

经全国中小学教材审定委员会 2004 年初审通过

普通高中课程标准实验教科书（必修）

# 英语 3

一年级

SENIOR ENGLISH FOR SCHOOLS  
STUDENT'S BOOK 3

主 编 杨晓钰

主 审 Gina Sebastian

SENIOR  
ENGLISH  
FOR  
SCHOOLS



重庆大学出版社

经全国中小学教材审定委员会 2004 年初审通过

普通高中课程标准实验教科书（必修）

# 英语 3


一年级

SENIOR ENGLISH FOR SCHOOLS  
STUDENT'S BOOK 3

主 编 杨晓钰  
副主编 申劲松 严文藻  
参 编 王永梅 刘 颖  
李 康  
主 审 Gina Sebastian



重庆大学出版社

 请到以下网址下载本教材配套的电脑家教版  
英语听说训练专家 第1课免费使用

<http://www.100e.com/cqupsh003.asp>

普通高中课程标准实验教科书(必修)

## 英语 3

主 编: 杨晓钰

责任编辑: 周小群 版式设计: 周小群

责任校对: 邹 忌 责任印制: 赵 晟

\*

重庆大学出版社出版发行

出版人: 张鸽盛

社址: 重庆市沙坪坝正街174号重庆大学(A区)内

邮编: 400030

电话: (023)65102378 65105781

传真: (023)65103686 65105565

网址: <http://www.cqup.com.cn>

邮箱: [fxk@cqup.com.cn](mailto:fxk@cqup.com.cn)(市场营销部)

全国新华书店经销

雅昌企业策划(重庆)有限公司制作

重庆市川渝彩色印务有限公司印刷

开本: 890 × 1260 1/16 印张: 9.25 字数: 286千字

2005年1月第1版 2005年12月第2次印刷

ISBN 7-5624-3314-3 定价: 11.50元

---

本书如有印刷、装订等质量问题, 本社负责调换

版权所有, 请勿擅自翻印和用本书  
制作各类出版物及配套用书, 违者必究。

亲爱的同学，欢迎你随本书一起开始新一轮的英语学习。我们希望你  
能喜欢书中所提供的学习材料、各种练习活动和学习方法。

高中英语课程是初中英语学习的延伸，这就要求你调整学习方式以适  
应新一阶段的英语学习，变被动的学习为主动的学习，变知识的机械记忆  
为积极应用，充分发挥自己的学习潜能。在这一阶段，你应注重在发展基  
本语言运用能力的同时，着重提高用英语获取信息、处理信息、分析和解  
决问题的能力；逐步提高用英语进行思维和表达的能力，以及跨文化交际  
的意识和基本的跨文化交际能力；逐步形成健全的情感、态度、价值观；把  
握有效的学习策略，提高自主学习的能力，形成具有个性的学习方法和风  
格，为自己将来进一步学习和发展创造必要的条件。

对英语学习和该教材的使用，我们有以下建议：

1. 上课前，请仔细阅读 Looking Ahead 部分，这是每课的教学目标所  
在。只有对此有了充分的了解，你才能在学习中处于主动地位，发挥主体  
作用，也才能使你的“学”与教师的“教”形成协调发展的合力，取得最  
佳的学习效果。

2. Getting Ready 这一板块，旨在最大限度地激活你已有的背景知识，  
激发你的学习兴趣和欲望，使你明确阅读的目的，为进入下一步学习做准  
备。因此，在这个阶段一定要勤于思考，积极参与，勇于表达。

3. 阅读是高中阶段应掌握的极其重要的语言技能，是语言输出的主要  
来源，是听、说、写、译的基础，也是你毕业后继续深造的基石。要想提  
高自己的阅读能力，只知道阅读的重要性还远远不够。阅读是一个积极的  
思考过程，是你调动已有的语言知识来理解所读文章的过程，是你与原文  
作者之间互相沟通与交流的过程。因此，除了掌握语言本身及其运用技巧  
外，你还应学习掌握因文化背景的不同所产生的不同思维方式和生活习俗，  
更应掌握有效的阅读技巧，这样才能真正提高阅读能力。

4. 在进行了大量的听说和阅读后，你一定记住了许多优美的句子、漂  
亮的段落，一定发现了英语的好文章与汉语的好文章在风格和组织结构上  
有所相同，也一定跃跃欲试地想用英语表达自己的所感所想。这的确是一  
件值得高兴的事！那么，请认真完成每课的写作练习。同时，还要学会坚

