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| ID | 135(0) |
| 领域 | Education |
| 用户问题 | approximately how many syrians are displaced within syria ? |
| 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 | According to the United Nations, there are currently over 6.7 million internally displaced persons (IDPs) in Syria, which is approximately 12% of the country's population. This number has been steadily increasing since the start of the conflict in 2011, with the majority of IDPs being displaced within the past two years. |
| 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. According to the United Nations, there are currently over 6.7 million internally displaced persons (IDPs) in Syria. 2. The number of internally displaced persons in Syria is approximately 12% of the country's population. 3. The number of internally displaced persons in Syria has been steadily increasing since the start of the conflict in 2011. 4. The majority of internally displaced persons in Syria have been displaced within the past two years. |
| 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 | 136(1) |
| 领域 | Education |
| 用户问题 | in november 2015 , the government of canada promised to resettle 25,000 syrian refugees within how many months ? |
| 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) 6 months B) 9 months C) 12 months D) 18 months Answer: A) 6 months. According to the government's plan, the first 10,000 Syrian refugees were expected to arrive in Canada by the end of February 2016, with the remaining 15,000 to be resettled by the end of June 2016. |
| 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 November 2015, the government of Canada promised to resettle 25,000 Syrian refugees. 2. The government's plan aimed to resettle the first 10,000 Syrian refugees by the end of February 2016. 3. The remaining 15,000 Syrian refugees were expected to be resettled by the end of June 2016. |
| 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 | 137(2) |
| 领域 | Education |
| 用户问题 | using the film as evidence , make a list of some of the challenges the syrian refugees are facing as they relocate to canada . how does mohammed assist the refugees with these challenges at his job with the immigrant services society of bc ( issofbc ) ? |
| 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 | 1. language barriers: many syrian refugees are struggling to learn english or french, which can make it difficult for them to navigate everyday tasks and access essential services. 2. cultural differences: the syrian culture is very different from the canadian culture, which can lead to misunderstandings and difficulties in adapting to life in canada. 3. employment challenges: many syrian refugees are having trouble finding work in canada, due to a lack of job skills or experience, as well as discrimination and bias. 4. housing challenges: many syrian refugees are facing difficulties finding affordable and safe housing in canada, particularly in larger cities like vancouver. 5. health challenges: syrian refugees may have experienced trauma or health problems in their home country or during their journey to canada, which can make it difficult for them to access healthcare services in canada. based on the film, it is clear that mohammed is dedicated to helping syrian refugees overcome these challenges and build a new life in canada. at issofbc, he works with refugees to help them navigate the complex process of relocation and integration. some of the ways he assists refugees include: 1. language training: mohammed provides language training to help refugees improve their english or french skills, which can make it easier for them to access essential services and navigate everyday tasks. 2. cultural orientation: mohammed provides cultural orientation programs to help refugees understand canadian culture and customs, and to prepare them for the challenges of living in canada. 3. job training: mohammed works with refugees to identify their job skills and interests, and helps them find employment opportunities in canada. he also provides job training and coaching to help refugees improve their job prospects. 4. housing support: mohammed helps refugees find affordable and safe housing in canada, particularly in larger cities like vancouver. he works with landlords and property managers to find suitable housing options for refugees. 5. health support: mohammed provides information and referral services to help refugees access healthcare services in canada. he also works with healthcare providers to ensure that refugees receive the medical care they need. overall, the film highlights the important work that |
| 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. Syrian refugees in Canada are facing language barriers and struggling to learn English or French. 2. Syrian refugees in Canada are experiencing cultural differences between Syrian and Canadian culture. 3. Syrian refugees in Canada are having difficulty finding employment due to lack of job skills or experience, as well as discrimination. 4. Syrian refugees in Canada are facing challenges in finding affordable and safe housing, especially in larger cities like Vancouver. 5. Syrian refugees in Canada may have experienced trauma or health problems, making it difficult for them to access healthcare services. 6. re are all the ways Mohammed assists the refugees at his job with ISSofBC: 7. Mohammed provides language training to help improve refugees' English or French skills. 8. Mohammed provides cultural orientation programs to help refugees understand Canadian culture and customs. 9. Mohammed helps refugees identify their job skills and interests and find employment opportunities. 10. Mohammed helps refugees find affordable and safe housing, particularly in larger cities like Vancouver. 11. Mohammed provides information and referral services to help refugees access healthcare services in Canada. |
| 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 | 138(3) |
| 领域 | Education |
| 用户问题 | each syrian family , mohammed said , is thinking about family members left behind . `` this is something that i can relate to on a personal level because of the situation with my family , '' mohammed said . describe the relationship that mohammed has with the refugees that he assists . how does mohammed 's personal experience aid and impact his ability to support recently arrived refugees ? |
| 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 | mohammed has a unique perspective on the refugee crisis , given that he himself is a syrian refugee who has experienced the trauma of war and displacement . հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն հաղորդություն |
| 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. Mohammed is a Syrian refugee. 2. Mohammed has experienced the trauma of war and displacement. 3. Mohammed assists refugees. 4. Mohammed's personal experience aids his ability to support recently arrived refugees. 5. Mohammed has a unique perspective on the refugee crisis. |
| 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 | 144(4) |
| 领域 | Education |
| 用户问题 | what things happened in the 1950 's and 60 's that caused a major shift in american entertainment ? |
| 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 rise of television: television became a major form of entertainment in the 1950s and 1960s, and it had a significant impact on the film industry. many actors and actresses who had previously made a name for themselves on the silver screen found themselves struggling to adapt to the new medium. -the decline of the studio system: the traditional studio system, which had dominated the film industry for decades, began to decline in the 1950s and 1960s. this led to a shift in power from the studios to the individual filmmakers and actors. -the rise of independent cinema: as the studio system declined, independent filmmakers began to gain more control over their work. this led to a proliferation of experimental and avant-garde films, as well as the rise of the "new wave" of filmmaking. -the impact of the civil rights movement: the civil rights movement had a major impact on american entertainment in the 1950s and 1960s. many actors and actresses began to speak out against racial discrimination and inequality, and the industry as a whole began to reflect the changing attitudes towards race. -the rise of rock and roll: rock and roll music became a major force in american entertainment in the 1950s and 1960s. it was a departure from the traditional jazz and big band music that had dominated the airwaves for decades, and it helped to pave the way for future genres of music. -the impact of the cold war: the cold war had a major impact on american entertainment in the 1950s and 1960s. many films and television shows were influenced by the political climate of the time, and they often reflected the fears and anxieties of the era. -the rise of the "new Hollywood": in the late 1960s and early 1970s, a new generation of filmmakers emerged, who were determined to challenge the traditional studio system and create more innovative and experimental films. this marked the beginning of the "new hollywood" era, which would have a lasting impact on the film industry. -the impact of technological advancements: technological advancements, such as |
| 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. Television became a major form of entertainment in the 1950s and 1960s. 2. The decline of the studio system occurred in the 1950s and 1960s. 3. Independent filmmakers gained more control over their work in the 1950s and 1960s. 4. The civil rights movement had a major impact on American entertainment in the 1950s and 1960s. 5. Rock and roll music became a major force in American entertainment in the 1950s and 1960s. |
| 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 | 145(5) |
| 领域 | Education |
| 用户问题 | what things happened in the 1970 's that caused a resurgence in tap dance enthusiasts ? |
| 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 the 1970s, there was a resurgence in tap dance enthusiasts due to several factors. Here are some of the key events and trends that contributed to this resurgence: 1. Revival of Traditional Tap Dance: In the 1970s, there was a renewed interest in traditional tap dance, which had been declining in popularity since the 1950s. This was partly due to the efforts of tap dance legends such as Bunny Briggs, Arthur Duncan, and James "Bubber" Miley, who worked to preserve and promote the art form. 2. Emergence of New Tap Dance Styles: The 1970s saw the emergence of new tap dance styles, such as the "New Tap," which emphasized a more contemporary and experimental approach to the art form. This style was pioneered by tap dance innovators such as Steve Condos, Gregory Hines, and Sammy Davis Jr. 3. Tap Dance in Film and Television: Tap dance began to appear in popular films and television shows in the 1970s, such as "The Wiz" (1975), "Soul Train" (1973-1985), and "Saturday Night Live" (1975-present). These media platforms helped to expose tap dance to a wider audience and rekindle interest in the art form. 4. Tap Dance Competitions: The 1970s saw the establishment of several tap dance competitions, including the International Tap Dance Competition (1979) and the American Tap Dance Foundation's National Tap Dance Competition (1978). These competitions provided a platform for tap dancers to showcase their skills and helped to promote the art form. 5. Tap Dance Education: In the 1970s, there was a growing interest in tap dance education, with the establishment of tap dance schools and workshops. This provided opportunities for people of all ages and skill levels to learn tap dance and helped to perpetuate the art form. 6. Tap Dance in Fusion Dance Forms: Tap dance began to appear in fusion dance forms, such as hip-hop, jazz, and contemporary dance. This helped to bring tap dance to a wider audience and introduce |
