

巴中市普通高中 2022 级“一诊”考试

英语参考答案

1-5 BCBCA 6-10 CBCBC 11-15 BBACC 16-20 ACBBC

21-25 CDBBD 26-30ACACB 31-35AADCB 36-40 BFAGC

41-45CDBAC 46-50ADBAC 51-55ADCBD

56. inspired 57.as 58.thrilling 59.which 60.themselves

61.To create 62.visually 63.bridges 64.What 65.understanding

第一节

Choosing the right university and major is a crucial decision that shapes a student's future. A recent survey shows that 51% of students prioritize "interest and ability," followed by "scores" at 33%. However, only 10.7% consider "social demand," and just 3.2% value "parents' opinions."

In my view, while following one's passion is crucial, ignoring social demand might lead to challenges in future careers. Parents' advice, based on their experience, can also provide valuable insights. A balance between personal interest and practical considerations is essential. Therefore, students should strike a balance between their passions and practical factors. Researching job trends and seeking advice from mentors and parents can help ensure thoughtful and informed decisions.

第二节

One spring morning, Eileen received a large express package from Jocelyn. Surprised, she opened it to find a box filled with carefully chosen items: a photo album of their childhood adventures, a necklace she had once admired in a shop but never bought, and a handwritten letter. In the letter, Jocelyn apologized for the distance that had grown between them. She admitted she had been swept up in her new life, but wanted Eileen to know she still cherished their friendship deeply. The letter ended with a promise to reconnect and honor the bond that had shaped them both.

Eileen felt a rush of emotions as she read Jocelyn's heartfelt words. Tears filled her eyes. She realized that while their lives had taken different paths, the foundation of their friendship remained strong. That evening, she called Jocelyn, and they talked like they hadn't in years — openly, with honesty and without judgment. They laughed, shared updates, and reflected on how far they had come. Though their lives had changed, they realized their bond didn't have to disappear. It could evolve, growing with them, into something new but equally meaningful and lasting.

答案解析

第一部分 阅读

第一节

A

【语篇导读】本文是一篇应用文，文章介绍了四个国际音乐节的时间、特色以及活动内容，帮助读者了解不同音乐节的特点，以便选择适合自己的音乐节。

21. C **【解析】**细节理解题。根据原文 “The GMMF offers concerts by artist faculty, guest quartets... promoting professionalism and artistic growth.” 可知，Green Mountain Music Festival 的目标是促进专业精神和艺术成长，即培养艺术能力。

22. D **【解析】**细节理解题。根据原文 “MATA Festival at Fotografiska New York explores INTEGRATION: Music/Digital Innovation + Human/Nature.” 和 “Gstaad Menuhin Festival is embracing the topic of TRANSFORMATION... exploring environmental, social, economic, and technological changes.” 可知，这两个音乐节都涉及音乐与科技的融合，

23. B **【解析】**细节理解题。根据原文 “The 2025 competition is open to participants born after August 1, 1989.” 可知，George Enescu Festival 包含音乐比赛，而其他音乐节未提及竞赛。

B

【语篇导读】本文是一篇记叙文，介绍了哈佛教授 Michael Puett 如何通过教授中国哲学帮助学生做出更好的决定，并通过学生 Adam Mitchell 的故事展示其影响力。

24. B **【解析】**细节理解题。根据原文 “Decisions are made from the heart. In Chinese, ‘mind’ and ‘heart’ are inseparable.” 可知，Puett 强调在决策时要将理性和情感结合，即“心智合一”。因此答案为 B. Integrate heart and mind.

25. D **【解析】**细节理解题。根据原文 “Thus, he set up the course and helped the college students struggling to find their place in the world figure out how to have a good life and create a good society.” 可知，Puett 教授中国哲学是为了帮助学生找到更好的生活方向，因此答案为 D. To offer guidance for a better life.

26. A **【解析】**推理判断题。文章通过 Adam Mitchell 的经历，说明他因 Puett 的课程改变了专业选择，说明 Puett 对学生的影响。因此答案为 A. To show Puett’s influence on students.

