幻象标注

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| ID | 2496(0) |
| 领域 | Education |
| 用户问题 | which kind of bond between two molybdenum atoms is found in the molecule mo2cl84- ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The bond between two molybdenum atoms in the molecule Mo2Cl84- is a quadruple bond. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. There is a quadruple bond between two molybdenum atoms in the molecule Mo2Cl84-. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2531(1) |
| 领域 | Education |
| 用户问题 | by combining what two latin words do we get the word given to someone who speaks to birds ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | By combining the Latin words "avis" (meaning bird) and "loquor" (meaning to speak), we get the word "aveloquial," meaning someone who speaks to birds. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. The Latin word "avis" means bird. 2. The Latin word "loquor" means to speak. 3. The word "aveloquial" is derived from the combination of Latin words "avis" and "loquor". 4. "Aveloquial" refers to someone who speaks to birds. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2546(2) |
| 领域 | Education |
| 用户问题 | how can shapes be used to illustrate the concepts of even and odd ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Shapes can be used to illustrate the concepts of even and odd in a visual and tangible way. Here are a few ways to do so: 1. Counting dots or objects: Create shapes using dots or objects and count them. If the shape has an equal number of dots or objects on both sides, it represents an even number. For example, a rectangle or square consisting of 4, 6, 8 dots or objects on each side is an even number representation. On the other hand, if the shape has one more or one fewer dot or object on one side, it represents an odd number. For instance, a rectangle or square consisting of 3, 5, 7 dots or objects on one side and 4, 6, 8 on the other side represents an odd number. 2. Number of sides: Use polygons to illustrate even and odd numbers based on the number of sides. Even-numbered polygons like squares, rectangles, and hexagons have an equal number of sides, while odd-numbered polygons like triangles and pentagons have an odd number of sides. 3. Symmetry: Shapes can show symmetry to help visualize even and odd numbers. Even numbers can be represented by shapes that have two or more lines of symmetry, such as squares or rectangles. On the other hand, odd numbers can be represented by shapes that have only one line of symmetry or no lines of symmetry at all, such as triangles or irregular polygons. 4. Division: Shapes can also demonstrate division to depict even and odd numbers. For example, a rectangle or square can be divided into equal parts, and if each part has an equal number of dots or objects, it represents an even number. However, if the division results in one part having more or fewer dots or objects than the others, it represents an odd number. By using shapes to visually represent even and odd concepts, learners can grasp these mathematical ideas in a more concrete and intuitive manner. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Shapes can be used to visually represent the concepts of even and odd numbers. 2. If a shape has an equal number of dots or objects on both sides, it represents an even number. 3. Even-numbered polygons like squares, rectangles, and hexagons have an equal number of sides. 4. Odd numbers can be represented by shapes that have only one line of symmetry or no lines of symmetry at all. 5. Even numbers can be visually represented by shapes that have two or more lines of symmetry such as squares or rectangles. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2608(3) |
| 领域 | Education |
| 用户问题 | which birthday did the cameraman 's future mother-in-law celebrate a few days before the recording ? or in other words , how many electrons does an atom of neodymium have orbiting around its nucleus ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | I'm sorry, but I cannot provide information about a specific person's personal life or events. Regarding your second question, an atom of neodymium typically has 60 electrons orbiting around its nucleus. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. An atom of neodymium typically has 60 electrons orbiting around its nucleus. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2655(4) |
| 领域 | Education |
| 用户问题 | what is one reason the video gives as a reason why those who are in charge of shaping high school physics curricula do not include any topics that were discovered/developed after 1865 ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | One reason the video provides as to why those in charge of shaping high school physics curricula do not include any topics discovered/developed after 1865 is the adherence to tradition. The video argues that the education system often tends to prioritize preserving the traditional curriculum rather than incorporating newer scientific developments. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. High school physics curricula often do not include any topics discovered or developed after 1865. 2. Those in charge of shaping high school physics curricula often prioritize preserving the traditional curriculum. 3. The education system is often resistant to incorporating newer scientific developments. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2672(5) |
| 领域 | Education |
| 用户问题 | what does the professor demonstrate to his university students with a magnet and a test tube full of liquid oxygen ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The professor demonstrates the behavior of liquid oxygen in the presence of a magnet. When a magnet is brought close to a test tube filled with liquid oxygen, the liquid starts to move towards the magnet. This happens because oxygen is paramagnetic, meaning it becomes weakly magnetic in the presence of a magnetic field. As a result, the liquid oxygen is attracted to the magnet and starts to form a bridge-like structure between the magnet and the test tube. This phenomenon illustrates how magnetic fields can influence the behavior of certain materials. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Liquid oxygen is paramagnetic, which means it becomes weakly magnetic in the presence of a magnetic field. 2. Oxygen's paramagnetic property makes it move towards the magnet when it is brought close to it. 3. A bridge-like structure is formed between the magnet and the test tube when liquid oxygen is attracted to the magnet. 4. The professor uses a magnet and a test tube filled with liquid oxygen to demonstrate this phenomenon to his university students. 5. The behavior of certain materials can be influenced by magnetic fields. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2696(6) |
| 领域 | Education |
| 用户问题 | what did einstein call the only truly revolutionary thing that he did ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Einstein referred to his theory of general relativity as his "most valuable" and "only truly revolutionary" contribution to physics. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Einstein contributed to the field of physics. 2. Einstein referred to his theory of general relativity as his "most valuable" contribution. 3. He also described it as his "only truly revolutionary" contribution. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2700(7) |
| 领域 | Education |
| 用户问题 | how many of the 18 penguin species are listed as near-threatened , threatened , or endangered ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Out of the 18 penguin species, 10 are listed as near-threatened, threatened, or endangered. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. There are 18 species of penguins. 2. Out of these 18 species, 10 are listed as near-threatened, threatened, or endangered. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2722(8) |
| 领域 | Education |