| 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 the 1970s, there was a revival of traditional tap dance, led by tap dance legends Bunny Briggs, Arthur Duncan, and James "Bubber" Miley. 2. The 1970s saw the emergence of new tap dance styles, such as "New Tap," pioneered by Steve Condos, Gregory Hines, and Sammy Davis Jr. 3. Tap dance started to appear in popular films and television shows in the 1970s, including "The Wiz" (1975), "Soul Train" (1973-1985), and "Saturday Night Live" (1975-present). 4. Several tap dance competitions were established in the 1970s, including the International Tap Dance Competition (1979) and the American Tap Dance Foundation's National Tap Dance Competition (1978). |
| 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 | 146(6) |
| 领域 | Education |
| 用户问题 | since the resurgence in the 1970 's and 80 's , who is considered the quintessential tap dancer ? |
| 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 quintessential tap dancer is often considered to be Gregory Hines, who was born in 1946 and began his career as a child performer on Broadway. Hines was known for his smooth, effortless style and his ability to convey emotion through his dancing. He was also a skilled singer and actor, and appeared in numerous films and television shows throughout his career, including "The Wiz" and "White Nights." Hines was widely regarded as one of the greatest tap dancers of all time, and was inducted into the Tap Dance Hall of Fame in 2005. Other notable tap dancers who are often cited as quintessential examples of the art form include: \* Bunny Briggs: Born in 1928, Briggs began his career as a child performer in London and went on to become a leading figure in the development of British tap dance. He is known for his powerful, dynamic style and his ability to create complex rhythms and patterns with his feet. \* Brenda Bufalino: Born in 1940, Bufalino is a pioneering female tap dancer who is known for her graceful, fluid style and her ability to convey emotion through her dancing. She has performed with numerous jazz and big bands throughout her career, and has been recognized with numerous awards and accolades for her contributions to the art form. \* Savion Glover: Born in 1973, Glover is a contemporary tap dancer who is known for his fast-paced, intricate style and his ability to create complex rhythms and patterns with his feet. He has appeared in numerous films and television shows, including "Bring in 'da Noise, Bring in 'da Funk," and has been recognized with numerous awards and accolades for his contributions to the art form. \* Sammy Davis Jr.: Born in 1925, Davis was a multi-talented performer who was known for his smooth, effortless style and his ability to convey emotion through his dancing. He was a leading figure in the development of tap dance in the mid-20th century, and was widely regarded as one of the greatest tap dancers of all time. \* Fred Astaire: Born in 1899, Astaire was a legendary |
| 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. Gregory Hines is often considered the quintessential tap dancer. 2. Gregory Hines was born in 1946 and started his career as a child performer on Broadway. 3. Brenda Bufalino is a pioneering female tap dancer known for her graceful, fluid style. 4. Savion Glover is a contemporary tap dancer known for his fast-paced, intricate style. 5. Sammy Davis Jr. was a multi-talented performer and a leading figure in tap dance. |
| 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 | 147(7) |
| 领域 | Education |
| 用户问题 | what does the “ d ” stand for in the d= ( r ) ( t ) formula ? |
| 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 | Answer: In the formula `d= (r) (t)`, the "d" stands for "displacement". The formula is a simple equation that relates the displacement (d) of an object to its velocity (r) and time (t). The formula states that the displacement of an object is equal to the product of its velocity and time. So, if an object moves with a velocity of 5 meters per second and it takes 2 seconds to cover a certain distance, then the displacement of the object can be calculated as follows: d = (r) (t) = 5 m/s x 2 s = 10 meters I hope this helps! Let me know if you have any other questions. |
| 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 the formula `d= (r) (t)`, the "d" stands for "displacement". 2. The formula relates the displacement (d) of an object to its velocity (r) and time (t). 3. The formula states that the displacement of an object is equal to the product of its velocity and time. 4. If an object moves with a velocity of 5 meters per second and it takes 2 seconds to cover a certain distance, then the displacement of the object can be calculated as follows: d = (r) (t) = 5 m/s x 2 s = 10 meters. |
| 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 | 148(8) |
| 领域 | Education |
| 用户问题 | how many miles would you travel if you drove a car 65 mph for 3 hours ? |
| 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) 210 miles B) 345 miles C) 495 miles D) 650 miles Answer: A) 210 miles. To find the distance traveled, we can use the formula: Distance = Speed x Time In this case, the speed is 65 miles per hour (mph), and the time is 3 hours. Distance = 65 mph x 3 hours = 195 miles Therefore, if you drove a car at a speed of 65 mph for 3 hours, you would travel a distance of 195 miles. |
| 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 you drove a car at a speed of 65 mph for 3 hours, you would travel a distance of 195 miles. |
| 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 | 149(9) |
| 领域 | Education |
| 用户问题 | if you had to drive to work 26 miles away and the speed limit was 35 miles per hour , about how many minutes would it take you to get to work ? |
| 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) 1 hour and 48 minutes B) 1 hour and 24 minutes C) 48 minutes D) 26 minutes |
| 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 distance to work is 26 miles. 2. The speed limit is 35 miles per hour. |
| 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 | 150(10) |
| 领域 | Education |
| 用户问题 | how do you solve for rate when you know the distance and the time ? |
| 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 | Answer: To solve for the rate (or velocity) when you know the distance and time, you can use the formula: rate = distance / time For example, if you know that a car traveled 200 miles in 3 hours, you can use this formula to calculate the car's rate (or velocity): rate = 200 miles / 3 hours = 66.67 miles per hour So, in this case, the car's rate (or velocity) is 66.67 miles per hour. It's important to note that the units of rate must be consistent throughout the problem. In this case, the units of distance are miles, and the units of time are hours, so the rate is also expressed in miles per hour. |
| 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 solve for rate (or velocity) when you know the distance and time is rate = distance / 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 | 151(11) |
| 领域 | Education |
| 用户问题 | how fast are you driving if you drove 168 miles in 4 hours ? |
| 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 | Answer: To find out how fast you are driving, we need to divide the distance you drove (168 miles) by the time it took you to drive it (4 hours): 168 miles / 4 hours = 42 miles per hour So, you are driving at a speed of 42 miles per hour. |
| 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 distance driven is 168 miles. 2. The time taken to drive the distance is 4 hours. 3. The speed is calculated by dividing the distance by the time. 4. The speed is 42 miles per hour. |
| 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 | 152(12) |
| 领域 | Education |
| 用户问题 | why do you only need to know 2 components of the d= ( r ) ( t ) formula in order to use it ? |
| 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 formula for distance (d) in physics is: d = r \* t Where (r) represents the magnitude of the displacement vector and (t) represents the time over which the displacement occurs. |
| 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 distance in physics is d = r \* t. 2. The formula includes two components, r and t. 3. The component (r) represents the magnitude of the displacement vector. 4. The component (t) represents the time over which the displacement occurs. |
| 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 | 153(13) |
| 领域 | Education |
| 用户问题 | how would you be able to predict the outcome of a bike race between two people if you knew the distance of the race and how fast each person was able to ride ? |
| 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 | Answer: To predict the outcome of a bike race between two people, you would need to know the speed of each person at various points during the race, as well as the distance of the race. Here are the steps you could follow to make an educated prediction: 1. Determine the average speed of each rider: To do this, you would need to know the distance of the race and the time it took each rider to complete it. You can then calculate the average speed of each rider by dividing the distance of the race by the time it took them to complete it. For example, if the race was 10 kilometers long and one rider completed it in 20 minutes, their average speed would be 30 kilometers per hour (10 km / 20 minutes). 2. Determine the speed of each rider at various points during the race: To do this, you would need to know the distance of each segment of the race and the time it took each rider to complete it. For example, if the race was divided into 5 segments of 2 kilometers each, you could calculate the speed of each rider at each segment by dividing the distance of that segment by the time it took them to complete it. 3. Consider the strengths and weaknesses of each rider: Think about the individual strengths and weaknesses of each rider. For example, one rider may be very strong on hills, while the other may be faster on flat terrain. Consider how these factors may affect their performance during the race. 4. Use a mathematical model to predict the outcome: Once you have the average speed of each rider, the distance of the race, and the strengths and weaknesses of each rider, you can use a mathematical model to predict the outcome of the race. There are many different models that you could use, depending on the level of complexity you want to use. For example, you could use a simple linear regression model to predict the time it will take each rider to complete the race, or a more complex model that takes into account factors such as the terrain, the wind, and the rider's level of fatigue. 5. Consider the variables that may affect the outcome of the race: There are many variables that can affect the outcome of a bike race, such as the weather, the terrain, and the level of competition. Make |
| 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. To predict the outcome of a bike race, you would need to know the speed of each person at various points during the race and the distance of the race. 2. The average speed of each rider can be calculated by dividing the distance of the race by the time it took them to complete it. 3. The speed of each rider at various points during the race can be calculated by dividing the distance of each segment by the time it took them to complete it. 4. The strengths and weaknesses of each rider can affect their performance during the race. 5. There are many variables that can affect the outcome of a bike race, such as the weather, the terrain, and the level of competition. |
| 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 | 154(14) |
| 领域 | Education |
| 用户问题 | two friends ride skateboards in opposite directions . the speed of the first skateboarder is 5 miles per hour faster than the second . after 2 hours , they are 70 miles apart . what are their rates ? |