持写日记。与本书配套的《同步评价手册》中的 Accumulation, 会时时提醒你读一读、听一听、说一说、记一记一些好的句子和美文, 这样你的英文写作会不断进步, 逐渐走向“行文如流水, 落笔如有神”的境界。

5. “学而不思则罔, 思而不学则殆”是千古经验的总结。因此, 没有思考、缺乏创造性的学习收获甚少。为此, 我们在 Reading 的 Margin Notes 处, 为你准备了问题、图画、选择、填空等活动形式, 目的是能帮助你扫清阅读障碍, 培养学习策略, 学会举一反三、触类旁通的本领。建议你在学习课文时, 一定认真阅读 Margin Notes, 积极思考, 这样你一定能逐步走向成功。

6. “学而时习之, 不亦说乎?” 古人告诉我们学习要采取积极的态度, 既要时时、处处、事事地学, 又要时时、处处、事事地习。于学中积累、丰富、提高; 于习中求巩固、受启发、得效益。争取日有所新, 日日新。这样你的内心就能充满掌握英语学习真谛的愉悦。

还有一点: 时常对自己的学习方式进行反思是你能不断进步的保障。在与本书配套的《同步评价手册》中, 我们为你提供了“自我评价表”, 在完成每单元的学习后, 要针对所学内容进行反思, 并将信息反馈给老师, 这会有助于教师了解你的学习状况, 并为你的英语学习提供帮助。相信不断的反思会帮助你不断进步, 不断走向成熟, 成为一个成功的语言学习者。

我们衷心希望通过本教材的学习, 激发你进一步学习英语的热情和用英语交流的欲望, 获取更有效的学习英语的方法, 能用英语“检阅”、利用 21 世纪人类的科学成就, 也能用英语介绍祖国的灿烂文化, 做一个文化传播的使者。

作为学习者, 获取知识是一种乐趣, 不断克服困难, 不断创新也是一种乐趣。记住永远对自己说: “I can do it!” 愿你快乐地度过每一阶段的英语学习, 享受克服困难的快乐, 享受创新的快乐, 享受成功的快乐!

编者

2004 年 2 月

### Theme A Friends & Family

#### Unit 1 Friends and Friendship 1

Getting Ready .....	1
Reading .....	2
Comprehension .....	3
Language Focus .....	4
Listening and Speaking.....	7
Writing .....	8
Challenging Yourself .....	9

#### Unit 2 Parents and Children 12

Getting Ready.....	12
Reading .....	13
Comprehension .....	14
Language Focus .....	15
Listening and Speaking.....	18
Writing .....	20
Challenging Yourself .....	20

#### Unit 3 Love for Parents 23

Getting Ready.....	23
Reading.....	24
Comprehension.....	25
Language Focus .....	26
Listening and Speaking.....	29
Writing .....	30
Challenging Yourself .....	31

### Theme B Ideals & Goals

#### Unit 4 Follow Your Dream 34

Getting Ready .....	34
Reading .....	35
Comprehension .....	36
Language Focus .....	37
Listening and Speaking.....	41
Writing .....	42
Challenging Yourself .....	44

#### Unit 5 Hopes 47

Getting Ready .....	47
Reading .....	48
Comprehension .....	49

Language Focus .....	50
Listening and Speaking .....	54
Writing .....	55
Challenging Yourself .....	56

## **Unit 6 Perseverance** **60**

Getting Ready .....	60
Reading .....	61
Comprehension .....	62
Language Focus .....	64
Listening and Speaking .....	66
Writing .....	67
Challenging Yourself .....	70

## **Theme C Art & Literature**

## **Unit 7 Art** **73**

Getting Ready .....	73
Reading .....	74
Comprehension .....	75
Language Focus .....	76
Listening and Speaking .....	78
Writing .....	80
Challenging Yourself .....	81

## **Unit 8 Drama** **83**

Getting Ready .....	83
Reading .....	84
Comprehension .....	86
Language Focus .....	87
Listening and Speaking .....	90
Writing .....	91
Challenging Yourself .....	92

## **Unit 9 Poetry** **94**

Getting Ready .....	94
Reading .....	95
Comprehension .....	97
Language Focus .....	98
Listening and Speaking .....	100
Writing .....	101
Challenging Yourself .....	102

## **Appendices** **105**

Notes .....	105
Word List .....	116
Vocabulary .....	126
Useful Expressions .....	134
Irregular Verbs .....	137
The Changes in International Phonetic Symbols for English ...	141

# 1

# Friends and Friendship

*A friend is a single soul in two bodies.*

## Looking Ahead

- Talk about friends and friendship.
- Describe your personal experiences.
- Enlarge your vocabulary by learning suffixes: *-ship*, *-ly* and *-able*.
- Use the “-ing” participle as noun modifier and object complement ( I ).
- Write about friends and friendship.