| 用户问题 | the pies were each 10.5cm across and there were 400 of them . what is the biggest circle possible which could have its circumference and diameter simultaneously covered with pies ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | To find the biggest circle that can have its circumference and diameter simultaneously covered with pies, we need to find the highest common factor (HCF) between the circumference and the diameter of a pie. The circumference of a circle can be calculated using the formula: C = πd, where C is the circumference and d is the diameter. Given that the pies have a diameter of 10.5 cm, we can calculate the circumference of each pie: C = πd = 3.14 \* 10.5 = 32.97 cm (approx.) Now, to find the HCF between the circumference and the diameter, we need to look for common factors. The factors of 10.5 are 1, 2, 3, 5, 6, 7, 10.5, and 105 (note: the factors can be decimals as well). The factors of 32.97 are 1, 3, 9, 36, and 41. Therefore, the HCF between 32.97 and 10.5 is 1. Since the HCF is 1, there is no circle for which both its circumference and diameter can be simultaneously covered with pies. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. The formula for the circumference of a circle is C = πd, where C is the circumference and d is the diameter. 2. A pie in the context has a diameter of 10.5 cm. 3. The circumference of a pie with a diameter of 10.5 cm is approximately 32.97 cm. 4. The HCF (highest common factor) is a concept in mathematics that refers to the largest number that is a factor of two or more numbers. 5. The HCF between 32.97 and 10.5 is 1. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2723(9) |
| 领域 | Education |
| 用户问题 | even with more of the circular pies , why would it have been impossible to cover the area of the circle with them and calculate pi using the area of a circle formula area = pi \* r^2 ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The reason it would have been impossible to cover the entire area of a circle with circular pies and accurately calculate pi using the area formula (A = pi \* r^2) is because the pies have spaces between them.  When you try to cover a circle with circular pie slices, there will always be gaps between the slices. These gaps would create empty spaces within the area that is supposed to be covered. Consequently, the total sum of the areas of the pie slices alone would be less than the actual area of the circle. Since the formula A = pi \* r^2 gives you the exact area of a circle, covering it with pie slices would not yield an accurate calculation of pi because you would be measuring less than the true area. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. The formula A = pi \* r^2 gives you the exact area of a circle. 2. When you try to cover a circle with circular pie slices, there will always be gaps between the slices. 3. The total sum of the areas of the pie slices alone would be less than the actual area of the circle. 4. Because of these gaps, covering a circle with pie slices would not yield an accurate calculation of pi. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2724(10) |
| 领域 | Education |
| 用户问题 | knowing the small pies have a diameter of 10.5cm - what is the area of the circle created in this video ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | To find the area of a circle, you need to use the formula:  Area = π(radius)² The diameter given is 10.5 cm, so the radius would be half of that: Radius = 10.5 cm / 2 = 5.25 cm Now we can substitute this value into the formula to calculate the area: Area = π(5.25 cm)² Using the value of π ≈ 3.14159 and squaring the radius: Area = 3.14159 × (5.25 cm)² Calculating the area: Area ≈ 3.14159 × (27.5625 cm²) ≈ 86.5909075 cm² Thus, the area of the circle in the video is approximately 86.5909075 square centimeters. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. The formula to calculate the area of a circle is Area = π(radius)². 2. The diameter of the small pies given is 10.5 cm. 3. The radius of a circle is half its diameter. 4. The value of π is approximately 3.14159. 5. The area of the circle in the video is approximately 86.5909075 square centimeters. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2726(11) |
| 领域 | Education |
| 用户问题 | p has coordinates ( 3,3 ) and is translated by 5 units in the x direction . what are the coordinates of p after translation ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | After translating by 5 units in the x direction, the x-coordinate of point P will increase by 5, while the y-coordinate will remain the same.  Therefore, the coordinates of P after translation will be (3 + 5, 3), which simplifies to (8, 3). |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Point P originally has the coordinates (3, 3). 2. The x-coordinate of point P will increase by 5 after translation in the x direction. 3. The y-coordinate of point P will remain the same after translation in the x direction. 4. The coordinates of P after translation in the x direction will be (8, 3). |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2728(12) |
| 领域 | Education |
| 用户问题 | if point a has coordinates ( 1,2 ) , and the midpoint of the line segment ab has coordinates ( 5,6 ) , what are the coordinates of b ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | To find the coordinates of B, we need to determine the displacement from point A to point B based on the midpoint of AB. Let's denote the coordinates of B as (x, y). Since the midpoint of the line segment AB is (5, 6), we can use the midpoint formula to find the coordinates of B: Midpoint formula: (x1 + x2)/2 = x (y1 + y2)/2 = y Substitute the given values: (1 + x)/2 = 5 [for x-coordinate] (2 + y)/2 = 6 [for y-coordinate] Simplify the equations: 1 + x = 10 2 + y = 12 Solve for x and y: x = 10 - 1 = 9 y = 12 - 2 = 10 Therefore, the coordinates of point B are (9, 10). |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. The coordinates of point A are (1,2). 2. The midpoint of the line segment AB has coordinates (5,6). 3. The midpoint formula is (x1 + x2)/2 = x, (y1 + y2)/2 = y. 4. In the given scenario, x = 10 - 1 = 9. 5. In the given scenario, y = 12 - 2 = 10. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2763(13) |
| 领域 | Education |
| 用户问题 | what does a population pyramid not give you information about ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | A population pyramid does not provide information about the economic status or development of a population. It also does not provide information about the quality of healthcare, education, crime rates, and other specific social or economic factors. Additionally, a population pyramid alone does not provide information about the future trends or projections of a population. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. A population pyramid does not provide information about the economic status of a population. 2. A population pyramid does not provide information about the development of a population. 3. Information about the quality of healthcare is not included in a population pyramid. 4. A population pyramid does not provide information about education and crime rates. 5. Future trends or projections of a population are not provided by a population pyramid alone. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2770(14) |
| 领域 | Education |
| 用户问题 | what does the professor give as the possible reason for the fact that we call burned garden rubbish “ potash ” ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The professor suggests that the term "potash" may have originated from the practice of burning garden rubbish, particularly plant ashes, to obtain potassium. This process was commonly known as "pot-ashing," which eventually got shortened to "potash." |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. The term "potash" is used to represent burned garden rubbish. 2. The term "potash" is particularly used for burned plant ashes. 3. The process to obtain potassium through burning plant ashes is known as "pot-ashing." 4. The term "potash" may have come from the shortened version of "pot-ashing." |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2771(15) |
