

2 Longman Academic Writing Series

THIRD EDITION

PARAGRAPHS



Ann Hogue


with Jennifer Bixby


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TO THE TEACHER

Welcome to the new edition of Level 2 in the *Longman Academic Writing Series*, a five-level series that prepares learners of English for academic coursework. This book, formerly called *First Steps in Academic Writing*, is intended for high-beginning students in a university, college, or secondary program. It offers a carefully structured approach that focuses on writing as a process. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practice types.

Like the previous editions, this text integrates instruction in paragraph organization, sentence structure, grammar, and mechanics with the writing process. It carefully guides students through the steps of the writing process to produce the well-organized, clearly developed paragraphs that are essential to academic writing in English. Realistic models guide students, and clear explanations supported by examples help them through typical rough spots. These explanations are followed by extensive practice that helps students assimilate writing skills and write with accuracy and confidence. These practice activities include interactive tasks such as pair and group work to round out the solitary work of individual writing. They progress from recognition exercises to controlled production exercises to communicative Try It Out activities, which serve to engage students in the process of their own learning.

Each of its six chapters focuses on a standard pattern of paragraph organization and culminates in a final carefully staged writing assignment. The first three chapters focus on personal topics which gradually give way to the more academic topics and genres of the latter half of the book. Finally, the appendices and a thorough index reinforce student learning and serve as useful reference guides.

What's New in This Edition

Instructors familiar with the second edition will find these new features:

- **Chapter objectives** provide clear goals for instruction;
- **Two new vocabulary sections**, *Looking at Vocabulary* and *Applying Vocabulary*, explain vocabulary from the writing models and support its use in the *Writing Assignment*;
- Selected **writing models** have been updated or replaced, while old favorites have been retained and improved;
- **Prewriting** and **outlining** sections have been expanded and improved;
- **Self-Assessments** ask students to evaluate their own progress;
- **Timed Writing** practices develop students' writing fluency.

The Online Teacher's Manual

The Teacher's Manual is available on the Pearson English Portal. It includes general teaching notes, chapter teaching notes, answer keys, reproducible writing assignment scoring rubrics, and reproducible chapter quizzes.

Acknowledgments

Many people have helped shape the third edition of this book. First and foremost, Jennifer Bixby brought tireless dedication to this book and contributed many new models, practices, activities, and assignments.

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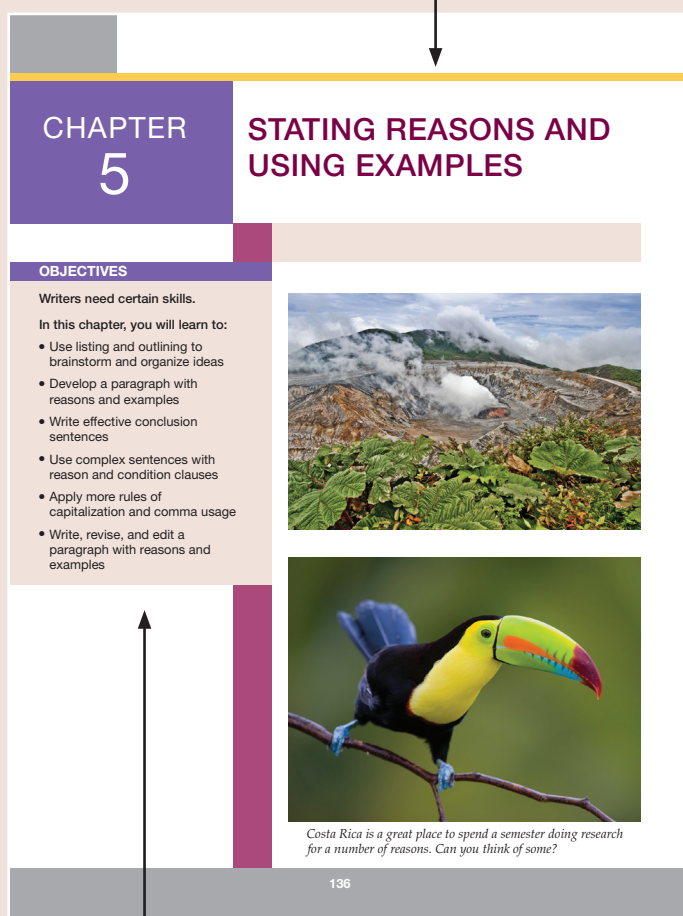
—Ann Hogue

CHAPTER OVERVIEW

Longman Academic Writing Series, Level 2, Paragraphs offers a carefully structured approach to high-beginning academic writing. It features instruction on paragraph organization, sentence structure, grammar, mechanics, and the writing process.

