</i>	<i>no doubt</i>	<i>in my mind.</i>

We generally teach this use of *there* in the context of describing places (e.g. *there's a TV next to the window*) at an elementary level. Meaning rarely presents a problem to learners as most languages have an equivalent (often one word). However, learners often get confused by the structure as we need to take a lot of factors into account in choosing the words (verbs and determiners) to use:

- whether the clause is a statement, a question or is negative.
- whether the noun phrase headword is singular, plural or uncountable.
- the tense of *be*.

	<i>There</i>	<i>be</i>	Determiner	Headword	
	<i>There</i>	<i>is</i>	<i>a</i>	<i>scratch</i>	<i>on the table.</i>
	<i>There</i>	<i>is</i>	<i>some</i>	<i>mud</i>	<i>on the table.</i>
	<i>There</i>	<i>are</i>	<i>some</i>	<i>scratches</i>	<i>on the table.</i>
<i>Are</i>	<i>there</i>		<i>any</i>	<i>scratches</i>	<i>on the table?</i>
	<i>There</i>	<i>aren't</i>	<i>any</i>	<i>scratches</i>	<i>on the table.</i>

In spoken English many people simplify the grammar and use *there is* instead of *there are* with plural headwords, and this is increasingly common in the written language. However, few teachers would encourage students to model their English on examples like the following from a newspaper:

(\*) *There's only eleven shopping days remaining ...*

## Appendix 2 (Eastwood, 1994, p. 58)

2 *There + be*: more details

- a We use the pattern in sentences with adverbials of place, time and other meanings.

*There was a furniture van **outside the house**.*

*There's a concert **next** week.*

*There are some letters **for you**.*

NOTE For *The house had a furniture van outside it*, • 85(1) Note d.

- b We can use *there + be* without an adverbial. This happens with nouns expressing a situation or event.

*I'm afraid there's a problem. (= A problem **exists**.)*

*There's been an accident. (= An accident has **happened**.)*

NOTE

The adverbial is sometimes understood from the context.

*You know this party we're going to. Will there be any food (at the party)?*

- c We normally use *there + be* before a noun phrase which is new information. This noun phrase has an indefinite meaning. It can have *a/an, some, any, no* or a number, or it can be a noun on its own. It can also have one of these quantifiers: *a lot of/lots of many, much, few, little; a good/great deal of, a number of, several; more, another, other, others; enough, plenty of*.

*There are **some** drawing-pins in my desk.*

*There are **seven** days in a week.*

*There was dust everywhere.*

*There's far too **much** traffic on the roads.*

*There will be **a number of** tasks to carry out.*

*Is there any **more** tea in the pot?*

*There isn't **enough** memory in the computer.*

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The noun phrase does not usually have *the, this/that* etc or *my/your* etc, which refer to definite things known from the context.

NOTE

We can use *the* in this pattern when we remind someone of the existence of something specific.

*What can I stand on to reach the light bulb? ~ Well, there's **the** stepladder.*

- d We form negatives and questions in the normal way.

*There wasn't a van outside the house.*

***Are there** any letters for me?*

- e We can use *there* in a question tag.

*There's a concert next week, isn't **there**?*

- f After *there*, the verb agrees with its complement. (But • 153(6) Note.)

*There **is** a letter/There **are** some letters for you.*

- g *There* is not stressed and is normally spoken in its weak form /ðə/ (like *the*). The subject *there* is not the same as the adverb *there* (= in that place). The adverb is pronounced /ðeə/.

***There**/ðə/ was a van **there** /ðeə/, outside the house.*

Appendix 3 (Murphy, 1998, p. 81)

Kenham is a small town. Look at the information in the box and write sentences about Kenham with **There is/are** or **There isn't/aren't**.

1	a castle?	No
2	any restaurants?	Yes (a lot)
3	a hospital?	Yes
4	a swimming pool?	No
5	any cinemas?	Yes (two)
6	a university?	No
7	any big hotels?	No

- 1 There isn't a castle.
- 2 There are a lot of restaurants.
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....

Write sentences about your town (or a town that you know). Use **There is/are/isn't/aren't**.

- 1 There are a few restaurants.
- 2 There's a big park.
- 3 .....
- 4 .....
- 5 .....
- 6 .....

Put in **there is / there isn't / is there / there are / there aren't / are there**.

- 1 Kenham isn't an old town. There aren't any old buildings.
- 2 Look! ..... a photograph of your brother in the newspaper!
- 3 'Excuse me, ..... a bank near here?' 'Yes, at the end of the street.'
- 4 ..... five people in my family: my parents, my two sisters and me.
- 5 'How many students ..... in the class?' 'Twenty.'
- 6 'Can we take a photograph?' 'No, ..... a film in the camera.'
- 7 '..... a bus from the city centre to the airport?' 'Yes. Every 20 minutes.'
- 8 '..... any problems?' 'No, everything is OK.'
- 9 ..... nowhere to sit down. .... any chairs.