27. C **【解析】**主旨大意题。根据最后一段 “At the end of each class, Puett challenges his students to put the Chinese philosophy into practice in their everyday lives.” 可知，这一段介绍了 Puett 的教学方法，即让学生在日常生活中实践哲学。

C

【语篇导读】本文是一篇议论文，探讨了 Zadie Smith 在其文章 Joy 中对“快乐”的独特见解，并分析了文学、文化身份、社区联系对快乐的影响。

28. A **【解析】**细节理解题。根据原文 “She finds joy in small pleasures of life, such as interactions with a child or observing daily routines.” 可知，Smith 认为人们可以从日常生活的普通瞬间中找到快乐。

29. C **【解析】**细节理解题。根据原文 “by immersing ourselves in the stories and experiences of others, we can broaden our horizon and find joy in the shared human experience.” 可知，文学能够帮助人们理解他人。

30. B **【解析】**细节理解题。根据原文 “She highlights how joy is often rooted in cultural legacy and individual experiences.” 以及 “joy is often connected with our relationships and the sense of belonging we get from them.” 可

知, 文化背景和社交关系影响人们对快乐的看法。

31. A 【解析】推理判断题。文章围绕 Smith 的文章展开分析与评论, 属于评论性文章。

D

【语篇导读】本文是一篇说明文, 研究了人们如何在观看社交媒体内容时陷入刷屏上瘾, 以及如何克服这种情况。

32. A 【解析】词组意义推断题。“Rabbit hole” 指代容易让人沉迷其中、导致分心的情况。

33. D 【解析】细节理解题。根据原文 “Framing the videos as similar increased the likelihood of watching another related video by 21%.” 可知, 给视频贴上“相似”标签会增加观看量。

34. C 【解析】推理判断题。根据原文 “When something feels more accessible, it's easier to process, leading us to anticipate that we will enjoy it more.” 可知, 人们倾向于消费熟悉的内容, 因为这更容易理解。

35. B 【解析】推理判断题。文章最后建议 “reducing the similarity and repetitiveness”, 即通过不同任务打破观看模式。.

第二节

【语篇导读】本文是一篇说明文, 探讨如何通过具体步骤克服生活中的惰性, 采取行动实现重要改变。

36. B 【解析】本题考查学生理解上下文逻辑关系、构建段内衔接关系的能力。根据文章开头提出的生活中难以做出改变的问题, 选项 B 的“你并不孤单”符合语境, 既呼应了上文内容, 又起到了引出下文的作用, 连接了对问题成因的进一步分析。因此选 B。

37. F 【解析】本题考查学生理解段落大意、建立段首语的能力; 考查学生理解上下文衔接关系、构建段内连贯性的能力。根据本段主要内容分析人们难以做出改变的原因, F 项“日常行为受习惯驱动”准确概括了段落核心思想, 并引出了下文“80% 的日常行为是自动化的”具体数据支撑, 起到了承上启下的作用, 体现了段落语义的连贯性。因此选 F。

38. A 【解析】本题考查学生理解段落结尾、构建段落完整性的能力; 考查学生理解上下文逻辑关系的能力。本段引用了混沌理论的观点, 说明“初始条件决定未来”, 但作者随后提出了不同的观点。A 项“然而, 我不同意”对上文进行了反驳, 并为下文具体建议的提出奠定了逻辑基础。选项 A 既是对前文的总结, 又自然引出下文内容, 使段落结构更加完整。因此选 A。

39. G 【解析】本题考查学生理解上下文衔接关系、构建段内连贯性的能力; 考查学生理解段内逻辑关系的能力。本段通过列举具体的步骤展开, 第一步是“通过正念练习提供反思的空间和时间”, 这与 G 项“使用正念练习”高度契合, 且下文具体展开“每天花 10 分钟反思意图”的内容正是对 G 项的进一步补充说明。选项 G 起到了引导段落内容的作用, 体现了段内逻辑连贯性。因此选 G。

40. C 【解析】本题考查学生理解段内逻辑关系的能力; 考查学生构建段落完整性、建立语篇连贯性的能力。本段提到第二步建议是“设定年度目标并采取具体行动”, C 项“专注于有影响力的目标”概括了这一段的主旨, 与下文关于目标设定和行动的具体说明保持一致。选项 C 不仅是对段落内容的总结, 还自然承接前文, 使段落内容更加连贯。因此选 C。

