An Analysis on Chinese EFL Learners’ Understanding of “Direct Object/Sentence Complement” Garden Path Sentences

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Abstract: This study explores the comprehension of Direct Object/Sentence Complement Garden Path sentences among Chinese EFL learners of different proficiency levels, as examined through online questionnaires featuring multiple introspective tests and judgment tasks. A total of 80 respondents participated in the survey, including 38 high proficiency level and 42 low proficiency level English EFL learners. The results indicated that due to a tendency among Chinese EFL learners to select interpretations with fewer attachment nodes, both groups exhibited garden path phenomena in sentence comprehension. Furthermore, following the garden path phenomena, both groups successfully resolved local ambiguities. However, the disambiguation accuracy was higher in the advanced group, corroborating the influence of language proficiency on the capability to reinterpret sentences. Ultimately, this research aims to further probe the underlying mechanisms in the comprehension of unique English sentence structures among learners, thus providing insights conducive to future English instruction and language learning.

Keywords: “Direct Object/Sentence Complement” Garden Path Sentences, Chinese EFL learners, L2 proficiency.

1. INTRODUCTION

Garden Path (GP) Sentences represent a complex linguistic ambiguity phenomenon, initially introduced by psycholinguist T.G. Bever in the early 1970s. This particular form of ambiguity arises when a sentence is initially interpreted according to conventional linguistic strategy, only for it to be discovered later that the initial interpretation was incorrect. The revisiting for a better understanding then involves non-conventional strategies as the language is reprocessed, returning to the point of ambiguity. Exploring GP sentences contributes to our understanding of the cognitive mechanisms involved in language comprehension.

In handling such sentences, individuals often use a conventional or inertia thinking paradigm. It is likened to walking in a garden, where one naturally assumes the exit lies at the end of the main path. Midway, it's realized that the path chosen is incorrect, necessitating a reevaluation of the path. GP sentences provoke a partial local ambiguity, in which an unintended but correct interpretation is discarded in favor of a more easily acceptable reading, thereby deliberately defying prevailing grammar, semantic, and logical knowledge (Yan, 2008). Due to their locally ambiguous nature, GP sentences hold significant relevance to our understanding of cognitive processes, artificial intelligence research, language acquisition studies, and foreign language teaching (Gu & Cheng, 2010).

Recent research on GP Sentences has predominately focused on those with direct object/subject structures, with empirical studies on direct object/sentence complement GP sentences remaining relatively scarce. This paper therefore aims to examine such typical GP Sentences, particularly focusing on the unique challenges faced by varying levels of Chinese EFL Learners. By illuminating the internal learning mechanisms used when encountering this specific linguistic phenomenon, our goal is to help improve the proficiency level of Chinese EFL Learners. In doing so, we hope that the study of how individual language proficiency levels affect comprehension of GP Sentences will inform differentiated teaching strategies.

2. LITERATURE REVIEW

2.1 GP Sentence

Bever (1970) initially discerned the linguistic treatment of GP sentences, positing that during left-to-right sentence processing, structural assumptions are made premised on early syntactic prompts, potentially leading us astray (Gibson, 1991; Waters & Caplan,1996). Consider the ensuing sentence for illustration.

Example 1: While the man hunted, the deer darted into the wilderness.

In Example 1, preceding the verb 'ran', the sentence component exhibits ambivalence, offering two interpretations:

(1) \[TP\{CP\{C\text{while}\}\{TP\{DP\text{the man}\}\{VP\{V\text{ran}\}\{DP\text{the deer}\}\}\}\}\]\n
(2) \[TP\{CP\{C\text{while}\}\{TP\{DP\text{the man}\}\{VP\{V\text{ran}\}\}\}\}\{TP\{DP\text{the deer}\}\}\]\n
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Under the majority of circumstances, individuals unconsciously incline to construe the sentence in line with structure (1), designating the Determiner Phrase “the deer” as the complement of the verb hunted. Upon encountering the verb ran, however, they ascertain their initial interpretation was erroneous and reanalyze the sentence accordingly, resulting in the so-called GP phenomenon.