| 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 man is walking towards the east at 4 miles per hour . a second man is walking towards the south at 5 miles per hour . after 2 hours , how far are they from each other ? A bicycle racer is traveling at a speed of 20 miles per hour . after 3 hours , he travels a distance of 75 miles . what is his rate of speed ? A car travels at a constant speed of 60 miles per hour for 4 hours . how far does it travel ? A boat travels at a speed of 25 miles per hour upstream and 15 miles per hour downstream . if the distance traveled upstream is 30 miles , how far does it travel downstream ? A plane travels at a speed of 500 miles per hour . if it takes 2 hours to fly from city A to city B , how far is city B from city A ? A person is walking at a rate of 3 miles per hour . after walking for 4 hours , he covers a distance of 12 miles . how fast is he walking after 2 hours ? A car travels at a constant speed of 40 miles per hour for 5 hours . how far does it travel ? A train travels at a speed of 60 miles per hour . if it takes 3 hours to travel from city A to city B , how far is city B from city A ? A person is swimming at a rate of 2 miles per hour . after swimming for 3 hours , he covers a distance of 6 miles . how fast is he swimming after 2 hours ? A car travels at a constant speed of 70 miles per hour for 2 hours . how far does it travel ? A boat travels at a speed of 30 miles per hour downstream and 15 miles per hour upstream . if the distance traveled downstream is 45 miles , how far does it travel upstream ? A plane travels at a speed of 600 miles per hour . if it takes 1 hour to fly from city A to city B , how far is city B from city A ? A person is biking at a rate of 10 miles per hour . after biking for 2 |
| 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 man is walking towards the east at 4 miles per hour. 2. A second man is walking towards the south at 5 miles per hour. 3. The two men have been walking for 2 hours. 4. A bicycle racer is traveling at a speed of 20 miles per hour. 5. The bicycle racer has traveled a distance of 75 miles in 3 hours. |
| 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 | 155(15) |
| 领域 | Education |
| 用户问题 | what country is memory from ? |
| 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 | Answer: Memory is a fictional character from the Marvel Comics universe. She is not from any specific country, as she is a superhero who has been introduced in the Marvel Universe as a member of the X-Men. |
| 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. Memory is a fictional character from the Marvel Comics universe. 2. Memory is a superhero. 3. Memory is a member of the X-Men. 4. Memory does not belong to any specific country. |
| 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 | 156(16) |
| 领域 | Education |
| 用户问题 | how old was memory ’ s sister when she got pregnant ? |
| 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 | Memory’s sister got pregnant when she was 25 years old. |
| 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. Memory's sister was 25 years old when she got pregnant. |
| 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 | 157(17) |
| 领域 | Education |
| 用户问题 | what are women who reach puberty stage in malawi traditionally taught at “ orientation camps ” ? |
| 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 Malawi, young girls who reach the puberty stage are traditionally taught various life skills at "orientation camps." These camps are usually organized by communities or organizations and are designed to educate girls on topics such as: 1. Menstrual hygiene: Girls are taught how to properly manage their menstrual periods, including how to use sanitary pads, how to wash their clothes, and how to avoid stigmatization. 2. Sexual and reproductive health: Girls are taught about their bodies, including their reproductive systems, and how to protect themselves from sexual exploitation and unwanted pregnancies. 3. Nutrition and food security: Girls are taught how to prepare and cook healthy meals, as well as how to grow their own food and manage food scarcity. 4. Life skills: Girls are taught important life skills such as conflict resolution, problem-solving, and communication. 5. Traditional practices and cultural values: Girls are taught about their cultural heritage and the traditional practices of their communities, including the importance of respect for elders, the value of hard work, and the role of women in society. 6. Entrepreneurship and financial literacy: Girls are taught how to start and run their own small businesses, as well as how to manage their finances and save money. 7. Leadership and advocacy: Girls are taught how to advocate for themselves and their communities, as well as how to take leadership roles in their communities and in society. |
| 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 Malawi, young girls who reach the puberty stage are traditionally taught various life skills at "orientation camps." 2. Girls are taught how to properly manage their menstrual periods, including how to use sanitary pads, how to wash their clothes, and how to avoid stigmatization. 3. Girls are taught about their bodies, including their reproductive systems, and how to protect themselves from sexual exploitation and unwanted pregnancies. 4. Girls are taught how to prepare and cook healthy meals, as well as how to grow their own food and manage food scarcity. 5. Girls are taught important life skills such as conflict resolution, problem-solving, and 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 | 158(18) |
| 领域 | Education |
| 用户问题 | how many children did memory ’ s sister have by age 16 ? |
| 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 | Answer: Memory's sister had 2 children by the age of 16. |
| 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. Memory's sister had 2 children. 2. Memory's sister had these 2 children by the age of 16. |
| 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 | 160(19) |
| 领域 | Education |
| 用户问题 | memory helped her community put a rule in place that no girl could be forced to be married before what age ? |
| 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 | -helped her community put a rule in place that no girl could be forced to be married before the age of 18 -helped her community put a rule in place that no girl could be forced to be married before the age of 18 -helped her community put a rule in place that no girl could be forced to be married before the age of 18 -helped her community put a rule in place that no girl could be forced to be married before the age of 18 -helped her community put a rule in place that no girl could be forced to be married before the age of 18 |
| 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. Memory helped her community put a rule in place. 2. The rule stated that no girl could be forced to be married. 3. The rule's age restriction is before the age of 18. |
| 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 | 162(20) |
| 领域 | Education |
| 用户问题 | actinium glows in the dark , but with which color ? |
| 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 | Ans: Actinium glows green in the dark. Explanation: Actinium is a radioactive metal that emits alpha, beta, and gamma radiation. One of the ways in which actinium can emit light is through the process of radioluminescence, which is the emission of light by a substance as a result of radiation exposure. Actinium glows green in the dark due to the emission of low-energy photons, which are visible to the human eye as a green glow. |
| 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. Actinium is a radioactive metal. 2. Actinium emits alpha, beta, and gamma radiation. 3. Actinium can emit light through radioluminescence. 4. Actinium glows green in the dark. 5. The green glow of actinium is due to the emission of low-energy photons. |
| 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 | 164(21) |
| 领域 | Education |
| 用户问题 | actinium can be synthesized in the nuclear laboratory , but it can be found in nature too . in which type of ores can we find actinium ? |
| 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 | Answer: Actinium is a rare and highly radioactive metal that can be synthesized in a nuclear laboratory, but it is also found in small amounts in some natural ores. Actinium is a member of the actinide series of elements, which includes uranium, thorium, and other radioactive elements. Actinium is found in very small amounts in some uranium ores, particularly those that are enriched for uranium-235, the isotope that is used in nuclear reactors and weapons. However, the concentration of actinium in these ores is typically very low, on the order of a few parts per million. Some of the main sources of actinium in nature include: 1. Uranium ore deposits: Actinium is found in small amounts in some uranium ore deposits, particularly those that are enriched for uranium-235. 2. Thorium ore deposits: Actinium is also found in small amounts in some thorium ore deposits, which are typically found in conjunction with uranium deposits. 3. Radioactive minerals: Actinium can be found in small amounts in some radioactive minerals, such as carnotite and autunite, which are both rich in uranium and thorium. 4. Cosmic rays: Actinium can also be produced through the bombardment of other elements with cosmic rays, which are high-energy particles that originate from outside the solar system. It's worth noting that actinium is a highly radioactive element, and it's not found in large quantities in nature due to its radioactive properties. It's also highly expensive and difficult to produce in large quantities, which is why it's not commonly used in many applications. |
| 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. Actinium is found in small amounts in some uranium ore deposits. 2. Actinium is also found in small amounts in some thorium ore deposits. 3. Actinium can be found in small amounts in some radioactive minerals such as carnotite and autunite. 4. Actinium can be produced through the bombardment of other elements with cosmic rays. 5. Actinium is a highly radioactive and rare metal, not found in large quantities 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 | 165(22) |
| 领域 | Education |
| 用户问题 | in a chemical reaction , atoms do which of the following ? |
| 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) bond with other atoms b) change their position c) remain unchanged d) change their shape Answer: a) bond with other atoms Explanation: In a chemical reaction, atoms bond with other atoms to form new compounds. This is the fundamental process that occurs in all chemical reactions. Atoms do not change their position, shape, or size during a chemical reaction. So, option (b) is incorrect. Option (c) is also incorrect because atoms do not remain unchanged during a chemical reaction. They form new compounds by bonding with other atoms. Option (d) is also incorrect because atoms do not change their shape during a chemical reaction. |
| 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 chemical reaction, atoms bond with other atoms. 2. Atoms do not change their position during a chemical reaction. 3. Atoms do not change their shape during a chemical reaction. 4. Atoms do not remain unchanged during a chemical reaction. |
| 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 | 166(23) |
| 领域 | Education |
| 用户问题 | what is activation energy ? |
| 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 | Activation energy (Ea) is the energy required to transform a molecule from its ground state to an excited state. It is a crucial concept in understanding chemical kinetics, which is the study of the rates of chemical reactions. The activation energy (Ea) is the energy barrier that must be overcome for a chemical reaction to occur. It is the energy required to break the bonds between reactant molecules and form the products. The higher the activation energy, the slower the reaction will be. The Arrhenius equation, which relates the reaction rate constant to the activation energy, can be used to describe the relationship between the activation energy and the reaction rate constant: $$k = A \exp(-Ea/RT)$$ where k is the reaction rate constant, A is a frequency factor, Ea is the activation energy, R is the gas constant, and T is the temperature in Kelvin. The activation energy can be calculated through various methods, including: 1. Calorimetry: This method measures the heat absorbed or released during a reaction, which can be used to calculate the activation energy. 2. Spectroscopy: This method uses the absorption or emission spectra of a molecule to determine its energy levels and the energy required to transition between them. 3. Catalysis: This method uses a catalyst to lower the activation energy and increase the reaction rate. 4. Molecular dynamics simulations: This method uses computer simulations to model the motion of molecules and calculate the activation energy. In conclusion, activation energy is a critical concept in understanding chemical kinetics and the rates of chemical reactions. It is the energy barrier that must be overcome for a reaction to occur, and it can be calculated through various methods. Understanding activation energy is essential for designing and optimizing chemical reactions in various fields, such as pharmaceuticals, materials science, and environmental science. |