| 领域 | Education |
| 用户问题 | which of these fruits contains the most potassium ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The fruit that contains the most potassium is the banana. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Bananas contain the most potassium among fruits. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2816(16) |
| 领域 | Education |
| 用户问题 | what is chi 's second prototyping rule ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Chi's second prototyping rule is to keep the prototype simple. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Chi's second prototyping rule is to keep the prototype simple. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2878(17) |
| 领域 | Education |
| 用户问题 | how did richard feynman eventually get it down to 20 combinations ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Richard Feynman was referring to the problem of cracking the combination of a safe in one of his anecdotes. The safe had a 3-number combination lock with each number ranging from 0 to 99, resulting in 1 million possible combinations (100 x 100 x 100). To reduce this large number of combinations, Feynman came up with a clever strategy. He realized that the lock was generally poorly set and would sometimes be looser when turning to one side. Utilizing this knowledge, he mechanically applied torque to the dial and observed how it reacted differently based on whether he was turning it to a higher or lower number. This led him to narrow down the possible combinations significantly. He would first turn the dial a few times to make sure it was entirely loose and then observe the behavior of the lock as he applied force. By listening carefully and feeling the subtle differences in resistance, he could determine whether the correct number was higher or lower as he approached the right combination. Feynman then used his mathematical expertise to calculate the optimal strategy for finding the combination with the fewest steps. He divided the lock's range (0-99) into three equally spaced regions: 0-33, 34-66, and 67-99. He would then start at 0 and turn the dial to enter the region where the combination might lie. For example, if the lock opened after reaching 23, Feynman would conclude that the combination was in the 0-33 region. He would then repeat the process by dividing that region into three more equal parts and narrowing down the potential range. By iteratively dividing the possible combinations into smaller and smaller regions, he eventually was able to crack the safe with as few as 20 combinations. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. In one of Richard Feynman's anecdotes, he describes a strategy to crack a 3-number combination safe. 2. The safe's lock numbers ranged from 0 to 99, providing 1 million possible combinations. 3. Feynman discovered that the safe was poorly set and would sometimes be looser when turned to one side. 4. Richard Feynman systematically applied torque to the dial and observed its different reactions to deduce potential combinations. 5. With his mathematical skills Feynman divided the range into smaller sections to narrow down the possibilities, eventually reducing the number of combinations to crack the safe to as few as 20. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2879(18) |
| 领域 | Education |
| 用户问题 | why did steve say that samarium is a beautiful element to work with in the research lab ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | There could be multiple reasons why Steve said that samarium is a beautiful element to work with in the research lab. Here are a few possible explanations: 1. Unique Properties: Samarium possesses unique properties that make it interesting and useful for various experiments. It might display unusual behavior in certain conditions or have specific characteristics that make it fascinating to study. 2. Versatility: Samarium can be utilized in a wide range of research applications. It may have diverse uses in fields such as materials science, chemistry, or physics, allowing researchers to explore different areas using this element. 3. Visual Appeal: Samarium might have visually appealing properties, such as vibrant colors or interesting crystal structures. Its appearance could add an aesthetic dimension to the research lab, making it visually appealing to work with. 4. Experimental Success: Steve may have personally experienced positive outcomes or successful experiments using samarium in the past. These positive results could lead him to consider it a beautiful element to work with. It is important to note that the exact reason Steve said this cannot be determined without further context or information about the specific qualities of samarium that he finds attractive in the research lab. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Samarium has unique properties that can be useful for various experiments. 2. Samarium can be utilized in a wide range of research applications. 3. Samarium may have uses in fields such as materials science, chemistry, or physics. 4. Samarium may have visually appealing properties, such as vibrant colors or interesting crystal structures. 5. Successful experiments may have been conducted using Samarium in the past. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2885(19) |
| 领域 | Education |
| 用户问题 | in our periodic table , scandium and boron are quite separate , but mendeleev put them very close together . what explanation was given by the professor for this ? why is the chemistry of scandium and boron similar ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The professor explained that the position of elements in the periodic table is determined by their atomic number and their chemical properties. Scandium and boron have different atomic numbers, with scandium having an atomic number of 21 and boron having an atomic number of 5. Therefore, based on atomic numbers alone, they are not typically placed in close proximity to each other in the periodic table. However, Mendeleev organized elements not solely based on atomic numbers but also on their chemical properties. He noticed that the chemistry of scandium and boron was quite similar, even though their atomic numbers were significantly different. Both elements exhibit similar valence electron configurations and show similarities in their chemical reactivity and bonding characteristics. Scandium and boron are both located in Group 13 of the periodic table, which is also known as the boron group. Group 13 elements tend to exhibit three valence electrons. Scandium and boron readily form compounds with three electrons in their outermost energy level, resulting in similar chemical properties. In conclusion, Mendeleev placed scandium and boron close together in the periodic table because their chemical properties exhibit similarities, despite their different atomic numbers. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. The position of elements in the periodic table is determined by their atomic number and their chemical properties. 2. Scandium has an atomic number of 21 and boron has an atomic number of 5. 3. Mendeleev organized elements based on their chemical properties as well as their atomic numbers. 4. Scandium and boron are both located in Group 13 of the periodic table, also known as the boron group. 5. Both scandium and boron readily form compounds with three electrons in their outermost energy level. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2900(20) |
| 领域 | Education |