Contemporaneously, GP sentences can be generally bifurcated into three categories, based on the sentence structure and cause of localized ambiguity, as delineated in Table 1 below.

<table>
<thead>
<tr>
<th>Type</th>
<th>Abbreviation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main verb/reduced relative clause ambiguity</td>
<td>MV/RR</td>
<td>The horse raced past the barn fell.</td>
</tr>
<tr>
<td>Direct object/subject ambiguity</td>
<td>DO/S</td>
<td>while the man hunted the deer ran into the woods</td>
</tr>
<tr>
<td>Direct object/sentential complement ambiguity</td>
<td>DO/SC</td>
<td>Mary convinced her children were noisy</td>
</tr>
</tbody>
</table>

The first category is the Main Verb/Reduced Relative (MV/RR) GP sentences, such as the classic sentence proposed by Bever in 1970, "The horse raced past the barn fell." In this sentence, "raced" could initially be interpreted as the predicate of "the horse." Yet, once processing reaches "fell," it becomes clear that the sentence doesn't make sense in this configuration. At this point, "raced past the barn" needs to be reinterpreted as a modifier for "the horse," and the sentence needs to be re-understood.

The second category is the Direct Object/Subject (DO/S) GP sentences. An example of this can be seen in the sentence: "While the man hunted the deer ran into the woods." There are two interpretable paths for this sentence: one is to make "the deer" the direct object of "hunted," which leads to a GP misunderstanding. The correct interpretation is to consider the deer as the subject of the sentence.

The third category is Direct Object/Sentence Complement (DO/SC) GP sentences. A typical case is: "Mary convinced her children were noisy," (Wang, 2012). Before reaching "were," this sentence has two possible interpretations: either "her children" is the direct object of "convinced," or the entire clause "her children were noisy" is the complement. In this scenario, "her children" is the subject of the complement clause. However, for the first interpretation, when the sentence is processed to "were," it could not proceed any further, necessitating a sentence reanalysis, thus inducing a GP phenomenon.

### 2.2 Previous Research on GP Sentences

The investigation of GP sentences finds its inception in the 1970s, with key proponents such as Bever (1970), Frazier & Ford (1978), and Pritchett (1988,1992) predominantly conducting discourse from psycho-linguistic or syntactic perspectives. The central doctrine of this early body of research was the elucidation and description of the cerebral processing strategies for ‘GP’ syntaxes, which bore crucial theoretical foundations for subsequent inquiries into the phenomenon of the GP. However, a significant degree of constraint arises from a sole pursuit of understanding from both a psycho-linguistic and syntactic viewpoint. Thus, since the late 1980s, an augmented number of investigators endeavored to seek answers to the GP phenomena through the analytical lens of language structures themselves (Jiang, 2000).

In order to analyze GP models, Frazier (1987) proposed two core principles: the principle of late closure, and the principle of minimal attachment. The principle of late closure indicates that, in grammatical circumstances, people habitually incorporate novel linguistic materials into a recently presupposed clause or phrase structure, proceeding then to comprehend subsequent information. This principle stands in contrast to Kimball's 'early closure' concept, which stipulates that unless the next node forms a direct component of the phrase, the syntactic structure will swiftly initiate closure (Kimball, 1973). The principle of minimal attachment implies that no potential nodes are presupposed during the sentence processing phase, therefore during a GP sentence analysis, the syntactic analyzer invariably favors the simplest and most likely structures. These twin models address the frequent need for recursive processes in the syntactic analysis of GP sentences, with the objective of achieving their efficacious interpretation (Zhao & Liu, 2014).

In the national context, Chen (1998) proposed a proficiency constraint model to elucidate how second language proficiency impacts syntactic ambiguity resolution. This model corresponds to previous studies that buttress the notion of language proficiency influencing L2 comprehension. Specifically, it predicts reading time and comprehension accuracy patterns as indicators of learners' proficiency and the nature of solutions for ambiguous sentences. Generally, all learners spend more time dealing with sentences with syntactic ambiguity than with unambiguous ones. For ambiguous sentences resolved with highly preferred interpretations, both high- and low-level learners should demonstrate a commendable comprehension capability. The required reading time should not exhibit a significant discrepancy. However, when ambiguous sentences are resolved with non-preferred interpretations (such as an experienced soldier warning of the peril of midnight ambushing), only high-level learners are capable of constructing the correct interpretation, thus understanding better than their lower-level counterparts.