NEW!

Four-color design makes the lessons even more engaging.



NEW!

Chapter objectives provide clear goals for instruction.

Prewriting sections introduce students to such techniques as clustering, freewriting, listing, and outlining.

INTRODUCTION

You learned in Chapter 1 that a paragraph is a group of sentences about one topic. A paragraph should have three main parts: a topic sentence, supporting sentences (the body), and a concluding sentence.

In this chapter, you will study each of these parts in more detail. You will also work with and then write paragraphs that use an organization pattern known as listing order. Then you will learn about compound sentences to help you combine your ideas more effectively.

To help you get ideas for your paragraphs, you will first do some prewriting.

PREWRITING

There are many different prewriting techniques that you can use to get ideas to write about. In this chapter you will use clustering.

CLUSTERING

Clustering is a prewriting technique that allows you to brainstorm and develop your ideas with the help of a diagram called a **cluster**. Here is how to do it.

Begin by writing your topic in the middle of your paper. Draw a circle around it. Then think of ideas related to the topic. Write words or short phrases in circles around the topic and connect them with lines to the main circle. Write down every idea that comes into your mind. Don't stop to worry if an idea is a good one or not.

CLUSTER 1



Listing-Order Paragraphs 35

LOOKING AT THE MODEL

The writing model describes a lecture hall at a community college. As you read, notice how the writer carefully moves his focus from one location to another around the room.

Work with a partner or in a small group. Read the model. Then answer the questions.

Writing Model

The New Lecture Hall

Our community college's beautiful new lecture hall is spacious, modern, and comfortable. On the front wall, there is a large white screen. Instructors can use this for projecting overhead transparencies, slide shows, and audiovisual presentations. Behind the screen, there is a huge whiteboard. To the left of the screen is a clock, and underneath the clock are the light switches. There are two black leather armchairs against the wall. At the front of the lecture hall is the instructor's desk. It's very modern and curved, and it's made of beautiful wood. It looks elegant, in fact. In the center of the desk, there is an overhead projector, and next to it is a computer. To the right of the desk is a lectern. Some instructors like to stand at the lectern and talk. In the main part of the lecture hall, in front of the teacher's desk, there are about 30 rows of seats for students. The black seats are cushioned, so they are comfortable to sit on during long lectures. On the left of each seat, there is a small folding tabletop. Students can use these when they want something to write on. There's also 3 feet of space between the rows, so students have room to stretch their legs. To sum up, our new lecture hall is a pleasing and comfortable place to learn.

Questions about the Model

1. Does the topic sentence create a positive or negative impression of the lecture hall?
2. Which space order does the writer use to describe the lecture hall: clockwise, front to back, back to front, or top to bottom?
3. The writer describes three main areas of the lecture hall. What are they?

Describing with Space Order 111

Realistic writing models present the type of writing students will learn to produce in the end-of-chapter Writing Assignments.

NEW!

Looking at Vocabulary points out useful words and phrases from the writing models. **Applying Vocabulary** allows students to practice the new vocabulary and then use it in their writing assignments.

Looking at Vocabulary: Prepositions of Place

When you write a description of a place, you will often use words and phrases starting with prepositions to describe where things are.

In the back of the room is a large white cabinet. There's a clock **above the cabinet**.

You may already know the meaning of many prepositions, but a challenge that all learners face is to use them accurately. For example, it's easy to confuse *in*, *on*, and *at*. It's also common for learners to have trouble knowing whether to use *in front of* or *at the front of*. Noticing the details of these phrases will allow you to use them more accurately.

PRACTICE 2 Looking at Prepositions of Place

- A** Look at objects 1–10. Circle the first mention of each of these in the writing model on page 111, and underline the phrase that describes where it is. Then use the underlined words to complete phrases in the second column.