| 用户问题 | what does tibbits suggest is done to form a perfect sphere ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Tibbits suggests utilizing a combination of physical and computational techniques to create a perfect sphere. He proposes a process known as "4D printing" in which a material is printed and then enabled to self-transform into a desired shape, such as a sphere. Computational algorithms would be used to calculate and design the shape, taking into account the material's properties and desired outcome. Additionally, post-processing techniques could be applied to further refine the sphere's surface, ensuring perfection. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Tibbits suggests that a combination of physical and computational techniques can be used to create a perfect sphere. 2. He proposes a process called "4D printing". 3. In "4D printing", a material is printed and then enabled to self-transform into a desired shape. 4. Computational algorithms are suggested to be used for shape calculation and design. 5. Post-processing techniques may be employed to refine the sphere's surface. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2905(21) |
| 领域 | Education |
| 用户问题 | which phrase did shakespeare not invent ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The phrase "all that glitters is not gold" was not invented by Shakespeare. It actually originates from ancient Greek and was later popularized in English by various authors before Shakespeare's time. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. The phrase "all that glitters is not gold" was not invented by Shakespeare. 2. This phrase originates from ancient Greek. 3. The phrase "all that glitters is not gold" was popularized in English before Shakespeare's time. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2991(22) |
| 领域 | Education |
| 用户问题 | who told makeba stories—and stressed the importance of storytelling—when she was a little girl ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Makeba's grandmother told her stories when she was a little girl and stressed the importance of storytelling. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Makeba's grandmother told her stories and stressed the importance of storytelling when she was a little girl. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 2999(23) |
| 领域 | Education |
| 用户问题 | which is not a reason that the food industry uses to add sugar to food ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | There can be numerous reasons why the food industry adds sugar to food products, but one reason that is not commonly cited is to improve food safety or preservation. Sugar does not have significant antimicrobial properties, and its addition does not typically play a central role in ensuring food safety or increasing shelf life. Other commonly cited reasons for adding sugar may include enhancing flavor, increasing palatability, extending shelf life through texture improvement, and acting as a bulk filler or binder. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. The food industry adds sugar to food products for several reasons. 2. Improving food safety or preservation is not a common reason for the food industry to add sugar to food. 3. Sugar does not have significant antimicrobial properties. 4. Sugar's addition to food does not usually play a central role in ensuring food safety or increasing shelf life. 5. Other reasons for adding sugar to foods can include enhancing flavor, increasing palatability, improving texture to extend shelf life, and acting as a bulk filler or binder. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3026(24) |
| 领域 | Education |
| 用户问题 | looking at the periodic table , which of the 32 isotopes of tantalum do you think is most abundant in nature ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The most abundant isotope of tantalum in nature is tantalum-181 (Ta-181). |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Tantalum-181 (Ta-181) is the most abundant isotope of tantalum in nature. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3033(25) |
| 领域 | Education |
| 用户问题 | which of these is a stable isotope of technetium ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The stable isotope of technetium is Technetium-98 (Tc-98). |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Technetium-98 (Tc-98) is a stable isotope of Technetium. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3058(26) |
| 领域 | Education |
| 用户问题 | when and where did ichiro and yukiye akune settle in america ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Ichiro Akune and Yukiye Akune settled in America in the early 20th century, specifically in the Seattle, Washington area. They were among the first Japanese immigrants to settle in the United States. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Ichiro Akune and Yukiye Akune settled in America in the early 20th century. 2. They settled in the Seattle, Washington area. 3. Ichiro Akune and Yukiye Akune were among the first Japanese immigrants to settle in the United States. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3063(27) |
| 领域 | Education |
| 用户问题 | like other ethnic groups , many japanese-americans suffered discrimination by other americans . this was also true in the u.s. military . describe what happened to harry akune just before he boarded the paratrooper plane that was to drop them over enemy territory . why do you think harry had good reason to suspect the white officer of discriminating against him ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Harry Akune, a Japanese-American, faced discrimination from his fellow Americans including within the U.S. military. Just before boarding the paratrooper plane, an incident occurred which made Harry suspect that the white officer was discriminating against him. As Harry prepared to board the plane, the white officer noticed him and called him over. The officer began questioning Harry about his loyalty to the United States, asking if he had any ties to Japan or if he had any family members fighting on the Japanese side. Harry was taken aback by these questions, as he had already proven his loyalty by enlisting in the U.S. military. The officer's line of questioning was not directed at any other soldier, indicating that Harry was being singled out because of his Japanese heritage. The fact that the officer presumed Harry's connection to Japan solely based on his ethnicity suggests a discriminatory bias. Moreover, the timing of this incident, just moments before Harry and his comrades were about to be dropped over enemy territory, added to his suspicion. The officer's decision to question Harry's loyalty and potentially cast doubts on his willingness to fight for his country not only undermined Harry's morale but also put him in a vulnerable position within his team. Harry had good reason to suspect discrimination because Japanese-Americans, due to their ethnicity, were often subjected to prejudice and suspicion during World War II. The internment of Japanese-Americans in camps, the general perception of them as "the enemy within," and the widespread discrimination they faced in various aspects of their lives pointed to a larger pattern of discriminatory treatment. In this context, the officer's behavior seemed to align with the discriminatory practices that were prevalent at the time. Harry's experience mirrored the systemic discrimination faced by Japanese-Americans, making it reasonable for him to suspect that the white officer harbored discriminatory views and intended to discriminate against him. It is important to note that Japanese-Americans like Harry faced discrimination despite their demonstrated loyalty and patriotism. They served in large numbers in the military, including the renowned 442nd Regimental Combat Team, which became one of the most decorated units in U.S. military history. Despite their bravery and sacrifice, discrimination persisted, highlighting the injustices suffered by Japanese-Americans during that time. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Harry Akune was a Japanese-American. 2. Harry Akune was questioned about his loyalty to the United States by a white officer just before boarding a paratrooper plane. 3. The officer did not direct these questions at any other soldier, suggesting that Harry was singled out because of his Japanese heritage. 4. Japanese-Americans like Harry were interned in camps during World War II and faced widespread discrimination. 5. The 442nd Regimental Combat Team, which was comprised largely of Japanese-Americans, became one of the most decorated units in U.S. military history. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3064(28) |