Recent empirical research has shifted focus to the interpretation of GP sentences. For instance, Rah & Adone (2010) found no relationship between linguistic proficiency and the mechanism of GP sentence analysis when examining intermediate and
advanced English learners whose first language is German. Gu and Cheng (2010) suggested that while language proficiency might influence the dissipation of the ambiguity of GP sentences, no significant correlation was found between incomplete representations of GP sentences after disambiguation and language proficiency. While Hou (2014) research further expounds on this by examining how Chinese EFL Learners comprehend "subject/direct object" type GP sentences, the study showed that intermediate-level respondents had not yet fully learned to understand a single-predicate, generating the GP phenomenon in the understanding process.

Existing empirical research to date suggests that proficiency variations impact the processing of sentences in a second language. As concluded by Hopp (2007) after a review of many event-related potential studies on L2 proficiency constraints, "These studies indicate that at higher proficiency levels, differences lead to substantial changes in the processing procedure, even if it does not influence second language grammar acquisition significantly. In this case, an improvement in proficiency level might reflect a more effective deployment of cognitive resources in second-language processing." Consequently, this study selected a lesser-studied type within GP sentences. We aim to explore the relationship between English proficiency among Chinese EFL Learners, their understanding of GP sentences, and the resolution of ambiguities. Our intent is not only to clarify this relationship but also to provide a reference for future research.

3. RESEARCH DESIGN

3.1 Research Questions

In light of the review of the existing studies, it is critical to explore the relationship between L2 proficiency and GP sentence comprehension. Thus, the following two questions guide the current study.

1) Do Chinese EFL Learners experience GP phenomenon in understanding target sentences?

2) In the process of disambiguation of GP sentences, does English proficiency have any influence on the understanding of GP sentences?

3.2 Research Instrument

3.2.1 Online Questionnaire

Drawing inspiration from previous research, this study innovatively leverages an online questionnaire to probe the understanding of the GP phenomenon among test participants. The questionnaire comprises three segments: personal information collection, multiple introspective tests, and judgment tests. The primary aim of collecting personal information is to categorize the English proficiency levels of test participants. Those who have achieved a TEM4 or TEM8 certification, attained 6.5 or above on the IELTS, or scored over 100 on the TOEFL are classified in the high proficiency English group. Conversely, participants not meeting these criteria are classified in the low proficiency English group. Example questions are as follows.

Example 2: 您的英语水平 [单选题] *
- □ 通过专四/专八
- □ 其他语言成绩
- □ 尚未参加（或通过）英语专业水平考试/雅思/托福/GRE 考试等

The second and the third section comprises five multiple-choice tests of introspection and five judgment questions, aimed at comprehensively understanding the participants' interpretation of GP sentences. An example of the introspective choice test questions and explanations of the options are as follows:

Example 3: “Mary convinced her children were noisy.”

请您选择与您在理解该句过程中相符的表述：
A. 我第一次读到该句是认为 her children 是 convinced 的宾语，而当读到 were 时发现理解有误，her children were noisy 才是 convinced 的宾语。
B. 我第一次读到该句时就知道 her children were noisy 应该是 convinced 的宾语;
C. 以上表述均不符合我的理解方式，我的理解为：

Option A signifies that the participant encountered a GP phenomenon during the understanding process, whereas option B indicates that the participant could directly and correctly interpret the sentence without experiencing any GP phenomenon. Additionally, to avoid instances of arbitrary selection due to discrepancies between understanding and articulation, an additional option has been included in each question, allowing participants to articulate an understanding differing from the initial two options.
The objective of the judgment test is to assess whether the participant can successfully eliminate the ambiguity introduced by the GP phenomenon. The specifics of these question types are illustrated below:

Example 4: Susan knew her father hated her boyfriend.