## Getting Ready

1. Read the following definitions of a “friend” and see whether you agree or disagree to them.

**A friend is**

- someone who understands our silence.
- a watch that beats true for all time and never runs down.
- the one who comes in when the whole world has gone out.
- a person who remains true and faithful to us the whole life.

Now work in pairs to write a definition of a “friend”. Here are some useful words and expressions you may use in your definition.

humorous      interesting      easy-going      dependable      honest  
understanding      helpful      in one’s opinion      according to      faithful

In my opinion, a friend is \_\_\_\_\_.

2. Different cultures have different attitudes toward friendship. Read the following statements and guess whether they are true (T) or false (F).

- \_\_\_ 1) In the United States, friendship can be close, strong, and real, yet fades away in a short time as situations change.
- \_\_\_ 2) If a friendship is left off in America, it can never be resumed.
- \_\_\_ 3) American friendliness is always an offer of true friendship.
- \_\_\_ 4) Friendship in Jordan is a life-long affair.





Reading

### How Americans View Friendship

Steve and Yaser first met in their chemistry class at an American university. Yaser was an international student from **Jordan**. He was excited to get to know an American. He wanted to learn more about American culture and hoped he and Steve would become good friends. At first, Steve seemed very friendly. He always greeted Yaser warmly before class. Sometimes he offered to study with Yaser. He even invited Yaser to have lunch with him. But after the term was over, Steve seemed more distant. The two former classmates didn't see each other very much at school. One day Yaser decided to call Steve. Steve didn't seem very interested in talking to him. Yaser was hurt by Steve's change of attitude. "Steve said we were friends," Yaser complained, "and I thought friends were friends forever."

*Jordan* (['dʒɔ:dən]) is an Arab country in southwest.

Yaser is a little confused. He is an **outsider** to American culture. He doesn't understand the way Americans view friendship. Americans use the word "friend" in a very general way. They may call both casual **acquaintances** and close **companions** "friends". Americans have school friends, work friends, sports friends... These friendships are based on common interests. When the shared activity ends, the friendship may fade. Now as Steve and Yaser are no longer classmates, their "friendship" has changed. In some cultures friendship means a strong life-long **bond** between two people. In these cultures friendships develop slowly, since they are built to last. American society is one of rapid change. Studies show that one out of five American families moves every year. American friendships develop quickly, and they may change just as quickly. People from the United States may at first seem friendly. But American friendliness is not always an offer of true long-term friendship. In the United States,

*Outsider* means \_\_\_\_\_ in Chinese.

Tell the difference between *companion* and *acquaintance* from the context.

*bond*: 联系

as situations change, friendships may **fade away** in a short time. Yet, neither side feels hurt by this. Both may exchange Christmas greetings for a year or two, perhaps a few letters for a while — then no more. If the same two persons meet again by chance, even years later, they pick up the friendship where it left off and are delighted.

*Fade away* means \_\_\_\_\_.

- A. to disappear gradually
- B. to become more and more





## Comprehension

1. Read the text to decide which of the following statements best summarizes how Americans view friendship.
  - 1) American people think friendship should be a life-long affair.
  - 2) Americans use the word “friend” in a very general way and take it for granted if friendships fade away in a short time as situations change.
  - 3) Americans view friendship as something very important and friends should spend as much time as possible with each other.
  - 4) Americans think that friendship between two persons can never be resumed after it stops.
2. Read the following sentences and decide whether they are true (T) or false (F).
  - \_\_\_ 1) Steve and Yaser first met in their history class at an American university.
  - \_\_\_ 2) After the term was over, Steve seemed to be less friendly to Yaser than before.
  - \_\_\_ 3) Yaser could not understand why Steve changed his attitude toward him.
  - \_\_\_ 4) In the eyes of American people, friends may be either close or not very close.
  - \_\_\_ 5) Friendship plays a more important role in some cultures than in others.
  - \_\_\_ 6) In the American culture, friendship means a strong life-long bond between two people.
  - \_\_\_ 7) In the USA, friendship may disappear gradually as situations change.
  - \_\_\_ 8) The same two persons will act as strangers years later if they meet again.
3. Work with your partner to describe the development of the friendship between Steve and Yaser by using the words and phrases in the box.