| 领域 | Education |
| 用户问题 | harry , ken and their siblings were of japanese ancestry , but were all born in the united states . they also spent part of their lives growing up in japan after their mother died . yet when war broke out between the united states and japan , harry and ken stayed in america rather than return to japan , where the rest of their family was living . why do you think they stayed ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | There could be several reasons why Harry and Ken chose to stay in America during the war instead of returning to Japan: 1. Nationality and Citizenship: As they were born in the United States, Harry and Ken might have been American citizens or held American nationality. This would have made it more difficult for them to move back to Japan during a time of war between the two countries. 2. Allegiance and Identity: Growing up in the United States, Harry and Ken might have developed a stronger sense of American identity and loyalty towards their home country. They could have felt a closer connection to the United States and considered it their true home despite their Japanese heritage. 3. Opportunities and Life Stability: Harry and Ken might have had established lives, careers, or educational pursuits in the United States. Returning to Japan during a time of war could have disrupted their stability and future prospects. They may have felt that staying in America offered them better opportunities and security. 4. Fear and Safety Concerns: During wartime, traveling across borders can be extremely dangerous. The fear of being caught in the conflict or experiencing violence might have discouraged Harry and Ken from returning to Japan. They might have prioritized their safety by staying in America. 5. Cultural and Language Barriers: Despite having Japanese ancestry, Harry and Ken grew up in the United States and might have faced difficulties adapting to Japanese culture and language upon returning to Japan. This potential language and cultural barrier might have influenced their decision to stay in America. It is important to note that this is a fictional scenario, and the specific reasons could vary depending on the individual circumstances and personal choices of Harry and Ken. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Harry and Ken were of Japanese ancestry but were born in the United States. 2. Harry and Ken spent a part of their lives growing up in Japan after their mother's death. 3. During the war between the United States and Japan, Harry and Ken stayed in America where the rest of their family lived in Japan. 4. Travel across borders can be dangerous during wartime due to the risk of getting caught in conflict or experiencing violence. 5. Adapting to a different culture and language can pose difficulties. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3109(29) |
| 领域 | Education |
| 用户问题 | which of these particles is the smallest ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The smallest particle among these options would be the electron. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. An electron is smaller than other particles. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3137(30) |
| 领域 | Education |
| 用户问题 | which of the following is not a component of the bioluminescent reaction in a firefly ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The following is not a component of the bioluminescent reaction in a firefly:  - Oxygen: Fireflies produce light without the need for oxygen, unlike many other bioluminescent organisms. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. In a firefly's bioluminescent reaction, oxygen is not a component. 2. Fireflies produce light without the need for oxygen. 3. Many other bioluminescent organisms require oxygen to produce light. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3177(31) |
| 领域 | Education |
| 用户问题 | for some people , the use of live animals ( even cockroaches ) in experiments like gage ’ s seems cruel . what evidence does gage offer that this is not the case ? what ’ s your reaction ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Gage offers the following evidence to argue that the use of live animals in experiments like his is not cruel: 1. Limited suffering: Gage mentions that they took great care to minimize the suffering of animals during experiments. They used anesthesia and ensured their well-being as much as possible. 2. Justification for scientific progress: According to Gage, the knowledge gained from these experiments helps in understanding the human brain and potentially finding treatments for neurological disorders. This greater good justifies the use of animals in research. 3. Ethical considerations: Gage claims that using animals in experiments can be more ethical than using humans because animals have less capacity for suffering and can provide valuable insights without compromising ethical standards. My personal reaction to this argument is subjective, but it may be natural to feel conflicted. While I understand the necessity of research involving animal models, I also empathize with the concerns regarding the treatment of live animals in experiments. Striking a balance between scientific progress and animal welfare is a complex ethical dilemma. It is crucial to ensure that stringent regulations and ethical guidelines are in place to minimize any unnecessary suffering inflicted on animals during experimentation. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Gage is known to use live animals in his experiments. 2. During these experiments, Gage mentions they took great care to minimize animal suffering, including the use of anesthesia. 3. Gage believes animal experiments help in understanding the human brain and possibly finding treatments for neurological disorders. 4. According to Gage, using animals in experiments can be more ethical than using humans. 5. Gage also believes animals have less capacity for suffering than humans. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3210(32) |
| 领域 | Education |
| 用户问题 | what did diderot not criticize in the encyclopedia ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Denis Diderot, the primary editor of the Encyclopedia, aimed to cover a wide range of topics and did criticize various aspects of society, politics, and religion in his work. However, there were some topics that were not subjected to criticism, and these included: 1. Agriculture: Diderot had a deep appreciation for the importance of agriculture and recognized it as the foundation of society. He did not criticize agricultural practices and instead highlighted its significance in sustaining human life. 2. Technical skills and craftsmanship: Diderot respected the expertise and knowledge of artisans and craftsmen, acknowledging their contributions to society. He did not criticize their skills but rather emphasized the importance of promoting and disseminating their expertise through the Encyclopedia. 3. Natural sciences: Diderot was fascinated by the natural sciences and their ability to provide knowledge about the physical world. He did not criticize scientific inquiry itself but aimed to present and popularize scientific knowledge through the Encyclopedia. Although Diderot remained critical of many aspects of society, these areas were not subjected to his criticism in the Encyclopedia. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Denis Diderot was the primary editor of the Encyclopedia. 2. In the Encyclopedia, Diderot did not criticize agriculture. 3. Diderot highlighted the significance of agriculture in sustaining human life. 4. Diderot did not criticize technical skills and craftsmanship of artisans in the Encyclopedia. 5. Diderot did not criticize scientific inquiry in the natural sciences in his Encyclopedia. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3261(33) |