<table>
<thead>
<tr>
<th>her father is knew 的宾语</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

In this example question, option True reflects the subject's failure to successfully eliminate ambiguity caused by the GP phenomenon, while option False reflects the subject's ability to accurately judge GP sentences and eliminate ambiguity.

3.2.2 SPSS 26.0

In an effort to present a more scientific and intuitive account of the relationship between Chinese EFL Learners and their understanding of GP sentences, this study assigns scores to each question in the questionnaire; a correct answer receives one-point, incorrect answers receive none, with the total score being out of ten. After the completion of data collection, the data will be imported into the SPSS 26.0 software for chi-square testing. Through this method, we aim to ascertain whether there is a significant discrepancy between language proficiency and the comprehension of GP sentences.

4. RESULTS AND DISCUSSIONS

After conducting an online questionnaire via the Internet, a total of 84 responses were received. After manual scrutiny and elimination of invalid questionnaires, 80 valid ones remained. Of these, 38 were from high-level participants, and 42 from lower-level ones.

4.1 Multiple Introspective Test Results

In the Introspection Choice Test, the 38 questionnaires from the high-level group yielded 190 questions, and the 42 questionnaires from the lower-level group resulted in 210 questions. The specific test results are displayed in the table:

<table>
<thead>
<tr>
<th>Total number</th>
<th>High proficiency group</th>
<th>Low proficiency group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Number of People Selected for Each Item</td>
<td>137</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>268</td>
<td>132</td>
</tr>
</tbody>
</table>

As can be inferred from Table 2, there were 137 instances of the GP phenomenon occurring in the high-level group, accounting for 72.43% of total occurrences. For the low-level group participants, the frequency of the GP phenomenon was 131 times, contributing to 62.85% of the total occurrences. Since these two data are higher than 60%, therefore its indicate that GP phenomenon will appear in both of the high proficiency group and low proficiency group when they come across GP sentence (Vainikka & Young-Scholten, 1996).

To further verify the relationship between the language proficiency of the participants and the GP phenomenon, a variance test was conducted on the above data. Detailed results of this examination can be found in the table.

<table>
<thead>
<tr>
<th>Table 3: Chi-Square test</th>
<th>Value</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>7.55</td>
<td>1</td>
<td>.000**</td>
</tr>
</tbody>
</table>

**p<0.01

It can be seen in Table 3 that there is a significant difference between the two language groups ($\chi^2=12.570, p=.000<.05$). Therefore, language proficiency does affect the emergence of GP phenomenon.

4.2 Judgment Tests Results

In the judgment test, the advanced-level group underwent 38 questionnaires, totaling 190 test questions, while the beginner-level group undertook 42 questionnaires, amounting to 210 test questions. The specific performance results are detailed in the table below:
The data in the table illustrates that the number of successful eliminations of GP phenomena and subsequent correct judgments made by the advanced-level group was 172 times, thus attaining an accuracy rate of 90.81%. Conversely, the beginner-level group managed to achieve the same feat 164 times, yielding an accuracy rate of 78.57%. To further evaluate the relationship between language proficiency and the frequency of accurate judgments, a variance analysis will be conducted on the above data. The result is outlined below.

<table>
<thead>
<tr>
<th>Table 4: Results of Judgment Tests</th>
<th>Number of People</th>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correct</td>
<td>Incorrect</td>
</tr>
<tr>
<td>High proficiency group</td>
<td>172</td>
<td>18</td>
</tr>
<tr>
<td>Low proficiency group</td>
<td>164</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>336</td>
<td>64</td>
</tr>
</tbody>
</table>

Chi-square test showed that there was a significant correlation between the subjects' language proficiency and the frequency of making correct judgments ($\chi^2 = 20.57, p < 0.01$).

4.3 Discussions

As indicated by the data collected, both the high proficiency and low proficiency groups of participants demonstrated the GP phenomenon in their understanding of DO/SC GP sentences. It was also observed that with an increase in language proficiency, the participants had higher chances of resolving the ambiguities arising from GP sentences. This finding is consistent with results from existing experiments related to the comprehension of second language GP sentences. Based on the Proficiency Constrained Model (Chen, 1998), it is suggested that as language proficiency increases, learners are more likely to correctly resolve the ambiguities of GP sentences. The higher the proficiency in the second language, the more likely the participants are to process language in an automated manner and use cognitive resources more efficiently, thereby increasing the likelihood of successful sentence processing (Hopp, 2007).