chemistry class   Jordan   friendly   distant   hurt   change of attitude   life-long bond

Now write down what you have just described in your exercise-book. You may begin like this:

Steve and Yaser began their friendship in a chemistry class at an American university. Yaser was a student from Jordan, where...

4. Work in groups to answer the following questions.
  - 1) In what way did Steve change his attitude toward Yaser?  
\_\_\_\_\_
  - 2) Why did Yaser feel hurt by Steve’s change of attitude?  
\_\_\_\_\_
  - 3) If you were Yaser or Steve, what would you do in this case?  
\_\_\_\_\_
  - 4) Do you think that friendship should be a strong life-long bond? Why or why not?  
\_\_\_\_\_

5) Does the Chinese culture hold the same views of friendship as the American culture? Give examples to support your answer.

5. "Make new friends, but keep the old; Those are silver, these are gold." Do you agree? Work in pairs to discuss the friendship between Steve and Yaser. You may go like this:

A: I am really sorry for Yaser.  
 B: Oh, why do you feel sorry for him?  
 A: What he wanted was but a true friendship.  
 B: But Steve did nothing wrong.  
 A: ...  
 B: ...



Language Focus

► Word Power

1. Match the words on the left with their definitions on the right.

- |              |   |
|--------------|---|
| 1) distant   | A. to consider; to regard; to think about                           |
| 2) confuse   | B. to express willingness to do sth.                                |
| 3) complain  | C. showing social distance or lack of friendliness                  |
| 4) casual    | D. to speak in an unhappy, annoyed, dissatisfied way                |
| 5) view      | E. to make difficult for sb. to know what's happening or what to do |
| 6) fade      | F. resulting from chance; not close                                 |
| 7) offer     | G. a person who spends time with another                            |
| 8) companion | H. to disappear or die gradually                                    |

2. Fill in the blanks in the following sentences with the correct forms of the words you have just learned in Exercise 1.

- 1) Bad \_\_\_\_\_ can lead a youth into error.
- 2) He found her cold, ice-like and \_\_\_\_\_.
- 3) A survey showed that people were \_\_\_\_\_ about what they should eat to stay healthy.
- 4) The mother \_\_\_\_\_ her daughter's talent with a mixture of pride and worry.
- 5) They watched the familiar mountains \_\_\_\_\_ into the darkness.
- 6) Peter \_\_\_\_\_ to teach them water-skiing.
- 7) Mary is always \_\_\_\_\_ about something. Why can't she be more pleasant?
- 8) A \_\_\_\_\_ event or situation happens by chance or without planning.

3. Read the following sentences taken from the text, paying special attention to the colored parts. Then make sentences of your own with the phrases.

1) Americans use the word “friend” in a very general way.

Your sentence: \_\_\_\_\_

2) These friendships are based on common interests.

Your sentence: \_\_\_\_\_

3) Now as Steve and Yaser are no longer classmates, their “friendship” has changed.

Your sentence: \_\_\_\_\_

4) Studies show that one out of five American families moves every year.

Your sentence: \_\_\_\_\_

5) People from the United States may at first seem friendly.

Your sentence: \_\_\_\_\_

6) If the same two persons meet again by chance, even years later, they pick up the friendship where it left off and are delighted.

Your sentence: \_\_\_\_\_

7) If the same two persons meet again by chance, even years later, they pick up the friendship where it left off and are delighted.

Your sentence: \_\_\_\_\_

8) If the same two persons meet again by chance, even years later, they pick up the friendship where it left off and are delighted.

Your sentence: \_\_\_\_\_

4. Study the word formation rules and then fill in the blanks in the following sentences with the words listed in the example column.

Word formation	Meaning	Example
<i>n.</i> + <i>-ship</i> → <i>n.</i>	state of being; status	relationship; ownership; membership
<i>n.</i> + <i>-ly</i> → <i>adj.</i>	having the quality of	kindly; friendly; yearly
<i>v.</i> + <i>-able/-ible</i> → <i>adj.</i>	that can be; fit to be	valuable; changeable; acceptable

1) \_\_\_\_\_ of the club is a great honor.