| 领域 | Education |
| 用户问题 | once the printing press existed , would water-based ink work in the printing process ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Yes, water-based ink can be used in the printing process with a printing press. Water-based inks have been used in printing for centuries, including during the time when the printing press was invented and used. In fact, in the early days of the printing press, oil-based inks were not as common as they are today, and many printers used water-based inks instead. These inks are made by suspending color pigments in water, and they can be used for various printing methods such as relief, letterpress, and even some forms of lithography. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Water-based ink can be used in the printing process with a printing press. 2. Water-based inks have been used in printing for centuries, including the time when the printing press was invented. 3. In the early days of the printing press, many printers used water-based inks. 4. Water-based inks are made by suspending color pigments in water. 5. Water-based inks can be used for various printing methods such as relief, letterpress, and some forms of lithography. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3287(34) |
| 领域 | Education |
| 用户问题 | which one of these countries is not a good place to hunt for mesozoic fossils from north africa ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | It is important to note that each country mentioned has its own unique geological formations and fossil deposits. However, in terms of accessibility and availability of Mesozoic fossils from North Africa, Libya is generally considered the most challenging country for fossil hunting. This is primarily due to political instability, safety concerns, and limited access to fossil-rich regions. Therefore, Libya may not be the ideal place for hunting Mesozoic fossils from North Africa. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Each country has its own unique geological formations and fossil deposits. 2. Libya is generally considered the most challenging country for hunting Mesozoic fossils from North Africa. 3. The difficulty of fossil hunting in Libya is mainly due to political instability, safety concerns, and limited access to fossil-rich regions. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3366(35) |
| 领域 | Education |
| 用户问题 | the analogy likens a tax collector to a massless particle , as she doesn ’ t interact much with the field and peter higgs as a massive particle , as higgs interacts a great deal with the field . in reality , there are a variety of subatomic particles , with a varying range of masses . how can the analogy be extended to accommodate these particles with different masses ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | To extend the analogy to accommodate subatomic particles with different masses, we can compare the tax collector to a lightweight particle with a small mass, and Peter Higgs to a heavyweight particle with a larger mass. In this way, the analogy would reflect the idea that different particles interact with the field to varying degrees based on their mass. Just like a tax collector who doesn't interact much with the field, a lightweight particle may have minimal interaction with the Higgs field due to its low mass. On the other hand, Peter Higgs, representing a massive particle, would interact significantly with the field. This reflects the observation that particles with greater mass experience a stronger interaction and acquire more mass through the Higgs mechanism. By incorporating subatomic particles of varying masses into the analogy, it acknowledges the existence of a spectrum of particles, each interacting on a different level with the Higgs field. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Subatomic particles come in a variety of types, each with different masses. 2. The interaction between particles and the Higgs field varies based on the mass of the particle. 3. In the provided analogy, a tax collector is compared to a lightweight particle with minimal interaction with the Higgs field. 4. Peter Higgs is represented as a heavyweight particle in the analogy, indicating strong interaction with the Higgs field. 5. Stronger interactions with the Higgs field lead to particles acquiring more mass through the Higgs mechanism. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3369(36) |
| 领域 | Education |
| 用户问题 | how did jefferson ’ s role as president ( versus being secretary of state in 1790 when the national bank was proposed ) alter his view on the exercise of federal power ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Jefferson's role as president did alter his view on the exercise of federal power compared to when he was Secretary of State in 1790. As Secretary of State, Jefferson opposed the establishment of a national bank, arguing that the Constitution did not grant the federal government such powers. However, when he became president in 1801, Jefferson realized the practical necessity of a national bank to fund government operations and stabilize the economy. This change in perspective manifested in his decision to support and sign the legislation for the establishment of the Bank of the United States in 1803. Jefferson's transformation can be attributed to his desire to prioritize national economic stability over strict constitutional interpretations. While he still held a belief in limited government power, his experience as president made him more pragmatic and willing to adjust his views. This shift demonstrates how the responsibility of governing and the complexities of the presidency can alter a leader's perspective on federal power. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Jefferson was the Secretary of State in 1790 and he opposed the establishment of a national bank. 2. During his role as secretary of state, Jefferson believed that the Constitution did not grant the power to establish a national bank. 3. Jefferson became president in 1801 and his view on the national bank changed. 4. As a president, Jefferson supported and signed the legislation for the establishment of the Bank of the United States in 1803. 5. Jefferson's transformation from opposing to supporting the bank can be attributed to his desire to prioritize national economic stability. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3380(37) |
| 领域 | Education |
| 用户问题 | currently there are 40 time zones on land . because the earliest and latest time zones are 26 hours apart , any given calendar date exists at some point on the globe for 50 hours . what are your thoughts regarding this ? do you think there should be more or fewer time zones ? why ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The fact that any given calendar date exists at some point on the globe for 50 hours due to the 26-hour difference between the earliest and latest time zones is an interesting observation. However, the question of whether there should be more or fewer time zones is subjective and depends on various factors.  More time zones could potentially provide more accuracy and reflect regional differences with finer granularity. It could accommodate diverse cultural, economic, and political considerations within smaller geographic areas. This could be beneficial for scheduling purposes, international communication, and coordination of activities across different regions of the world. On the other hand, having fewer time zones has its advantages as well. It simplifies travel and communication across large regions, reduces confusion, and ensures a more straightforward global perspective. Additionally, with fewer time zones, people may find it easier to synchronize activities, such as global events or business operations, in different parts of the world. Ultimately, the choice of the number of time zones should strike a balance between accommodating local variations and facilitating global coordination. It is important to consider practical implications, administrative challenges, and societal needs when making decisions regarding the number of time zones. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Currently, there are 40 time zones on land. 2. The earliest and latest time zones are 26 hours apart. 3. Any given calendar date exists at some point on the globe for 50 hours. 4. More time zones could potentially provide more accuracy and reflect regional differences with finer granularity. 5. Having fewer time zones simplifies travel and communication across large regions. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3389(38) |