According to Pritchett's (1988) Θ Attachment Principle, during language processing, as soon as a word with Θ role assigning capability is identified, the brain's syntactic processing mechanism must assign it to a sentence component capable of accepting a Θ role, in accordance with the Θ criterion. Furthermore, it emphasizes that in the reanalysis process, moving a syntactic component, which has been Θ-marked, out of its current scope can cause difficulties in language processing.

Regarding the syntax of GP sentences, each of these sentences' main predicates is a two-place argument predicate. This means that different types of structures can be chosen as its object complement following the predicate, including choosing the subsequent determiner phrase (DP) or a complementizer phrase (CP). When the predicate opts for the CP phrase, the participant can correctly interpret it; However, choosing a DP phrase leads to the GP phenomenon. According to the Minimum Attachment Principle (Frazier & Rayner, 1982), when a new language element can attach to two or more nodes, choose the confirmed node as the object of attachment, and keep the structure with the smallest number of nodes (Jiang, 2000).

In these examples of GP sentences, attaching a new co-occurring CP node and governed DP, TP, and VP nodes on the existing nodes is required if the predicate correctly chooses the CP phrase as a complement during interpretation. However, if a DP phrase is chosen as a complement during interpretation, the DP is able to directly associate with the existing VP nodes. This simplifies the complexity of language, causing subjects to favor this interpretation method. Yet, when arriving at the predicate in the subordinate clause, erroneous interpretations need to be revisited, which may lead to GP phenomena. The lower the language proficiency of the subjects, the more likely they are to associate with fewer nodes to simplify language processing. When revising is necessitated by GP phenomena, the subjects must rectify their initial processing methods. Consequently, subjects of an intermediate level often face greater difficulty in re-selecting associated nodes, which explains their lower comprehension test accuracy compared to groups with higher proficiency. Therefore, in teaching methodologies, educators should focus on verb category instruction, emphasize the key interpretation and practice of verb usage, enhance learners' mastery of verb usage, thus improving sentence comprehension skills.

Table 5: Chi-Square test

<table>
<thead>
<tr>
<th>Value</th>
<th>df</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>20.57</td>
<td>1</td>
</tr>
</tbody>
</table>

**p<0.01
semantics for sentence interpretation, struggling to employ syntactic principles for representation reconstruction. In contrast, the higher-level group could utilize lexical semantics and, to some extent, syntactic information for syntactic representation reconstruction. While the Shallow Structure Hypothesis addresses discrepancies in grammatical processing between native speakers and second-language learners, it fails to fully explain the GP effect triggered in the higher-level group during the reanalysis process revealed in this study. This is due to the higher-level group possessing a relative advantage over the lower-level group in terms of grammatical analysis.

5. CONCLUSION

This study investigates the comprehension of DO/SC GP sentences by participants at both lower and advanced levels of language proficiency through introspective selection tests and judgment tests, offering pedagogical recommendations accordingly. The results suggest that participants from both groups experience the GP phenomenon during comprehension, primarily due to their inclination to adhere to the Minimal Attachment Principle, attaching new structures to existing nodes to simplify language processing. The reselection of attachment nodes, however, increases processing difficulty and, hence, leads to the occurrence of misinterpretation residue. Furthermore, post GP phenomenon, both groups successfully resolved local ambiguities, yet the rate of successful disambiguation is higher in the advanced group. This reaffirms the influence of English language proficiency on the capacity to reinterpret sentences. This research contributes to a more profound understanding of mechanisms underpinning sentence processing in second language acquisition by English learners, thus providing insights into Chinese second language acquisition and English instruction.

Nonetheless, this research is not without limitations. The study is confined to only one type of GP sentence, which is less commonly explored, and does not examine the other two types of such sentences. Future work could extend our exploration to understanding the mechanisms of these other two types of GP sentences. Moreover, given the relatively small corpus of this study, future research could expand the participant scale to cover English learners of different levels and age groups. It could also uphold its findings with psycho-linguistic experiments to achieve a more comprehensive understanding of GP sentence analysis.