2) The seven major industrial countries will have their \_\_\_\_\_ meeting in London.

3) The weather in Britain is \_\_\_\_\_.

4) There was a quarrel about the \_\_\_\_\_ of the treasure they had found.

5) Robert has a \_\_\_\_\_ relationship with his customers.

6) We will follow it if this proposal is \_\_\_\_\_ to all of you.

7) She was a person with wide social \_\_\_\_\_.

8) He was a severe critic (评论家) but an extremely \_\_\_\_\_ man.

9) You will find this little tool very \_\_\_\_\_ for cutting out small shapes.

► **Grammar**

The “-ing” Participle (I)

**Study the rule**

Read the following dialogue. Pay special attention to the words ending with “-ing” and see if there are any differences between their functions.

(Dave is telling John that he does not like doing housework. John does not think so.)

Dave: I hate doing housework.

John: But I saw you washing clothes yesterday.

Dave: Housework is really boring.

John: If so, why should you do it?

Dave: My sister has been away on holiday.

John: So...?

Dave: So cooking and cleaning have become my jobs.

John: But I heard you singing when you were cooking.

Dave: Oh, I like cooking. It is interesting.



**Find the rule**

Use the “-ing” participle as noun modifier and object complement.

1) We use the “-ing” participle as noun modifier

A. when it helps to describe the noun.

He’s an amusing person (a person who is amusing).

B. when it helps to explain the use of the noun.

Sally took a sleeping pill (a pill that makes people sleep) last night, so she indeed had a good sleep.

2) We use the “-ing” participle as object complement when the “-ing” participle comes after an object stating the action of the object.

I often hear him telling interesting jokes.

This morning a neighbor saw the boy walking across the road.

**Apply the rule**

Use the “-ing” participle of the verb in the brackets to complete each of the following sentences and tell what function it has [1)A, 1)B or 2)]. The first one has been given as an example.

- |   | <b>Function</b> |
|---|-----------------|
| 1) Flowers and trees are always a <u>pleasing</u> (please) sight, especially in the city. | <u>1) A</u>     |
| 2) He noticed someone _____ (steal) into the house.                                       | _____           |
| 3) I heard someone _____ (knock) at the door.   | _____           |
| 4) A young woman, _____ (wear) a white coat, stepped forward to meet him.                 | _____           |
| 5) She was angry to find her son _____. (smoke)   | _____           |

- 6) People \_\_\_\_\_ (live) in this street are mostly from Germany. \_\_\_\_\_
- 7) The old man liked to watch people \_\_\_\_\_ (play) chess. \_\_\_\_\_
- 8) John saw a little dog \_\_\_\_\_ (**wag**) its tail excitedly. \_\_\_\_\_
- 9) Mary told us a very \_\_\_\_\_ (move) story. \_\_\_\_\_
- 10) The teacher asked us to finish a \_\_\_\_\_ (challenge) task. \_\_\_\_\_



## Listening and Speaking

### Asking for and Giving Advice

1. Listen to a passage for the first time and choose the best answer to complete the following sentence.

The purpose of this passage is to \_\_\_\_\_.

- A. let us know that Americans don't value friendship
- B. make us believe that Americans are not worth making friends with
- C. give us some suggestions on how to make friends with Americans
- D. give us reasons why we should make friends with Americans
2. Listen to the passage for the second time and fill in the following table with some key words or phrases.

Tip 1	
Tip 2	
Tip 3	
Tip 4	
Tip 5	
Tip 6	

3. Work in groups to discuss what advice should be followed in making friends with Chinese and then make a dialogue with your partner. One of you will play the role of an American, who is puzzled by the Chinese way of treating friends.

How to ask for advice	How to give advice
What should I do?	You'd better...
Could you tell me what to do?	If I were you, I'd...
Can you give me some advice (tips)?	I think you should (ought to)...
What would you do if...?	

You can make your dialogue according to the following cues:

- 1) A (a Chinese) and B (an American) greet each other.
- 2) A expresses his surprise at seeing B's puzzled look.
- 3) B expresses that he is puzzled at the Chinese way of treating friends and asks for advice.
- 4) A gives him advice.
- 5) B expresses his thanks.
- 6) A and B say "goodbye".