| 领域 | Education |
| 用户问题 | which museum required written permission to enter ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | There are several museums that require written permission to enter. Some examples include: 1. The Vatican Museums in Vatican City: Visitors are required to obtain written permission through an online booking system or by contacting the museum directly. 2. The Anne Frank House in Amsterdam, Netherlands: Due to high demand, visitors must purchase tickets in advance, and entry is only granted with a specific time slot. 3. The Guggenheim Museum in Bilbao, Spain: Photography inside the museum is prohibited, and visitors need written permission to take photographs for commercial purposes. 4. The Holocaust Memorial Museum in Washington, D.C., USA: Professional photographers and media personnel need written permission to take photographs or videos for any purpose. 5. The British Museum in London, England: Written permission is required for commercial filming or photography. It is important to note that specific restrictions or requirements may vary, so it is advisable to check with each museum directly for the most up-to-date information. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Visitors to the Vatican Museums in Vatican City are required to obtain written permission to enter. 2. The Anne Frank House in Amsterdam, Netherlands only grants entry with a specifically timed ticket purchased in advance. 3. The Guggenheim Museum in Bilbao, Spain prohibits photography inside the museum without written permission. 4. The Holocaust Memorial Museum in Washington, D.C., USA requires professional photographers and media personnel to get written permission for taking photographs or videos. 5. The British Museum in London, England requires written permission for commercial filming or photography. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3411(39) |
| 领域 | Education |
| 用户问题 | in what chinese dynasty was the tea plant first transported to japan ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The tea plant was first transported to Japan during the Tang Dynasty in China. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. The tea plant was first transported to Japan during the Tang Dynasty in China. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3414(40) |
| 领域 | Education |
| 用户问题 | what did blaise pascal do with the mercury barometer ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | Blaise Pascal contributed to the development of the mercury barometer. He used an experiment where he took a long tube, sealed one end, filled it with mercury, and then placed the open end into a dish of mercury. The mercury in the tube balanced against the atmospheric pressure, and by measuring the height of the mercury column, Pascal was able to determine changes in atmospheric pressure. This discovery led to the invention of the mercury barometer, which became an essential tool for measuring atmospheric pressure and predicting weather changes. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Blaise Pascal contributed to the development of the mercury barometer. 2. Pascal conducted an experiment using a long, sealed tube filled with mercury, placed into a dish of mercury. 3. He evaluated changes in atmospheric pressure by measuring the height of the mercury column in the tube. 4. The discovery by Pascal led to the invention of the mercury barometer. 5. Mercury barometers are used in measuring atmospheric pressure and predicting weather changes. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3436(41) |
| 领域 | Education |
| 用户问题 | about how big is the international space station ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The International Space Station (ISS) is a large spacecraft that orbits around Earth. It measures approximately 109 meters (357 feet) in length and has a wingspan of about 73 meters (240 feet). The ISS has a total mass of approximately 420,000 kilograms (925,000 pounds) and its living and working space spans an area of about 932 square meters (10,000 square feet). |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. The International Space Station (ISS) is a spacecraft that orbits around Earth. 2. The length of ISS is approximately 109 meters or 357 feet. 3. The ISS has a wingspan of about 73 meters or 240 feet. 4. The total mass of ISS is approximately 420,000 kilograms or 925,000 pounds. 5. The living and working space of the ISS spans an area of about 932 square meters or 10,000 square feet. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3448(42) |
| 领域 | Education |
| 用户问题 | by 1965 , the trail was passable by trucks . what was the nickname given to these truck drivers ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | In 1965, the trail became passable by trucks, and the nickname given to these truck drivers was "trailblazers." |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. By 1965, the trail mentioned became passable by trucks. 2. The truck drivers on this trail were nicknamed "trailblazers." |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3451(43) |
| 领域 | Education |
| 用户问题 | when did hilbert propose his grand hotel ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | David Hilbert proposed his Grand Hotel paradox in 1924. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. David Hilbert proposed the Grand Hotel paradox. 2. The Grand Hotel paradox was proposed in 1924. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3454(44) |
| 领域 | Education |
| 用户问题 | why can ’ t the manager find rooms for everyone if the number of guests is not “ countably ” infinite ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | The manager may not be able to find rooms for everyone if the number of guests is not countably infinite due to the limited number of rooms available. Even if the number of guests is very large but still countable, it might be possible to accommodate them all by arranging multiple rooms or finding alternative solutions. However, if the number of guests is uncountably infinite or larger than the available rooms, there simply won't be enough accommodations to accommodate everyone. In such cases, some guests might have to be turned away or alternative arrangements have to be made. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. If the number of guests is uncountably infinite, there may not be enough rooms to accommodate everyone. 2. An uncountably infinite number of guests is larger than the number of available rooms. 3. When there isn't enough accommodation, guests might have to be turned away. 4. Alternative arrangements may need to be made if there's not enough rooms for all guests. 5. It might be possible to accommodate a large countable number of guests by arranging multiple rooms or finding alternative solutions. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3462(45) |
| 领域 | Education |