第二部分 语言运用

第一节

【语篇导读】本文是一篇记叙文, 作者讲述了小时候通过家中电话与“Information Please”交流的经历, 展现了陌生人之间的善意和情感联系。

41. C 【解析】考查形容词词义辨析。根据上下文 “somewhere inside that... lived an amazing person” 可知, 作者将电话中的“Information Please”视作一个神奇的存在, 这里强调电话是一个设备。C 项 “device” 符合语境。

42. D 【解析】考查动词词义辨析。根据语境 “there was nothing that she did not...” 可知, “Information Please”是一个无所不知的存在, D 项 “know” 符合语境。

43. B 【解析】考查动词词义辨析。根据上下文 “having... my finger with a hammer” 可知, 作者是用锤子不小心伤到手指, 这里需要描述的是“受伤”。B 项 “injured” 符合语境。

44. A 【解析】考查名词词义辨析。根据语境 “...I sought...” 可知, 作者通过电话寻求帮助, “help” 符合

语境。A 项正确。

45. C【解析】考查动词词义辨析。根据上下文 “a gentle voice... guided me to... the pain with ice” 可知, 这里描述的是用冰来“缓解”疼痛, C 项 “relieve” 符合语境。

46. A【解析】考查形容词词义辨析。根据语境 “The most... moment with ‘Information Please’ was when my pet bird died...” 可知, 这里强调作者对这个瞬间印象深刻。A 项 “unforgettable” 符合语境。

47. D【解析】考查动词词义辨析。根据语境 “...when my pet bird died and I was... in grief” 可知, 作者因宠物鸟去世而陷入悲痛之中。D 项 “drowned” 符合语境。

48. B【解析】考查动词词义辨析。根据语境 “out of nowhere I... ‘Information Please’ between plane connections” 可知, 这里描述的是作者再次打电话联系 “Information Please”。B 项 “called” 符合语境。

49. A【解析】考查名词词义辨析。根据语境 “to my... I heard again the small, clear voice I knew so well” 可知, 作者在再次听到熟悉的声音后感到惊讶。A 项 “amazement” 符合语境。

50. C【解析】考查动词词义辨析。根据语境 “Could you tell me, please, how to... the word fix” 可知, 这里作者请求帮助拼写单词。C 项 “spell” 符合语境。

51. A【解析】考查名词词义辨析。根据语境 “I guess that your... must have healed by now” 可知, 指的是作者受伤的手指。A 项 “finger” 符合语境。

52. D【解析】考查副词词义辨析。根据语境 “when I call her weeks later as promised, a different voice informed me that Sally had...” 可知, 作者在几周后再打电话时得知 Sally 已经去世, 符合 “遗憾地” 语义。D 项 “Unfortunately” 符合语境。

53. C【解析】考查动词短语辨析。根据语境 “a different voice informed me that Sally had...” 可知, Sally 已经去世了。C 项 “passed away” 符合语境。

54. B【解析】考查名词词义辨析。根据语境 “Thanks to this... with ‘Information Please’ ...” 可知, 作者通过与 “Information Please”的交往感受到了善意。B 项 “encounter” (邂逅) 符合语境。

55. D【解析】考查名词词义辨析。根据语境 “I experienced the... of strangers” 可知, 作者感受到了陌生人之间的 “善意”。D 项 “kindness” 符合语境。

第二节

【语篇导读】本文是一篇说明文, 介绍了以《西游记》为灵感的游戏《黑神话: 悟空》, 展现其通过传统文化与现代技术结合, 吸引全球玩家的魅力。

56. inspired【解析】考查非谓语动词。根据句子结构可知, 主语是 Black Myth: Wukong, 动词为 is, 后接非谓语动词作表语补充说明。此处表示游戏“受到西游记的启发”, 被动语态形式 inspired 符合语境。

57. as【解析】考查介词。根据句意“该游戏不仅致敬了中国传统神话, 还作为文化桥梁”, 此处表示“作为文化桥梁”, 应填介词 as, 符合语义和结构。

58. thrilling【解析】考查形容词。根据句意“玩家体验刺激的游戏玩法”, 此处需要形容词修饰名词 gameplay, thrilling (令人兴奋的) 符合语境。

59. which【解析】考查定语从句关系词。分析句子结构可知, 空处引导非限制性定语从句, 先行词为 The game, 从句补充说明游戏“具有令人叹为观止的风景和古代传说”。关系代词 which 引导从句并作主语,