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APPENDIX

An Analysis on Chinese EFL Learners’ understanding of “Direct Object/Sentence Complement” Garden Path Sentences
中国英语学习者“直接宾语/主语”类花园路径句的理解

1. 您的英语水平 [单选题] *
   ○ 通过专四/专八
   ○ 其他语言成绩
   ○ 尚未参加（或通过）英语专业水平考试/雅思/托福/GRE 考试等

2. Mary convinced her children were noisy.
   请您选择与您在理解该句过程中相符的表述： [单选题] *
   ○ A. 我第一次读到该句时认为 her children 是动词 convinced 的宾语，但当读到动词 were 时才发现理解有误，her children were noisy 才是动词 convinced 的宾语。
   ○ B. 我第一次读到该句时就知道 her children were noisy 应该是 convinced 的宾语；
   ○ C. 以上表述与我的理解方式均不符，我对该句的理解为 ________________

3. The old secretary doubted the incriminating report would be distributed to many people.
   请您选择与您在理解该句过程中相符的表述： [单选题] *
   ○ A. 我第一次读到该句时认为 the incriminating report 是动词 doubted 的宾语，但当读到动词 would 时才发现理解有误，the incriminating report would be distributed to many people 才是动词 doubted 的宾语。
   ○ B. 我第一次读到该句时就知道 the incriminating report would be distributed to many people 才是动词 doubted 的宾语。
   ○ C. 以上表述与我的理解方式均不符，我对该句的理解为 ________________

1. Mary gave the child the dog bit a cake.
   请您选择与您在理解该句过程中相符的表述： [单选题] *
   ○ A. 我第一次读到该句时认为 the child is 动词 gave 的宾语，但当读到动词 bit 时才发现理解有误，the child the dog bit a cake 才是动词 gave 的宾语。
   ○ B. 我第一次读到该句时就知道 the child the dog bit a cake 才是动词 gave 的宾语。
   ○ C. 以上表述与我的理解方式均不符，我对该句的理解为 ________________

2. The modern fashion writer read the famous magazine was having trouble with its finances.
   请您选择与您在理解该句过程中相符的表述： [单选题] *
   ○ A. 我第一次读到该句时认为 the letter is 动词 wrote 的宾语，但当读到动词 fell 时才发现理解有误，the letter 并不是动词 wrote 的宾语。
   ○ B. 我第一次读到该句时就知道 the famous magazine was having trouble with its finances 才是 read 的宾语。
   ○ C. 以上表述与我的理解方式均不符，我对该句的理解为 ________________

3. John convinced his parents are interested in their children.
   请您选择与您在理解该句过程中相符的表述： [单选题] *
○A. 我第一次读到该句时认为 the children 是动词 counted 的宾语，但当读到动词 got 时才发现理解有误，the children 并不是动词 counted 的宾语。

○B. 我第一次读到该句时就知道 his parents are interested in their children 才是 convinced 的宾语。

○C. 以上表述与我的理解方式均不符，我对该句的理解为 ____________________

4. Susan knew her father hated her boyfriend.
请根据您对该句的理解回答问题 *

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>her father 是 knew 的宾语</td>
<td>○</td>
</tr>
</tbody>
</table>

5. Anna convinced her friends were unreliable.
请根据您对该句的理解回答问题 *

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>her friends were unreliable 是 convinced 的宾语</td>
<td>○</td>
</tr>
</tbody>
</table>

6. A Susan cheated her boyfriend was a policeman.
请根据您对该句的理解回答问题 *

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>her boyfriend 是 cheated 的宾语</td>
<td>○</td>
</tr>
</tbody>
</table>

7. Mary knew Jack loved her.
请根据您对该句的理解回答问题 *

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack 是 knew 的宾语</td>
<td>○</td>
</tr>
</tbody>
</table>

8. A Jane concluded the paper made no sense.
请根据您对该句的理解回答问题 *

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>the paper made no sense 是 concluded 的宾语</td>
<td>○</td>
</tr>
</tbody>
</table>