| 用户问题 | how many rotational ‘ degrees of freedom ’ does a non-linear molecule have ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | A non-linear molecule typically has three rotational degrees of freedom. This is because it can rotate around all three axes (x, y, and z) in three-dimensional space. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. A non-linear molecule has three rotational degrees of freedom. 2. A non-linear molecule can rotate around all three axes in a three-dimensional space. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3464(46) |
| 领域 | Education |
| 用户问题 | microwave ovens use microwave radiation as an energy source to move molecules and warmth . does this mean that if we ’ ll simultaneously heat two plates ( one made out of plastic and the other of glass ) they will have the same final temperature ? why ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | No, heating two plates made of different materials (plastic and glass) in a microwave will not result in the same final temperature. The reason for this is that different materials have different properties and will respond differently to microwave radiation. Microwave radiation is absorbed differently by different materials based on their composition and molecular structure. Glass is generally transparent to microwave radiation and does not absorb much energy from it. In the case of a glass plate, most of the energy will pass through it and be absorbed by the food or liquid on the plate. On the other hand, plastic materials can absorb microwave radiation more efficiently, causing them to heat up more quickly. When a plastic plate is placed in a microwave, it will absorb a significant amount of energy directly and heat up faster compared to glass. Therefore, even if both plates are heated simultaneously in a microwave, the plastic plate will reach a higher final temperature compared to the glass plate. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Different materials have different properties and respond differently to microwave radiation. 2. Microwave radiation is absorbed differently by different materials based on their composition and molecular structure. 3. Glass is generally transparent to microwave radiation and does not absorb much energy from it. 4. Plastic materials can absorb microwave radiation more efficiently, causing them to heat up more quickly. 5. When both a plastic and a glass plate are heated simultaneously in a microwave, the plastic plate will reach a higher final temperature compared to the glass plate. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3472(47) |
| 领域 | Education |
| 用户问题 | what percentage of our brain 's communication is conscious ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | It is difficult to determine an exact percentage as it can vary from person to person. However, neuroscientists generally estimate that only about 5-10% of our brain's communication is conscious, while the remaining 90-95% is believed to be subconscious or unconscious. It is important to note that these estimates are only rough approximations and further research is still ongoing in this area. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Neuroscientists estimate that about 5-10% of our brain's communication is conscious. 2. The remaining 90-95% of our brain's communication is believed to be subconscious or unconscious. 3. These estimates about the brain's communication are only rough approximations. 4. Research is ongoing in the area of subconscious and unconscious brain communication. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3490(48) |
| 领域 | Education |
| 用户问题 | why may species have evolved both left and right visual fields within each eye ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | There are a few potential reasons why species may have evolved both left and right visual fields within each eye. These include: 1. Binocular Vision: Binocular vision is the ability to use both eyes simultaneously, which provides depth perception. By having both left and right visual fields within each eye, an organism can achieve a wider overlapping field of view with both eyes, enhancing depth perception and improving its ability to accurately perceive distances and judge the relative positions of objects in the environment. 2. Wider Field of View: Having both left and right visual fields within each eye can provide a wider overall field of view. This allows organisms to detect potential threats or resources in a wider area without the need for turning their heads or bodies. It increases the efficiency of surveillance and detection of predators, prey, or mates, enhancing an organism's chances of survival and reproductive success. 3. Increased Sensitivity: Having both left and right visual fields within each eye increases the chances of detecting faint signals or movements from any direction. It allows the eyes to gather more light and sensory information from the surrounding environment, increasing sensitivity to potential dangers or opportunities. 4. Defense Mechanisms: Some species, especially prey animals, have evolved panoramic vision to scan the surroundings for predators. By having both left and right visual fields within each eye, prey animals can monitor a larger area for potential threats while being able to focus their attention on other tasks, such as feeding or grooming. Overall, the evolution of both left and right visual fields within each eye provides organisms with several advantages, including enhanced depth perception, wider field of view, increased sensitivity, and improved surveillance abilities. These adaptations contribute to their survival, reproduction, and overall fitness in their respective environments. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. Binocular vision is the ability to use both eyes simultaneously, which provides depth perception. 2. Having both left and right visual fields within each eye can provide a wider overall field of view. 3. The wider field of view allows organisms to detect potential threats or resources in a wider area without the need for turning their heads or bodies. 4. Having both left and right visual fields within each eye increases the chances of detecting faint signals or movements from any direction. 5. Some species, especially prey animals, have evolved panoramic vision to scan the surroundings for predators. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |

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| ID | 3505(49) |
| 领域 | Education |
| 用户问题 | what is the the base for the number 995 when using the base method ? |
| 问题打分（逗号分隔）： 可读性（1-5） 规范性（1-5） 具体性（1-5） |  |
| 模型回复 | To determine the base for the number 995 using the base method, we need to find the highest power of a single digit that is less than or equal to 995.  Starting from the smallest possible base, we check the powers of each digit until we find the desired result: In base 2: 2^9 = 512 is less than 995, but 2^10 = 1024 is greater than 995. In base 3: 3^6 = 729 is less than 995, but 3^7 = 2187 is greater than 995. In base 4: 4^4 = 256 is less than 995, but 4^5 = 1024 is greater than 995. In base 5: 5^4 = 625 is less than 995, but 5^5 = 3125 is greater than 995. In base 6: 6^4 = 1296 is greater than 995. In base 7: 7^4 = 2401 is greater than 995. In base 8: 8^3 = 512 is less than 995, but 8^4 = 4096 is greater than 995. In base 9: 9^3 = 729 is less than 995, but 9^4 = 6561 is greater than 995. In base 10: 10^2 = 100 is less than 995, but 10^3 = 1000 is greater than 995. So, the base for the number 995 when using the base method is 10. |
| 回复标注（二选一）： 1-回复与问题相关 2-回复与问题不相关 |  |
| 提取的事实 | 1. The base method seeks to find the highest power of a single digit that is less than or equal to a given number. 2. In base 2, the highest power of 2 less than 995 is 2^9 which equals 512. 3. In base 8, the highest power of 8 less than 995 is 8^3 which equals 512. 4. In base 5, the highest power of 5 less than 995 is 5^4 which equals 625. 5. The base for the number 995 when using the base method is 10. |
| 事实标注 （每条事实八选一）： 1-完全正确事实 2-实体错误事实 3-关系错误事实 4-信息缺失事实 5-信息过时事实 6-表述绝对事实 7-无法验证事实 8-非事实表述 |  |