60. themselves【解析】考查反身代词。根据句意“让玩家沉浸在一个奇幻的东方世界中”, 此处主语是 players, 需要用反身代词表示“他们自己”。

61. To create【解析】考查非谓语动词。根据句子结构和句意, 此处表达“为了创造这个奇妙的宇宙, 开发团队进行了深入研究”, 句子主语是“the development team”, 后面的“conducted in-depth research”是主要动作。为了表示目的, 此处需要用不定式短语“to create”表示“为了创造”。

62. visually【解析】考查副词。根据句意“这是一款视觉上令人印象深刻的游戏”, 此处用副词 visually 修饰形容词 impressive, 强调游戏的视觉效果。

63. bridges【解析】考查动词时态。根据句子语境, 此处描述 Black Myth: Wukong 的作用, 动词 bridges 表示“弥合差距”, 用一般现在时, 主语是单数。

64. What【解析】考查名词性从句。根据句意“真正让 Black Myth: Wukong 与众不同的是……”, 此处需用 what 引导主语从句, 表达“真正让……与众不同的东西”。

65. understanding 【解析】考查名词。根据句意“为他们提供了对中国传统文化更深层次的理解”，空处需用名词作“offering them a deeper...”的宾语。

第三部分 写作

第一节

【参考范文】

Choosing the right university and major is a crucial decision that shapes a student's future. A recent survey shows that 51% of students prioritize "interest and ability," followed by "scores" at 33%. However, only 10.7% consider "social demand," and just 3.2% value "parents' opinions."

In my view, while following one's passion is crucial, ignoring social demand might lead to challenges in future careers. Parents' advice, based on their experience, can also provide valuable insights. A balance between personal interest and practical considerations is essential. Therefore, students should strike a balance between their passions and practical factors. Researching job trends and seeking advice from mentors and parents can help ensure thoughtful and informed decisions.

评分标准:

一、评分原则:

1. 本题总分为 15 分, 按 5 个档次给分。
2. 评分时, 先根据文章的内容和语言初步确定其所属档次, 然后以该档次的要求来衡量, 确定或调整档次, 最后给分。
3. 词数少于 60 或多于 100 的, 酌情扣分。
4. 评分时, 应注意的主要内容为: 时态、人称、内容要点、应用词汇和语法结构 的数量和准确性、上下文的连贯性及语言的得体性。
5. 拼写与标点符号是语言准确性的一个方面, 评分时, 应视其对交际的影响程度予以考虑。英、美拼写及词汇用法均可。
6. 如书写较差, 以至影响交际, 将分数降低一个档次。

二、各档次的给分范围和要求:

档次	描述
第五档 (13-15 分)	<ol style="list-style-type: none"> 1. 完全完成了试题规定的任务; 2. 覆盖所有内容要点; 3. 应用了较多的语法结构和词汇; 4. 语法结构或词汇方面有些许错误, 但为尽力使用较复杂结构或较高级词汇所致; 5. 具备较强的语言运用能力; 6. 有效地使用了语句间的连接成分, 使全文结构紧凑; 7. 完全达到了预期的写作目的。
第四档 (10—12 分)	<ol style="list-style-type: none"> 1. 完全完成了试题规定的任务; 2. 虽漏掉 1、2 个次重点, 但覆盖所有主要内容; 3. 应用的语法结构和词汇能满足任务的要求; 4. 语法结构或词汇方面应用基本准确, 些许错误主要是因尝试较复杂语法结构或词汇 所致; 5. 应用简单的语句间的连接成分, 使全文结构紧凑; 6. 达到了预期的写作目的。

第三档 (7—9分)	1. 基本完成了试题规定的任务; 2. 虽漏掉一些内容, 但覆盖所有主要内容; 3. 应用的语法结构和词汇能满足任务的要求; 4. 有一些语法结构或词汇方面的错误, 但不影响理解; 5. 应用简单的语句间的连接成分, 使全文内容连贯; 6. 整体而言, 基本达到了预期的写作目的。
第二档 (4—6分)	1. 未恰当完成试题规定的任务; 2. 漏掉或未描述清楚一些主要内容, 写了一些无关内容; 3. 语法结构单调、词汇项目有限; 4. 有一些语法结构或词汇方面的错误, 影响了对写作内容的理解; 5. 较少使用语句间的连接成分, 内容不连贯; 6. 信息未能清楚地传达给读者。
第一档 (1—3分)	1. 未完成试题规定的任务; 2. 明显遗漏主要内容, 写了一些无关内容, 原因可能是未理解试题要求; 3. 语法结构单调、词汇项目有限; 4. 较多语法结构或词汇方面的错误, 影响对写作内容的理解; 5. 缺乏语句间的连接成分, 内容不连贯; 6. 信息未能传达给读者。
0分	白卷、内容太少无法评判或所写内容与所提供内容无关。