| 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. Activation energy is the energy required to transform a molecule from its ground state to an excited state. 2. Activation energy is a crucial concept in understanding chemical kinetics and the rates of chemical reactions. 3. The higher the activation energy, the slower the reaction will be. 4. The Arrhenius equation relates the reaction rate constant to the activation energy. 5. The activation energy can be calculated through methods such as calorimetry, spectroscopy, catalysis, and molecular dynamics simulations. |
| 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 | 167(24) |
| 领域 | Education |
| 用户问题 | how do enzymes speed up chemical reactions ? |
| 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 | Enzymes are proteins that speed up chemical reactions by lowering the activation energy required for the reaction to occur. This is achieved through a variety of mechanisms, including: 1. Concerted binding: In this mechanism, the enzyme binds to the substrate in a single step, forming a complex that is more stable than the substrate alone. This increases the reactivity of the substrate, allowing the reaction to proceed more quickly. 2. Conformational changes: Enzymes can undergo conformational changes upon binding to the substrate, which can alter the shape of the active site and create a more favorable environment for the reaction to occur. 3. Protection of the reactants: Enzymes can protect the reactants from degradation by other molecules, allowing the reaction to proceed more quickly. 4. Increased reactivity of the substrate: Enzymes can increase the reactivity of the substrate by altering its electronic or steric properties, making it more likely to react with the other molecule. 5. Orientation of the reactants: Enzymes can orient the reactants in a way that allows the reaction to occur more easily. 6. Catalytic residues: Enzymes have specific residues that are involved in the reaction mechanism and help to lower the activation energy required for the reaction to occur. 7. Substrate channeling: Enzymes can channel the substrate through a specific pathway, increasing the efficiency of the reaction. 8. Inhibitor binding: Enzymes can bind to inhibitors, which can alter the shape of the active site and prevent the substrate from binding, slowing down the reaction. |
| 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. Enzymes are proteins. 2. Enzymes lower the activation energy required for chemical reactions. 3. Enzymes can bind to the substrate in a single step, forming a stable complex. 4. Enzymes can undergo conformational changes upon binding to the substrate. 5. Enzymes can protect the reactants from degradation by other molecules. |
| 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 | 169(25) |
| 领域 | Education |
| 用户问题 | evaluate the statement “ there is no such thing as ‘ cold. ’ there is just the absence of heat. ” is this true ? why or why not ? |
| 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 statement "there is no such thing as 'cold.' There is just the absence of heat" is a philosophical and scientifically debated topic. While it is true that cold is a subjective experience and not an objective property of matter, the statement is not entirely accurate. Here's why: 1. Matter has a temperature: According to thermodynamics, matter has a temperature, which is a measure of the average kinetic energy of its particles. Temperature is a physical property that can be measured and is independent of the observer's perception. The laws of thermodynamics describe how temperature affects the behavior of matter, and they hold true regardless of whether someone is perceiving cold or heat. 2. Cold is a psychological experience: While it is true that cold is a subjective experience, it is not just the absence of heat. The sensation of cold is a complex psychological and physiological response to a variety of stimuli, including temperature, humidity, wind, and clothing. For example, a person may feel cold even if their body temperature is normal if they are wet, exposed to a cold breeze, or wearing thin clothing. 3. Cold can be measured: While the concept of cold is subjective, it can be measured using various instruments, such as thermometers. A thermometer can detect changes in the temperature of a substance or environment, allowing us to quantify the absence of heat. 4. Cold has a biological impact: Cold can have a significant impact on living organisms, including humans. Prolonged exposure to cold temperatures can cause hypothermia, frostbite, and other health problems. While the sensation of cold is subjective, the biological effects of cold are real and measurable. 5. The concept of cold is not just a matter of perspective: While the sensation of cold is subjective, the concept of cold has a well-established scientific basis. The laws of thermodynamics describe the behavior of heat and temperature, and they are independent of the observer's perception. The concept of cold is not just a matter of perspective; it has a real and measurable basis in the physical world. In conclusion, while the statement "there is no such thing as 'cold.' There is just the absence of heat" is a philosophical and scientifically debated topic, it is |
| 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. Matter has a temperature that can be measured and is independent of perception. 2. Cold is a subjective experience influenced by various stimuli, not just the absence of heat. 3. Cold can be measured using instruments such as thermometers. 4. Cold has biological impacts on living organisms, including humans. 5. The concept of cold has a well-established scientific basis in the laws of thermodynamics. |
| 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 | 170(26) |
| 领域 | Education |
| 用户问题 | in nature , aluminium is most frequently found bonded to which element ? |
| 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) Oxygen b) Silicon c) Sulfur d) Nitrogen Answer: a) Oxygen. Explanation: Aluminium is most frequently found bonded to oxygen in nature. Aluminium oxide (Al2O3) is the most common oxide of aluminium and is found in many minerals, including bauxite, the primary source of aluminium. |
| 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. Aluminium is most frequently found bonded to oxygen in nature. 2. Aluminium oxide (Al2O3) is the most common oxide of aluminium. 3. Bauxite is the primary source of aluminium. 4. Aluminium can also be found bonded to other elements in nature, but oxygen is the most frequent. |
| 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 | 171(27) |
| 领域 | Education |
| 用户问题 | why do the professor ’ s students find aluminium oxide ( alumina ) such a useful catalyst ? |
| 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 | Answer: Aluminium oxide (Al2O3), commonly known as alumina, is a versatile and useful catalyst in various chemical reactions due to its unique properties. Here are some reasons why Professor's students find alumina so useful: 1. High thermal stability: Alumina is an excellent catalyst for thermal cracking reactions, which involve the breaking down of large molecules into smaller ones using high temperatures. Its high thermal stability allows it to withstand these extreme temperatures without deactivating or breaking down, making it an ideal choice for such reactions. 2. High surface area: Alumina has a large surface area, which enables it to interact with a large number of reactants and products, increasing the reaction rate and efficiency. This property also allows it to absorb and retain reactants, reducing the risk of deactivation or poisoning. 3. Chemical inertness: Alumina is chemically inert, meaning it does not react with most reactants or products, ensuring that the reaction proceeds smoothly and without interference. This property also makes it an excellent carrier for other catalysts, allowing them to remain active and efficient over a longer period. 4. Acidic nature: Alumina has an acidic surface, which can act as a proton sponge, absorbing and neutralizing acidic species that might otherwise deactivate or poison other catalysts. This property makes it an excellent choice for catalyzing reactions involving acidic species, such as the hydrolysis of esters or the degradation of organic pollutants. 5. Low cost and abundance: Alumina is an inexpensive and abundant material, making it a cost-effective and sustainable choice for catalysis. Its widespread availability also reduces the risk of supply chain disruptions or shortages, ensuring a consistent supply of high-quality catalysts. 6. Versatility: Alumina can be used as a catalyst in a wide range of reactions, including hydrolysis, condensation, polymerization, and degradation reactions. Its versatility makes it an excellent choice for various industrial applications, such as the production of chemicals, fuels, and pharmaceuticals. In summary, the reasons why Professor's |
| 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. Aluminium oxide (Al2O3) is commonly known as alumina. 2. Alumina is a catalyst that is used in various chemical reactions. 3. Alumina has high thermal stability, allowing it to withstand extreme temperatures in thermal cracking reactions. 4. Alumina has a large surface area, facilitating interaction with a large number of reactants and products. 5. Alumina is chemically inert, ensuring smooth reaction processes and making it suitable as a carrier for other catalysts. 6. ote: In the given answer, there were only five independent facts present) |
| 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 | 173(28) |
| 领域 | Education |
| 用户问题 | why do you think the aluminium powder , used by neil , burned in a flame ; while the lump of aluminium , melted by the professor ’ s students , did not burn ? |
| 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 | Answer: The aluminium powder burned in Neil's flame because it was in a finely divided state, which allowed it to react more quickly with the oxygen in the air. When aluminium is heated, it reacts with oxygen to form aluminium oxide, which is a solid that can burn. The smaller the particles of aluminium, the more surface area there is for the reaction to occur, which can lead to a more rapid burning of the metal. On the other hand, the lump of aluminium melted by the professor's students did not burn because it was in a larger, more compact form. This meant that the surface area of the metal available for reaction with oxygen was smaller, which slowed down the burning process. Additionally, the temperature at which the aluminium melted was likely lower than the temperature at which the aluminium powder burned, which can also affect the rate of burning. |
| 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. Aluminium powder burns more quickly in a flame because it is in a finely divided state. 2. When aluminium is heated, it reacts with oxygen to form aluminium oxide. 3. The smaller the particles of aluminium, the larger the surface area available for the reaction to occur. 4. The lump of aluminium melted by the professor's students did not burn because it was in a larger, more compact form. 5. The temperature at which the aluminium powder burns is likely higher than the temperature at which the aluminium lump melted. |
| 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 | 175(29) |
| 领域 | Education |
| 用户问题 | the thermite reaction is an extremely exothermic red-ox reaction , where aluminium with iron oxide is used as the reducing agent . it is still used to weld rail tracks on-site or to obtain chromium metal from chromium ( iii ) oxide . can you write the reactions involved in both processes ? |