## Writing

### My Most Unforgettable Friend

1. Study the following sayings and descriptions about friends and friendship carefully. Do you agree to them? Which one do you like best? Why?

- 1) Friends are made and kept three ways. First, by honoring them in their presence. Second, by speaking good about them in their absence. Third, by serving them in their needs.
- 2) Nothing can be compared to a faithful friend.
- 3) Four things are better old than new: wine, fish, oil, but above all an old friend.
- 4) A true friend is one who overlooks your failures and tolerates your successes.
- 5) True friendship is like sound health; the value of it is seldom known until it is lost.
- 6) Good company on the road is the shortest cut.
- 7) A brother may not be a friend, but a friend will always be a brother.

Discuss and share your ideas in groups. Then write a few sentences of your own to express your ideas about friends and friendship.

---



---



---



---



---

2. Write a composition with the title *My Most Unforgettable Friend*. You can get some ideas from the sayings and descriptions above or by looking at the pictures in *Challenging Yourself*.

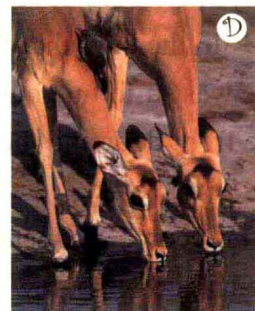
Your composition should include the following points:

- Who is your friend?
- How did you get to know each other?
- Why is he/she unforgettable? (Give examples.)



## Challenging Yourself

1. Look at the following pictures and tell how you understand friendship, an enjoyable relationship between two or more parties.



2. Here are some words from the coming article. Match them with their Chinese meanings and then practise reading them.

jealousy

territory

invade

sorrow

wrap

statue

侵略

嫉妒

缠绕

雕像

领土

悲伤

Read as fluently as you can and then complete the exercises that follow.

### Sam and Lightning

Twenty-one years ago, my husband gave me Sam, an eight-week-old dog, to help me ease the pain due to the loss of my job. Sam and I developed a very special bond over the next fourteen years. It seemed nothing that happened could ever change that.

Later, when we were in New Jersey, our neighbor, whose cat had recently had kittens, asked us if we would like one. We were a little worried about Sam's jealousy and how he would handle his territory being invaded, but we decided to risk it and agreed to take a kitten.

We picked a little, gray, playful kitten. She was very active and raced around as if she were running after imaginary mice and jumped from table to chair in the blink of an eye, so we named her Lightning.

At first, Sam and Lightning were very cautious with each other and kept their distance. But slowly, Lightning started following Sam—up the stairs, down the stairs, into the kitchen to watch him eat, into the living room to watch him sleep. As time passed, they were always together. When



I played with one, the other joined in. If Sam barked at something, Lightning ran to see what it was. When I took either one out of the house, the other was always waiting by the door when we returned. That was the way it was for years.

But one day, without any warning, Sam died of a heart attack at the vet's and I had to walk back to our house alone. This time, there was no Sam for Lightning to greet and no way for me to explain why she would never see her friend again.

In the days that followed, Lightning seemed heart-broken. She could not tell me in words that she was suffering, but I could see the pain and disappointment in her eyes whenever anyone opened the front door and the hope whenever she heard a dog bark.

The weeks went by and the cat's sorrow seemed to be lessening. One day as I walked into our living room, I happened to have a look at the floor next to our sofa where we had a statue of Sam that we had bought a few years before. Lying next to it, one arm wrapped around the statue's neck, was Lightning, satisfactorily sleeping with her best friend.

1. Read the article carefully and answer the following questions in complete sentences.

1) Who was Sam? Why did the author's husband give her Sam?

---

2) What were the author and her husband a little worried about when their neighbor asked them if they would like to have a kitten?

---

3) Why did they name the kitten "Lightning"?

---

4) How did the friendship between Sam and Lightning gradually develop?

---

5) What happened to Sam one day?

---

6) How did Lightning accept Sam's death at first?

---

7) Did Lightning forget her friend Sam weeks later? What did the author see her do one day?

---

8) What does the author try to reveal by telling the story?

---

2. Study the colored part in each of the following sentences and choose the one which is the closest in meaning with the word or phrase.

1) ..., my husband gave me Sam, an eight-year-old dog, to help me ease the pain...

A. cure

B. increase

C. calm down

D. reduce

2) We were a little worried about Sam's jealousy and how he would handle his territory being invaded, ...