OBJECTS	LOCATION
1. large white screen	<u>on</u> the front wall
2. huge whiteboard	_____ the screen
3. clock	_____ the screen
4. light switches	_____ the clock
5. armchairs	_____ the wall
6. instructor's desk	_____ the lecture hall
7. lectern	_____ the desk
8. 30 rows of seats	_____ the teacher's desk
9. small folding tabletop	_____ each seat
10. 3 feet of space	_____ the rows

- B** Think about the location of five things in your classroom. On a separate sheet of paper, write a clue to describe where each thing is. Use five different prepositions from Part A. Begin each sentence with *It's* or *They're*.

1. *It's under Mr. Brown's desk.*

2. *They're on the wall.*

Then read your clues to a partner and ask him or her to guess what you are describing.

Practice activities reinforce learning and lay the groundwork for the end-of-chapter Writing Assignment.

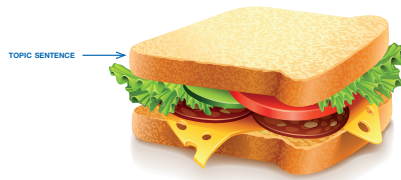
Organization sections explore paragraph format and structure in a variety of organizational patterns.

ORGANIZATION

In Chapter 1, you learned that a paragraph has three parts: a topic sentence, supporting sentences, and a concluding sentence. Now you will study each part of a paragraph in more detail.

THE TOPIC SENTENCE

The most important sentence in a paragraph is the **topic sentence**. It is called the topic sentence because it tells readers what the main idea of the paragraph is. In other words, it tells readers what they are going to read about. The topic sentence is usually the first sentence in a paragraph. It is the top piece of bread in our paragraph “sandwich.”



A topic sentence has two parts: 1) a **topic**, which tells what the paragraph will be about, and 2) a **controlling idea**, which tells what the paragraph will say about the topic. It tells the reader: This paragraph will discuss these things—and only these things—about this topic.

For example, the topic of the writing model on page 38 is *good flight attendants*. What will the paragraph say about good flight attendants? The controlling idea tells us: *They have three important characteristics*. The paragraph will not talk about their uniforms, their training, or their duties. It will only discuss three important characteristics that good flight attendants have.

Here are examples of topic sentences about English:

English is constantly adding new words.

English borrows words from other languages.

English is necessary for many different jobs.

Note that the topic in each of these examples is the same (*English*), but the controlling ideas are different. That means that each paragraph will discuss something very different about English.

40 CHAPTER 2

NEW!

Try It Out! activities challenge students to apply what they have learned.

Simple explanations and clear examples enable students to improve their grasp of paragraph structure and organization.

CONCLUSION SIGNALS

In addition to the conclusion signals such as *Indeed* and *To sum up* that you have already learned (see Chapter 2, page 53), you can begin a concluding sentence with *For these (two/three/four) reasons* and *Because of* _____. Notice these two patterns:

PATTERN 1: *For these _____ reasons,* (+ sentence).

For these two reasons, Costa Rica is a wonderful place to study if you love wildlife.

PATTERN 2: *Because of (noun phrase),* (+ sentence).

Because of its diverse habitats and many animal species, Costa Rica is a wonderful place to study if you love wildlife.

PRACTICE 8 Using Conclusion Signals

- A** Look back at the outline in Part A of Practice 5, page 145. Use *Indeed* or *To sum up*, *For these _____ reasons*, and *Because of _____* to rewrite the concluding sentence in three different ways.
- Indeed, if you're looking for great food, amazing service, and reasonable prices,*
Joe's Diner is the place to go.
 - _____
 - _____
- B** Look back at the outline in Part B of Practice 5, page 146. Write three different conclusions, using *Indeed* or *To sum up*, *For these _____ reasons*, and *Because of _____*.
- _____
 - _____
 - _____

TRY IT OUT!

Write a paragraph recommending a place to study English using the outline you created in Practice 1 (page 139). Follow these directions.