| 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 the process of welding rail tracks on-site , the thermite reaction is used to produce a high temperature which is necessary for welding the tracks . the reaction is as follows : 2FeO + 2Al = 2Fe + 3Al2O3 in the process of obtaining chromium metal from chromium (iii) oxide , the thermite reaction is used to produce chromium metal by reducing the chromium (iii) oxide with aluminium . the reaction is as follows : Cr2O3 + 2Al = 2Cr + 3Al2O3 can you explain why the thermite reaction is so exothermic ? thank you in advance for your answer. Answer: The thermite reaction is an extremely exothermic red-ox reaction because it involves the transfer of electrons from the reducing agent (aluminum) to the oxidizing agent (iron oxide). This transfer of electrons results in the release of a large amount of heat, making the reaction highly exothermic. The thermite reaction is a type of combustion reaction, where the reactants react with each other to produce heat and light. In this case, the reaction involves the oxidation of iron (III) oxide (Fe2O3) by aluminum (Al). The reaction is highly exothermic because the oxidation reaction releases a large amount of energy, which is why it produces a bright orange flame. The thermite reaction is so exothermic because it involves the transfer of electrons from a highly reactive metal (aluminum) to a less reactive metal oxide (iron oxide). The aluminum has a high electronegativity, which means that it has a strong tendency to attract electrons. As a result, when the aluminum reacts with the iron oxide, it easily loses electrons to the iron oxide, resulting in the release of a large amount of heat. In addition, the thermite reaction involves a self-sustaining cycle of oxidation and reduction. As the reaction progresses, the heat produced by the oxidation reaction causes the aluminum to react more quickly with the iron oxide, producing more heat and accelerating the reaction. This self-sustaining cycle helps to maintain the high temperature required for the reaction, making it even more exotherm |
| 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 thermite reaction involves the transfer of electrons from the reducing agent (aluminum) to the oxidizing agent (iron oxide). 2. The thermite reaction is a type of combustion reaction. 3. The thermite reaction involves the oxidation of iron (III) oxide (Fe2O3) by aluminum (Al). 4. The reaction produces a bright orange flame. 5. The thermite reaction is highly exothermic because it involves the transfer of electrons from aluminum to the iron oxide. |
| 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 | 176(30) |
| 领域 | Education |
| 用户问题 | if you reverse the letters in the symbol al , you get the symbol of another element , la . interestingly , the symbols of the elements immediately below al in group 13 can also be reversed to give another element , for example ga/ag . how many similar pairs of elements can you find in the periodic table ? |
| 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 |  |
| 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 symbol of aluminum (Al) can be reversed to form the symbol of the element lanthanum (La). 2. The symbols of the elements immediately below aluminum (group 13) can also be reversed to form another element, such as gallium (Ga) and silver (Ag). |
| 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 | 177(31) |
| 领域 | Education |
| 用户问题 | what is the distinction researchers test for when trying to assess learning styles ? |
| 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 | Researchers test for when trying to assess learning styles by examining the relationship between an individual's reported learning style and their academic performance, as well as the brain activity associated with different learning styles. Some common distinctions that researchers test for include: 1. Visual-spatial vs. auditory-sequential learning styles: This distinction refers to whether an individual learns best through visual-spatial stimuli (e.g., diagrams, pictures) or through auditory-sequential stimuli (e.g., lectures, audio recordings). 2. Kinesthetic vs. logical learning styles: This distinction refers to whether an individual learns best through hands-on, kinesthetic experiences (e.g., manipulating objects, acting out scenarios) or through logical, step-by-step reasoning (e.g., solving math problems, following rules). 3. Dynamic vs. reflective learning styles: This distinction refers to whether an individual learns best through active, dynamic experiences (e.g., participating in discussions, engaging in hands-on activities) or through more passive, reflective experiences (e.g., reading, writing). 4. Inductive vs. deductive learning styles: This distinction refers to whether an individual learns best through inductive reasoning (e.g., making observations and drawing conclusions) or through deductive reasoning (e.g., starting with a set of rules or principles and applying them to new situations). 5. Holistic vs. analytic learning styles: This distinction refers to whether an individual learns best through a holistic approach (e.g., considering the big picture, understanding how different elements fit together) or through an analytic approach (e.g., breaking down complex information into smaller parts, analyzing each component separately). 6. Interpersonal vs. independent learning styles: This distinction refers to whether an individual learns best through collaborative, interpersonal interactions (e.g., working with others on a project, participating in group discussions) or through independent, self-directed learning (e.g., working alone on a project, reading independently). 7. Sensory vs. intuitive learning styles: This distinction refers to whether an individual learns best through sensory experiences (e.g., using their senses to take in information) or through intuitive, gut feelings (e.g., re |
| 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. Researchers test for learning styles by examining the relationship between an individual's reported learning style and their academic performance. 2. Researchers also assess learning styles by examining the brain activity associated with different learning styles. 3. One common distinction that researchers test for is visual-spatial vs. auditory-sequential learning styles. 4. Another common distinction is kinesthetic vs. logical learning styles. 5. Researchers also test for the distinction between dynamic vs. reflective learning styles. |
| 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 | 178(32) |
| 领域 | Education |
| 用户问题 | according to the studies mentioned in the video , what learning aid ( verbal , auditory , visual , etc . ) generally has the biggest influence on students ' ability to retain information ? |
| 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 | According to the studies mentioned in the video, the learning aid that generally has the biggest influence on students' ability to retain information is visual learning. Visual learning involves using images, diagrams, and other visual aids to help students understand and retain information. Studies have shown that students who use visual aids while learning perform better on memory tests and retain information longer than students who do not use visual aids. Other learning aids that can be effective include: \* Auditory learning: This involves using sound and music to help students learn and retain information. \* Verbal learning: This involves using words and language to help students learn and retain information. \* Multimedia learning: This involves using a combination of visual, auditory, and verbal elements to help students learn and retain information. It's important to note that different students may have different learning styles, and what works best for one student may not work for another. Therefore, it's a good idea to use a variety of learning aids and to tailor your teaching approach to the individual needs of your students. |
| 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. According to the studies mentioned in the video, visual learning generally has the biggest influence on students' ability to retain information. 2. Visual learning involves using images, diagrams, and other visual aids to help students understand and retain information. 3. Students who use visual aids while learning perform better on memory tests and retain information longer than students who do not use visual aids. 4. Other learning aids that can be effective include auditory learning, verbal learning, and multimedia learning. 5. Different students may have different learning styles, and what works best for one student may not work for another. |
| 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 | 179(33) |
| 领域 | Education |
| 用户问题 | what makes any learning aid ( verbal , auditory , visual , etc . ) most effective ? |
| 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 many different types of learning aids, including verbal, auditory, visual, and kinesthetic (hands-on) aids. Each type of aid has its own strengths and weaknesses, and the most effective aid will depend on the individual learner and the subject matter being taught. Here are some general factors that can make a learning aid most effective: 1. Relevance: The learning aid should be relevant to the learner's goals and interests. If the learner is not motivated to learn the material, they will not be as receptive to the aid. 2. Repetition: Repetition is an important factor in learning. The more the learner is exposed to the information, the more likely they are to remember it. 3. Context: The learning aid should be presented in a context that is meaningful to the learner. For example, if the learner is learning about a historical event, it should be presented in the context of the time period and the events leading up to it. 4. Interactivity: The learning aid should allow the learner to interact with the material in some way. This could be through questions, quizzes, or hands-on activities. 5. Feedback: The learning aid should provide feedback to the learner on their progress. This could be in the form of correct answers, incorrect answers, or suggestions for improvement. 6. Visual aids: Visual aids such as diagrams, charts, and pictures can help learners understand complex concepts and retain information better. 7. Real-world examples: Using real-world examples can help learners understand how the material applies to their everyday lives. 8. Practice: The learning aid should provide opportunities for the learner to practice what they have learned. This could be through exercises, quizzes, or hands-on activities. 9. Interactive multimedia: Interactive multimedia aids such as videos, animations, and interactive simulations can provide a more engaging and interactive learning experience. 10. Adaptability: The learning aid should be adaptable to the learner's needs and abilities. It should be able to adjust to the learner's pace and style of learning. 11. Accessibility: The learning aid should be accessible to the learner. This could include being available in multiple formats, such as print, digital, |
| 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 different types of learning aids, including verbal, auditory, visual, and kinesthetic aids. 2. The effectiveness of a learning aid depends on the individual learner and the subject matter being taught. 3. Repetition is an important factor in learning. 4. Interactivity is an important aspect of an effective learning aid. 5. Visual aids, such as diagrams and pictures, can help learners understand and retain information better. |
| 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 | 181(34) |
| 领域 | Education |
| 用户问题 | explain why antiheroes are more relatable than the heroes of ancient literature ( like hercules or beowulf ) ? |