第二节

【参考范文】

One spring morning, Eileen received a large express package from Jocelyn. Surprised, she opened it to find a box filled with carefully chosen items: a photo album of their childhood adventures, a necklace she had once admired in a shop but never bought, and a handwritten letter. In the letter, Jocelyn apologized for the distance that had grown between them. She admitted she had been swept up in her new life, but wanted Eileen to know she still cherished their friendship deeply. The letter ended with a promise to reconnect and honor the bond that had shaped them both.

Eileen felt a rush of emotions as she read Jocelyn's heartfelt words. Tears filled her eyes. She realized that while their lives had taken different paths, the foundation of their friendship remained strong. That evening, she called Jocelyn, and they talked like they hadn't in years — openly, with honesty and without judgment. They laughed, shared updates, and reflected on how far they had come. Though their lives had changed, they realized their bond didn't have to disappear. It could evolve, growing with them, into something new but equally meaningful and lasting.

评分标准:

一、评分原则:

1.本题总分为 25 分, 按 5 个档次给分。

2.评分时, 先根据文章的内容和语言初步确定其所属档次, 然后以该档次的要求 来衡量, 确定或调整档

次, 最后给分。

3. 所续写短文的词数应为 150 左右(词数少于 130 的, 从总分中减去 2 分)。

4. 阅卷评分时, 主要从以下四个方面考虑:

- (1) 与所给短文及段落开头语的衔接程度;
- (2) 内容的丰富性;
- (3) 应用语法结构和词汇的丰富性和准确性;
- (4) 故事发展的合理性和上下文的连贯性。

5. 拼写与标点符号是语言准确性的一个方面, 评分时, 应视其对交际的影响程度 予以考虑。英、美拼写及词汇用法均可。

6. 如书写较差, 以致影响交际, 可将分数降低一个档次。

二、各档次的给分范围及要求:

档次	描述
第五档 (21—25 分)	与所给短文融洽度高, 与所提供各段落开头语衔接合理; 内容丰富; 所使用语法结构和词汇丰富、准确, 可能有些许错误, 但完全不影响意义表达; 有效地使用了语句间的连接成分, 使所续写短文结构紧凑。
第四档 (16—20 分)	与所给短文融洽度较高, 与所提供各段落开头语衔接较为合理; 内容比较丰富; 所使用语法结构和词汇较为丰富、准确, 可能有些许错误, 但完全不影响意义表达; 比较有效地使用了语句间的连接成分, 使所续写短文结构紧凑。
第三档 (11—15 分)	与所给短文关系较为密切, 与所提供各段落开头语有一定程度的衔接; 写出了若干有关内容; 应用的语法结构和词汇能满足任务的要求, 虽有一些错误, 但不影响意义的表达; 应用简单的语句间的连接成分, 使全文内容连贯。
第二档 (6—10 分)	与所给短文有一定的关系, 与所提供各段落开头语有一定程度的衔接; 写出了一些有关内容; 语法结构单调、词汇项目有限, 有些语法结构和词汇方面的错误, 影响了意义的表达; 较少使用语句间的连接成分, 全文内容缺少连贯性。
第一档 (1—5 分)	与所给短文和开头语的衔接较差; 写出内容太少; 语法结构单调、词汇项目很有限, 有较多语法结构和词汇方面的错误, 严重影响了意义的表达; 缺乏语句间的连接成分, 全文内容不连贯。
0 分	白卷、内容太少无法评判或所写内容与所提供内容无关。

巴中市普通高中 2022 级“一诊”考试英语听力材料

第一节

请听下面 5 段对话, 选出最佳选项。

(Text 1)

W: My finger really hurts. I injured it when I was playing football.

M: Let me see. Can you move it at all? OK, you need to take an X-ray to see if it is broken.

(Text 2)

W: Hi, Tom. It's Joanne here. You know we were supposed to be going to the cinema on Saturday? But there's been a change of plan. So can we go on Sunday instead?