- Follow your outline as you write your draft.
- Use transition signals to introduce your reasons and examples. Try to use *for example*, *for instance*, and *such as* at least once.
- Add a concluding sentence. Remember to use an appropriate conclusion signal, such as *Indeed*, *To sum up*, *For _____ reasons*, or *Because of _____*.
- Proofread your paragraph, and correct any mistakes.

150 CHAPTER 5

Sentence Structure, Grammar, and Mechanics sections help students understand the building blocks of sentences and accurately construct different types of sentences.

SENTENCE STRUCTURE

There are four basic sentence structures in English: (1) simple, (2) compound, (3) complex, and (4) compound-complex. In this chapter, you will learn about simple sentences.

SIMPLE SENTENCES

A **simple sentence** is a sentence that has one subject-verb pair.

The subject (S) in a simple sentence may be a single subject (consisting of a word, noun phrase, or subject pronoun) or it may be **compound**. That is, it may consist of two or more subjects (nouns, noun phrases, or pronouns) joined by connecting words like *and* or *or*:

^S My brother ^S and I are completely different.

^S Mary ^S or Rita will meet you at the airport.

The verb (V) in a simple sentence may also be compound. It may consist of two or more verb forms joined by connecting words such as *and* or *or*. However, these are simple sentences because they have only one subject-verb pair.

They ^V laughed ^V and cried at the same time.

He ^V walks ^V or cycles to work.

Study the simple sentences in the left column and their patterns in the right column. There are many variations, but each sentence has only one S V pair.

1. My younger sister speaks English well.	PATTERNS
^S My younger sister ^V speaks English well.	S V
^S My mother and father ^V speak English well.	SS V
^S My mother and father ^V speak and write English well.	SS VV
^S My brother doesn't speak or write English well.	S VV

Simple charts with clear examples make the rules easy to see and remember.

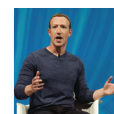
CAPITALIZE THE FIRST LETTER OF	EXAMPLES
5. names of languages or nationalities that are the name or part of the name of a school subject	English Russian English history Russian art
AND names of school courses with numbers	English History 201 Physics 352
6. specific places you can find on a map	England South America First Street the Amazon River New York City Times Square

PRACTICE 7 Editing Capitalization Errors

Work alone or with a partner. Read the paragraph. Change the small letters to capital letters where needed.

^M ^Z
mark zuckerberg

One of the most famous young entrepreneurs¹ in the united states is mark zuckerberg. he is the creator of a company called Facebook. zuckerberg was born in 1984 and grew up in dobbs ferry, new york. his father was a dentist, and his mother was a doctor. Zuckerberg was always interested in computers. as a young student, he attended public schools. however, after his second year of high school, he transferred to a private school. he was an excellent student in physics, astronomy, math, latin, and ancient greek. In september 2002, he entered harvard university. he created the computer software for facebook in 2004. he started the website when he was 19 and didn't know much about business. Today, facebook is one of the most popular social networking websites in the world, and zuckerberg is a billionaire. his imagination and hard work helped to change how we communicate.



¹entrepreneurs: people who start companies, arrange business deals, and take risks in order to make a profit

Editing skills are sharpened as students find and correct errors in sentences and paragraphs.

Step-by-step Writing Assignments make the writing process clear and easy to follow.

WRITING ASSIGNMENT

Your writing assignment for this chapter is to write a paragraph about your family or about one person in your family. Use the writing models on pages 5 and 6 and the final draft of “My Grandmother” to help you. To complete the assignment, you will follow the steps in the writing process:

Prewrite

STEP 1: Prewrite to get ideas.

- Make a list of questions and then use the questions to interview one or more family members. Take notes during the interview.
- Review your notes and think about your topic.
- Freewrite about your topic for about ten minutes.
- Reread your freewriting and mark it up. Circle ideas that you will use in your paragraph. Cross out ideas that you won't use.
- Review the words in Looking at Vocabulary and Applying Vocabulary on pages 6–7 and 26. Look at your freewriting again and, if possible, add in some of these words.

Write

STEP 2: Write the first draft.

- Write *FIRST DRAFT* at the top of your paper.
- Write the paragraph. Begin with a topic sentence that generally describes your family or family member.

My family is small and close.

My grandfather is old in years but young in spirit.