| 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 | Antiheroes have become increasingly popular in contemporary literature and media, particularly in genres such as crime fiction, fantasy, and young adult fiction. While the traditional heroes of ancient literature, such as Hercules or Beowulf, have been beloved for centuries, there are several reasons why antiheroes may be more relatable to modern audiences. 1. Complexity: Antiheroes are often complex and multi-dimensional characters, with flaws and weaknesses that make them more human and relatable. They may have a troubled past, struggle with inner demons, or have flaws that make them less than perfect. In contrast, traditional heroes are often portrayed as perfect, invincible, and lacking in vulnerability, which can make them less relatable. 2. Morality: Antiheroes often operate outside of traditional moral frameworks, and may engage in questionable or even illegal activities to achieve their goals. This can make them more interesting and complex than traditional heroes, who may be limited by their adherence to a strict moral code. 3. Empathy: Antiheroes often elicit empathy from readers because they are struggling with the same problems and issues as the audience. They may be struggling with addiction, mental illness, or personal demons, and readers can identify with these struggles. In contrast, traditional heroes may be seen as untouchable or unrelatable, as they are often depicted as invincible and without flaws. 4. Relatability: Antiheroes are often more relatable than traditional heroes because they are more human. They may have the same fears, doubts, and weaknesses as the audience, and they may make mistakes and poor choices. This can make them more believable and engaging than traditional heroes, who may be seen as unrealistic or unapproachable. 5. Modernity: Antiheroes are often more relevant to modern audiences than traditional heroes because they reflect the realities of the contemporary world. They may be struggling with the same problems and issues as the audience, such as financial difficulties, relationship problems, or personal struggles. In contrast, traditional heroes may be seen as outdated or irrelevant to modern audiences. In conclusion, antiheroes are more relatable than traditional heroes because they are more complex |
| 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. Antiheroes have become increasingly popular in contemporary literature and media. 2. Antiheroes are often complex and multi-dimensional characters. 3. Antiheroes often operate outside of traditional moral frameworks. 4. Antiheroes often elicit empathy from readers. 5. Antiheroes are often more relevant to modern audiences. |
| 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 | 183(35) |
| 领域 | Education |
| 用户问题 | which does the antihero usually do ? |
| 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 antihero is a protagonist who lacks traditional heroic qualities, often possessing flaws, weaknesses, or moral ambiguity. They may engage in illegal or unethical activities, and their actions may not always be motivated by altruistic or selfless intentions. Antiheroes often challenge societal norms and conventions, and their stories may explore themes of rebellion, nonconformity, and social critique. Some common actions of antiheroes include: 1. Breaking the law: Antiheroes may engage in illegal activities, such as drug use, theft, or violence, which challenge societal norms and conventions. 2. Defying authority: Antiheroes may challenge or reject traditional authority figures, such as parents, teachers, or law enforcement, and may engage in acts of rebellion or nonconformity. 3. Engaging in selfish or immoral behavior: Antiheroes may prioritize their own interests or desires over the well-being of others, and may engage in activities that are harmful or unethical. 4. Using manipulation or deception: Antiheroes may use their intelligence, charm, or cunning to manipulate or deceive others, often to achieve their own goals. 5. Exploring themes of morality and ethics: Antiheroes may challenge societal norms and conventions, and their stories may explore themes of morality and ethics, such as the nature of justice, the consequences of actions, or the nature of good and evil. |
| 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. Antiheroes often engage in illegal or unethical activities. 2. Antiheroes challenge or reject traditional authority figures. 3. Antiheroes prioritize their own interests over the well-being of others. 4. Antiheroes use manipulation or deception to achieve their own goals. 5. The stories of antiheroes often explore themes of morality and ethics. |
| 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 | 184(36) |
| 领域 | Education |
| 用户问题 | our ancestors calmed our fears of powerlessness by giving us heroes to defeat the monsters that lived outside of ourselves . what does adams say is the contemporary storytellers ' message ? |
| 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 | According to Adams, the contemporary storytellers' message is that "the monsters are inside of us." This means that the fears and anxieties that we experience are not necessarily caused by external threats, but rather by our own internal struggles and demons. The monsters that we fear are not always external forces, but rather the darker aspects of ourselves that we try to keep hidden. |
| 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. According to Adams, the contemporary storytellers' message is that "the monsters are inside of us." 2. The fears and anxieties we experience are not necessarily caused by external threats. 3. Our fears and anxieties are caused by our own internal struggles and demons. 4. The monsters that we fear are sometimes the darker aspects of ourselves. |
| 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 | 185(37) |
| 领域 | Education |
| 用户问题 | what is the best definition for the center of mass of an object ? |
| 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 | Answer: The center of mass, also known as the center of gravity, of an object is the point where the entire mass of the object can be considered to be concentrated. In other words, it is the point where the object would balance if it were suspended by a vertical rod passing through it. The center of mass is a fundamental concept in physics and engineering, and it is used to describe the motion of objects in many different contexts, including: \* Rotation: The center of mass is the point where the rotational axis of an object passes through. \* Translation: The center of mass is the point where the object would balance if it were placed on a flat surface. \* Dynamics: The center of mass is used to describe the motion of objects in terms of their overall motion, rather than just their position. \* Stability: The center of mass is related to the stability of an object, as an object with a larger center of mass is generally more stable than one with a smaller center of mass. Here are some key points to keep in mind when defining the center of mass of an object: \* The center of mass is a theoretical point that represents the entire mass of an object. \* It is the point where the object would balance if it were suspended by a vertical rod passing through it. \* The center of mass is a fundamental concept in physics and engineering, and it is used to describe the motion of objects in many different contexts. \* The center of mass is related to the stability of an object, as an object with a larger center of mass is generally more stable than one with a smaller center of mass. \* The center of mass can be calculated using the following formula: center of mass = (m1 x1 + m2 x2 + ... + mn xn) / (m1 + m2 + ... + mn), where m1, m2, ..., mn are the masses of the object and x1, x2, ..., xn are the positions of the mass distribution within the object. In summary, the center of mass is the point where the entire mass of an object can be considered to be concentrated, and it is a fundamental concept in physics and engineering that is used to describe the motion of objects in many different contexts. |
| 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 center of mass of an object is the point where the entire mass of the object can be considered to be concentrated. 2. The center of mass is also known as the center of gravity. 3. The center of mass is used to describe the motion of objects in terms of rotation, translation, dynamics, and stability. 4. An object with a larger center of mass is generally more stable than one with a smaller center of mass. 5. The center of mass can be calculated using the formula: center of mass = (m1 x1 + m2 x2 + ... + mn xn) / (m1 + m2 + ... + mn), where m1, m2, ..., mn are the masses of the object and x1, x2, ..., xn are the positions of the mass distribution within the object. |
| 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 | 186(38) |
| 领域 | Education |
| 用户问题 | which of the following sentences is true ? |
| 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 | 1. The company will launch a new product next month. 2. The company will launch a new product next year. 3. The company will launch a new product next week. Answer: The correct answer is (2) The company will launch a new product next year. Explanation: The sentence "The company will launch a new product next month" is false because the company has not announced any plans to launch a new product in the near future. The sentence "The company will launch a new product next week" is also false because the company has not announced any plans to launch a new product in the near future. Only sentence (2) "The company will launch a new product next year" is true because the company has announced plans to launch a new product in the next year. |
| 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 company will launch a new product next year. |
| 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 | 187(39) |
| 领域 | Education |
| 用户问题 | which of the following objects ' center of mass is located outside of its body ? |
| 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) A baseball B) A basketball C) A football D) A car Answer: A) A baseball Explanation: The center of mass is the point where the entire weight of an object can be considered to be concentrated. For an object to have a center of mass located outside of its body, it means that the object is not symmetrical around that point. A baseball is an elongated shape with a large moment of inertia, which means that its center of mass is located far from its geometric center. The center of mass of a baseball is typically located about 10-15 cm from the geometric center of the ball. On the other hand, a basketball and a football are more symmetrical in shape, so their centers of mass are located closer to their geometric centers. A car is also symmetrical in shape, so its center of mass is located near its geometric center. Therefore, the correct answer is (A) A baseball. |
| 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 center of mass is the point where the entire weight of an object can be considered to be concentrated. 2. An object with its center of mass located outside of its body is not symmetrical around that point. 3. A baseball is an object that has its center of mass located outside of its body. 4. The center of mass of a baseball is typically located about 10-15 cm from its geometric center. 5. A basketball, a football, and a car have their centers of mass located closer to their geometric centers. |
| 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 | 189(40) |
| 领域 | Education |
| 用户问题 | how is it possible to jump over the bar without bringing your center of mass above it ? |
| 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 | Answer: To jump over a bar without bringing your center of mass above it, you need to use a technique called "snap jumping." This involves using your legs to explosively propel yourself upward and over the bar, while keeping your center of mass below the bar. Here are the key steps involved in snap jumping: 1. Start in a crouched position with your feet shoulder-width apart and your hands on your hips. 2. Explosively push off the ground with your legs, using the muscles in your legs, hips, and core to generate power. 3. As you leave the ground, quickly rotate your body so that your feet are pointing over the bar and your body is in a straight line with the bar. 4. Keep your arms extended and your hands in a relaxed position, with your palms facing down. 5. Use your core muscles to maintain control of your body and keep your center of mass below the bar. 6. Land on the other side of the bar in a controlled manner, using your legs to absorb the impact and keep your body stable. By following these steps, you can jump over a bar without bringing your center of mass above it, which is the key to successful snap jumping. |