M: OK, that's fine.

(Text 3)

W: I saw *Miracle Street* yesterday. It was sad when the guy had to leave all his friends and look for a new life.

M: Oh, it had to end like that. The whole film was very realistic — the main characters all seemed like real people.

(Text 4)

M: You speak French very well. Are you from France?

W: Well, both my parents are French, but I was born in Canada.

M: I didn't know that. And when did you come to the States?

W: A few months after I was born. Actually, here is where I grew up and went to school.

(Text 5)

W: Hello, Leo. Will you be bringing both your little girls to the party tomorrow night?

M: Oh, one of my girls has come down with the flu so I'm bringing my nephew instead.

W: OK. I just need to know how much food I need to get.

第二节 请听下面 5 段对话或独白, 选出最佳选项。

(Text 6)

请听第 6 段材料, 回答第 6、7 题。

W: Jack, when did you become interested in being an astronaut?

M: One day, I watched the launch of a manned spaceship on TV. It was the space-based lecture that truly inspired me, and from then on, I knew I wanted to be a part of that world. By the way, what is your dream?

W: Well, I've always been more interested in creating stories than exploring space. I hope to be like J. K. Rowling, sharing my imagination with the world through my writing.

M: Good luck!

(Text 7)

请听第 7 段材料, 回答第 8 至 10 题。

M: Sally, have you seen the notice outside the classroom?

W: No. What's it about?

M: Well, it is about a rule announced by the school. It says that students cannot take mobile phones, tablets, or smart watches to classrooms. But devices will be allowed if they are specifically required for computer lessons.

W: So what do you think of the rule?

M: I think such a rule can be very helpful. It can reduce distractions during lessons and let us focus and study better.

W: And using screens for too long can harm our eyesight. Mobile phones are part of our lives, but they aren't suitable for classrooms.

M: I agree. Oh, it's time for class. Let me put my phone in the locker first.

(Text 8)

请听第 8 段材料, 回答第 11 至 13 题。

M: Anna, where were you last night? I must have called you at least three times.

W: I was practicing a play with my theatre group. We're putting on a play next month.

M: Oh, I didn't know you were in a theatre group. How did you get into acting?

W: Well, I went to the theatre a few weeks ago. I had never been to a theatrical performance before, but from the moment the curtain rose I knew that acting on stage was what I wanted to do.

M: Sounds interesting!

W: Apart from being great fun, it has also helped me a lot. It has made me more self-confident. So it could do wonders for you, too.

M: What do you mean?

W: We all know how shy you are, but taking a drama class can help you get over your shyness. You can have a try.

M: Oh, I might come and check it out one day.

(Text 9)

请听第 9 段材料，回答第 14 至 16 题。

W: Good evening! This is *Meeting Athletes*. Our guest today is Carl, who does mountain running. Carl, it sounds exhausting, running up and down mountains.

M: Well, like any sport, it takes practice but everyone has to start somewhere.

W: Hmm. Can you tell us about a race?

M: OK. There's a race called The Dragon's Back, which takes place over five days and over a distance of 200 miles across the mountains in Wales. But before listeners sign up for it, I should point out that only people with lots of experience are allowed to enter.

W: So it's very demanding?

M: Yes. Even experienced runners need to get used to running over rough grass, rocky paths, or through mountain streams. The training is very hard. A lot of running injuries are due to the repetitive nature of movement, but the hardest part for me is running downhill, which is more difficult than running uphill.

(Text 10)

请听第 10 段材料，回答第 17 至 20 题。

Hi everyone. Today I'd like to talk about my career. I love trying new dishes, but I've never had any confidence in my ability to cook! So when my parents enrolled me in a two-day cookery course, I was nervous that I'd be the only person that didn't know how to cook. Each day, we turned up at 9 am, and the chefs told us what to expect that day. Then, we cooked until about 3 pm. On the first day, we learned how to use all sorts of knives. We had our individual work spaces within the kitchen. How to keep the kitchen tidy while cooking wasn't something I'd expected to find out about. So it was a real challenge for me. On day two, we learned to make salad. When we finished each dish, the chefs showed us how to arrange the food on a plate. We all agreed that not only did our food taste great, it looked great as well. OK, next, I'd like to share a dish that I made this morning. I really welcome your comments and suggestions on it. Thanks.