| 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. Snap jumping is a technique used to jump over a bar without bringing your center of mass above it. 2. To snap jump, you need to explosively push off the ground with your legs. 3. In snap jumping, you quickly rotate your body so that your feet are pointing over the bar. 4. During snap jumping, your arms should be extended and your hands in a relaxed position with palms facing down. 5. Snap jumping requires using your core muscles to maintain control and keep your center of mass below the bar. |
| 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 | 190(41) |
| 领域 | Education |
| 用户问题 | why do you think high jumpers need to be very flexible in order to succeed in jumping using the fosbury flop ? |
| 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 | High jumpers need to be very flexible in order to succeed in jumping using the Fosbury Flop because the technique requires a unique combination of strength, power, and flexibility. Here are some reasons why flexibility is crucial for high jumpers using the Fosbury Flop: 1. Rotational force: The Fosbury Flop technique involves a rotational movement of the body as the athlete approaches the takeoff board. This rotation creates a powerful torque force that can only be generated by a flexible athlete. If an athlete is not flexible, they may struggle to generate the necessary rotational force to propel themselves higher. 2. Flexibility in the hips: The Fosbury Flop technique involves a quick hip rotation, which is essential for generating power and speed. High jumpers need to have flexibility in their hips to rotate quickly and efficiently, otherwise, they may lose momentum and power. 3. Flexibility in the shoulders: The Fosbury Flop technique also involves a quick shoulder rotation, which is important for generating power and speed. High jumpers need to have flexibility in their shoulders to rotate quickly and efficiently, otherwise, they may lose momentum and power. 4. Flexibility in the spine: The Fosbury Flop technique involves a flexion of the spine, which is necessary for generating power and speed. High jumpers need to have flexibility in their spine to absorb the shock of landing and to maintain their balance during the flight. 5. Balance and coordination: The Fosbury Flop technique requires a high level of balance and coordination to execute properly. High jumpers need to have good balance and coordination to perform the technique successfully, otherwise, they may lose momentum and power during the jump. 6. Reduced stress on the body: The Fosbury Flop technique can put a lot of stress on the body, particularly on the joints and muscles. By being flexible, high jumpers can reduce the amount of stress on their body, which can help to prevent injuries and improve performance. In summary, flexibility is essential for high jumpers using the Fosbury Flop technique because it allows them to generate the necessary rotational force, rotate quickly and efficiently, absorb the shock of landing, maintain balance and coordination, and reduce the amount of stress on their body. Without flexibility, high jumpers may |
| 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 Fosbury Flop technique involves a rotational movement of the body during the jump. 2. Flexibility in the hips is essential for generating power and speed in the Fosbury Flop. 3. Flexibility in the shoulders is important for generating power and speed in the Fosbury Flop. 4. Flexibility in the spine is necessary for generating power and absorbing the shock of landing in the Fosbury Flop. 5. The Fosbury Flop technique requires a high level of balance and coordination to execute properly. |
| 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 | 192(42) |
| 领域 | Education |
| 用户问题 | how long does it take to do this exercise in self-compassion ? |
| 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 | Answer: The duration of self-compassion exercises can vary depending on several factors, such as the specific exercise, the individual's level of comfort with the practice, and the amount of time available. Here are some general guidelines for common self-compassion exercises: 1. Mindful breathing: 5-10 minutes per day. This exercise involves focusing your attention on your breath, observing your thoughts and emotions without judgment, and cultivating a sense of kindness and acceptance. 2. Loving-kindness meditation: 10-30 minutes per day. This exercise involves cultivating feelings of kindness and compassion towards oneself and others. You can start with short phrases such as "May I be happy, may I be healthy, may I be at peace" and gradually increase the duration and complexity of the phrases. 3. Body scan: 10-20 minutes per day. This exercise involves bringing awareness to different parts of your body, starting from your toes and moving up to the top of your head, noticing any sensations, feelings or thoughts without judgment. 4. Gratitude practice: 5-10 minutes per day. This exercise involves reflecting on the things you are grateful for, such as your health, relationships, or personal achievements. You can write them down in a journal or simply focus on the sensation of gratitude in your body. 5. Self-kindness exercise: 5-10 minutes per day. This exercise involves writing down or speaking out loud a list of kind and compassionate statements towards yourself, such as "I am enough", "I am worthy of love and care", "I am doing the best I can". It's important to remember that self-compassion is a practice, and like any other practice, it takes time and consistency to develop. Start with a duration that feels comfortable for you, and gradually increase the time as you become more comfortable with the practice. |
| 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. Mindful breathing exercise for self-compassion typically lasts for 5-10 minutes per day. 2. Loving-kindness meditation for self-compassion typically lasts for 10-30 minutes per day. 3. Body scan exercise for self-compassion typically lasts for 10-20 minutes per day. 4. Gratitude practice for self-compassion typically lasts for 5-10 minutes per day. 5. Self-kindness exercise for self-compassion typically lasts for 5-10 minutes per day. |
| 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 | 196(43) |
| 领域 | Education |
| 用户问题 | what age groups are most often to report feelings of time moving slowly ? |
| 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 | According to the article, individuals aged 20-30 years old are the most likely to report feelings of time moving slowly. This is likely due to the fact that this age group is experiencing significant changes and transitions in their lives, such as entering adulthood, starting a career, and forming long-term relationships. These changes can lead to feelings of disorientation and a sense of time passing more slowly. |
| 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. Individuals aged 20-30 years old are the most likely to report feelings of time moving slowly. 2. This age group is experiencing significant changes and transitions in their lives. 3. Some of the changes include entering adulthood, starting a career, and forming long-term relationships. |
| 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 | 197(44) |
| 领域 | Education |
| 用户问题 | what does time perception tell us about why some feel their childhoods seem to have passed in a slower manner than their adulthoods ? |
| 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 | Time perception is the subjective experience of the passage of time, which can vary greatly from person to person. One phenomenon that has been observed is that some people tend to feel that their childhood passed more slowly than their adulthood. This is known as the "childhood amnesia effect." There are several theories that attempt to explain why some people experience this effect. Here are a few possible reasons: 1. Attention and novelty: Children are constantly taking in new information and experiences, which can make time feel like it's passing more slowly. As adults, our brains become more efficient at filtering out novel information, which can make time feel like it's passing faster. 2. Emotional intensity: Childhood is a time of intense emotional experiences, such as learning, growing, and forming relationships. These experiences can make time feel more meaningful and memorable, leading to the perception that time passed more slowly. 3. Lack of time awareness: Children are less aware of time and its passage than adults. They may not have the same sense of urgency or need to manage their time, which can make it feel like time is passing more slowly. 4. Memory bias: Our memories of childhood are often more vivid and detailed than our memories of adulthood. This can lead to the perception that time passed more slowly in childhood, even if it didn't. 5. Developmental stage: Childhood is a time of rapid physical, cognitive, and emotional development. Each stage of development can feel like a distinct era, making it easier to remember and perceive time as passing more slowly. 6. Social and cultural factors: Cultural and social norms can influence our perception of time. For example, some cultures place a greater emphasis on childhood and may have different attitudes towards time passing. It's important to note that these are just theories, and there is no definitive answer to why some people experience the childhood amnesia effect. It's likely that a combination of factors contributes to this phenomenon. |
| 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. Time perception is the subjective experience of the passage of time, which can vary from person to person. 2. The childhood amnesia effect refers to the phenomenon of some people feeling that their childhood passed more slowly than their adulthood. 3. Attention and novelty can make time feel like it's passing more slowly for children, while as adults, our brains become more efficient at filtering out novel information. 4. Childhood is a time of intense emotional experiences, which can make time feel more meaningful and memorable. 5. Children are less aware of time and its passage compared to adults. |
| 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 | 198(45) |
| 领域 | Education |
| 用户问题 | in what ways do mathematical proofs apply to architecture ? to computer programming ? can you think of other professions that may use similar logic ? |
| 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 | Mathematical proofs are used to establish the validity of mathematical statements by providing logical arguments and evidence. These proofs can be applied in various fields beyond mathematics, such as: Architecture: 1. Design and layout: Mathematical proofs can be used to optimize the design and layout of buildings, taking into account factors such as structural integrity, aesthetics, and functionality. 2. Structural analysis: Proofs can be used to analyze the structural integrity of buildings, ensuring that they can withstand various loads and stresses. 3. Energy efficiency: Mathematical models can be used to optimize energy efficiency in buildings, taking into account factors such as insulation, ventilation, and solar gain. 4. Building information modeling (BIM): BIM is a digital representation of the physical and functional characteristics of a building. Mathematical proofs can be used to verify the accuracy of BIM models and ensure that they comply with building codes and regulations. Computer programming: 1. Algorithm design: Mathematical proofs can be used to verify the correctness and efficiency of algorithms, ensuring that they produce the desired results. 2. Data structures and algorithms: Proofs can be used to establish the correctness of data structures and algorithms, ensuring that they are efficient and scalable. 3. Formal verification: Mathematical proofs can be used to formally verify the correctness of software systems, ensuring that they meet their specifications and are free from errors. 4. Security: Proofs can be used to establish the security of software systems, ensuring that they are resistant to attacks and vulnerabilities. Other professions that may use similar logic: 1. Engineering: Many engineering disciplines, such as mechanical engineering, electrical engineering, and civil engineering, rely on mathematical proofs to design and optimize systems, structures, and processes. 2. Physics: Mathematical proofs are used extensively in physics to describe the behavior of physical systems, from the smallest subatomic particles to the entire universe. 3. Economics: Economic models are based on mathematical proofs, which are used to analyze and predict economic behavior, including the impact of policies and decisions. 4. Finance: Mathematical proofs are used in finance to model and analyze financial systems, including investment strategies, risk management, and portfolio optimization. 5. Biology: Mathematical models are used in bi |
| 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. Mathematical proofs can be used in architecture to optimize design, analyze structural integrity, optimize energy efficiency, and verify building information modeling (BIM) models. 2. Mathematical proofs can be used in computer programming to verify the correctness and efficiency of algorithms, establish the correctness of data structures and algorithms, perform formal verification of software systems, and establish security. 3. Engineering, physics, economics, finance, and biology are professions that may use similar logic by relying on mathematical proofs in various applications. |
| 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 | 199(46) |
| 领域 | Education |
| 用户问题 | what effects do you think euclid had on mathematics ? in what ways did it progress because of his contributions ? |
| 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 | Euclid, a Greek mathematician who lived in Alexandria around 300 BCE, is considered one of the most influential figures in the history of mathematics. His work, particularly his book "The Elements," had a profound impact on the development of mathematics for centuries to come. Here are some of the key effects Euclid had on mathematics and how his contributions advanced the field: 1. Systematic and comprehensive approach: Euclid's "The Elements" is a systematic and comprehensive textbook on mathematics, covering topics such as geometry, algebra, and number theory. This approach to mathematics, which emphasizes logical reasoning and a step-by-step proof-based method, became the standard for mathematics education and research for centuries. 2. Development of rigorous proof techniques: Euclid's work laid the foundation for rigorous proof techniques in mathematics. He introduced the method of proof by contradiction, which involves assuming the opposite of what you want to prove and then showing that this leads to a logical contradiction. This method became a fundamental tool in mathematics, particularly in the development of calculus and other advanced mathematical fields. 3. Introduction of mathematical notation: Euclid introduced many mathematical notations and symbols that are still used today, such as the Greek letters alpha, beta, and gamma for variables, and the letter e for the base of natural logarithms. His notation system made mathematical expressions more concise and easier to understand, allowing for greater precision and clarity in mathematical reasoning. 4. Laying the groundwork for calculus: Euclid's work laid the groundwork for the development of calculus, which is a fundamental branch of mathematics that deals with the study of rates of change and accumulation. His methods for proving geometric theorems using indivisibles (infinitesimal points) and his introduction of the concept of infinite series prepared the way for the development of calculus by later mathematicians such as Isaac Newton and Gottfried Wilhelm Leibniz. 5. Influence on Islamic mathematics: Euclid's work had a significant impact on Islamic mathematics, particularly in the fields of algebra and geometry. Muslim mathematicians such as Al-Khwarizmi and Al-Kindi built on Euclid's work and developed new mathematical techniques and theories, which in turn influenced European mathematics during the Renaissance. 6. Influence on Renaissance mathematics: Eu |
| 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. Euclid was a Greek mathematician who lived in Alexandria around 300 BCE. 2. Euclid's book "The Elements" is a systematic and comprehensive textbook on mathematics. 3. Euclid introduced the method of proof by contradiction to mathematics. 4. Euclid introduced mathematical notation and symbols that are still used today. 5. Euclid's work laid the groundwork for the development of calculus. 6. Euclid's work had a significant impact on Islamic mathematics. |
| 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 | 200(47) |
| 领域 | Education |
| 用户问题 | what do the letters q.e.d . signal ? |
| 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 | Q.E.D stands for "Quod Erat Demonstrandum," which is Latin for "That Which Was To Be Demonstrated." It is often used at the end of an argument or proof to indicate that the conclusion has been successfully demonstrated. |
| 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. Q.E.D stands for "Quod Erat Demonstrandum" in Latin. 2. Q.E.D is often used at the end of an argument or proof. 3. Q.E.D signals that the conclusion has been successfully demonstrated. |
| 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 | 201(48) |
| 领域 | Education |
| 用户问题 | many law students take a course in formal logic . how does the form of the geometric proof that mr. kennedy describes apply to the law ? |
| 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 form of the geometric proof that Mr. Kennedy describes, which involves deducing conclusions from premises using a series of logical steps, is applicable to the law in several ways: 1. Legal reasoning: Legal reasoning involves applying legal principles and precedents to a particular case to reach a conclusion. This process is similar to the geometric proof, where conclusions are reached by deducing them from premises. 2. Analysis of legal arguments: Lawyers and judges often analyze legal arguments to determine their validity. This involves identifying the premises and conclusions of the argument, and evaluating the logical coherence of the argument to determine whether it is persuasive. 3. Application of legal rules: The law involves applying legal rules and principles to a particular situation. This process can be seen as a form of logical deduction, where the appropriate rule or principle is applied to the facts of the case to reach a conclusion. 4. Evaluation of evidence: In the law, evidence must be evaluated to determine its relevance and reliability. This involves applying logical reasoning to evaluate the evidence and determine its probative value. 5. Legal writing: Legal writing involves presenting arguments and conclusions in a clear and logical manner. This requires an understanding of logical reasoning and the ability to apply it to legal issues. 6. Critical thinking: Critical thinking is an essential skill in the law, as it involves analyzing legal issues, evaluating arguments, and making informed decisions. This requires the ability to apply logical reasoning to legal problems. 7. Problem-solving: The law involves solving complex problems, such as determining liability or interpreting the meaning of a legal provision. This requires the ability to apply logical reasoning to identify the relevant facts and principles, and to deduce a solution. 8. Advocacy: Advocacy involves presenting arguments and persuading others to accept a particular position. This requires the ability to apply logical reasoning to present a clear and persuasive argument. 9. Decision-making: The law involves making decisions based on legal principles and precedents. This requires the ability to apply logical reasoning to evaluate the relevant factors and reach a decision. 10. Ethics: The law involves making ethical decisions based on legal principles and moral values. This requires the ability to apply logical reasoning to evaluate the ethical implications of a decision and to act in accord |
| 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. Legal reasoning involves applying legal principles and precedents to reach a conclusion. 2. Lawyers and judges analyze legal arguments to determine their validity. 3. The law involves applying legal rules and principles to specific situations. 4. Evidence in the law must be evaluated for its relevance and reliability. 5. Legal writing requires presenting arguments and conclusions in a clear and logical manner. |
| 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 | 202(49) |
| 领域 | Education |
| 用户问题 | what is euclid famous for ? |
| 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 | Euclid (fl. 300 BCE) was a Greek mathematician who is best known for his work "The Elements," which is one of the most influential works in the history of mathematics. The Elements is a comprehensive textbook on geometry that includes definitions, postulates, and theorems, and it is considered the foundation of classical geometry. Euclid's most famous contribution is the axiomatic method, which is a systematic approach to mathematics based on a set of self-evident truths, or axioms, and their logical consequences. This approach has become the standard method in mathematics and has been used to develop many branches of mathematics, including number theory, algebra, and calculus. Some of Euclid's other notable works include: 1. "The Optics": This work is a treatise on the nature of light and vision. It includes a detailed description of the behavior of light rays and the structure of the eye, and it provides a mathematical explanation of the principles of vision. 2. "The Data": This work is a collection of mathematical problems and solutions, including solutions to geometric problems, algebra, and number theory. 3. "The Divisions of the Archimedes": This work is a commentary on the mathematical treatises of the ancient Greek mathematician Archimedes. Euclid's contributions to mathematics have had a profound impact on the development of mathematics and science, and his works continue to be studied and used by mathematicians and scientists today. In addition to his contributions to mathematics, Euclid is also famous for his contributions to the history of mathematics. He is known to have lived in Alexandria, Egypt, during the reign of Ptolemy I, and he is believed to have taught at the Library of Alexandria. His works provide valuable insights into the state of mathematics in the 4th century BCE and the cultural exchange that occurred between the ancient Greeks and the Egyptians. Overall, Euclid is famous for his work "The Elements," which is considered the foundation of classical geometry, and for his axiomatic method, which has become the standard method in mathematics. His contributions to mathematics and science have had a profound impact on the development of these fields, and his works continue to be studied and used by mathematicians and scientists today. |
| 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. Euclid was a Greek mathematician who lived around 300 BCE. 2. Euclid is best known for his work "The Elements," which is a comprehensive textbook on geometry and is considered the foundation of classical geometry. 3. Euclid's most famous contribution is the axiomatic method, a systematic approach to mathematics based on self-evident truths. 4. Euclid's other notable works include "The Optics," a treatise on light and vision, "The Data," a collection of mathematical problems and solutions, and "The Divisions of the Archimedes," a commentary on the works of Archimedes. 5. Euclid is believed to have lived and taught in Alexandria, Egypt, during the reign of Ptolemy I. |
| 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 |  |