My brother is the irresponsible one in our family.
- Write about eight to ten more supporting sentences about your family or family member. In these sentences, explain what you wrote in your first sentence. How does your family show that it is close? How does your grandfather show that he is young in spirit? In what ways is your brother irresponsible? Give examples.
- End your paragraph with a concluding sentence that relates back to your topic sentence and tells how you feel about your family or family member.

Now we live far from each other, but we will always feel close in our hearts.

My grandfather will always seem young to me.

My brother will never grow up.

Describing People 31

Peer Review and Writer's Self-Check Worksheets at the back of the book help students collaborate and sharpen their revision skills.

Edit

STEP 3: Revise and edit the draft.

- Exchange papers with a partner and give each other feedback on your paragraphs. Use Chapter 1 Peer Review on page 206.
- Consider your partner's feedback and revise and edit your paragraph. Mark changes on your first draft.
- Check your paragraph carefully against Chapter 1 Writer's Self-Check on page 207, and make more changes as needed.

Write


STEP 4: Write a new draft.


- Refer to the changes you made on your first draft and write a neat final copy of your paragraph.
- Proofread it carefully.
- Hand it in to your teacher. Your teacher may also ask you to hand in your prewriting and your first draft.

SELF-ASSESSMENT

In this chapter, you learned to:

- ☐ Use questions and note taking to get ideas for writing
- ☐ Identify the three parts of a paragraph
- ☐ Use correct paragraph format
- ☐ Recognize subjects, verbs, and objects in complete sentences
- ☐ Use six rules of capitalization
- ☐ Work with simple sentences
- ☐ Write, revise, and edit a paragraph describing a person

Which ones can you do well? Mark them 

Which ones do you need to practice more? Mark them 

NEW!

Self-Assessment encourages students to evaluate their progress.

NEW!

Expansion sections challenge students to build on the writing skills they have practiced in each chapter.

EXPANSION

TIMED WRITING

To succeed in academic writing you need to be able to write quickly and fluently. For example, you might have to write a paragraph for a test in class, and you only have 30 minutes. In this activity, you will write a paragraph in class. You will have 30 minutes. To complete the activity in time, follow the directions.

1. Read the writing prompt below (or the prompt your teacher assigns) carefully. Make sure you understand the question or task. Then decide on the topic of your paragraph. (3 minutes)
2. Use clustering to get ideas. Decide which ideas you will write about and then make an outline to organize your ideas. (5 minutes)
3. Write your paragraph. Be sure to include a title, a topic sentence, listing-order transition signals, supporting ideas, and a concluding sentence. (15 minutes)
4. Proofread your paragraph. Correct any mistakes. (7 minutes)
5. Give your paper to your teacher.

Prompt: Write a listing-order paragraph about a teacher or a boss. What characteristics and abilities made the person memorable? Include examples to support your main ideas.

YOUR JOURNAL

Continue making entries in your journal. If you cannot think of a topic for a journal entry, try one of these ideas:

- What career or profession are you interested in? Discuss two or three reasons for your interest. Support each reason with examples or explanations.
- Overall, was your high school experience positive or negative? Include three main reasons and support each one with examples or explanations.
- What are the most important characteristics for a friend to have? Write about two or three characteristics and say why they are important.

For more ideas for journal entries, see Appendix A on page 193.

Listing-Order Paragraphs 69

NEW!

Timed Writing activities help prepare students to write well on tests.

NEW!

Your Journal encourages students to develop and increase written fluency.

CHAPTER 1

DESCRIBING PEOPLE

OBJECTIVES

Writers need certain skills.

In this chapter, you will learn to:

- Use questions and note taking to get ideas for writing
- Identify the three parts of a paragraph
- Use correct paragraph format
- Recognize subjects, verbs, and objects in complete sentences
- Use six rules of capitalization
- Work with simple sentences
- Write, revise, and edit a paragraph describing a person



Each person in a family is unique. Can you think of a different word to describe each person in this family?

INTRODUCTION

Academic writing is the kind of writing you do in high school and college. Its purpose is to explain something or to give information about something. Academic writing requires a number of skills. For example, you must be able to express an idea by arranging words in a correctly formed sentence (**sentence structure**). You must also be able to arrange your ideas in a well-organized paragraph (**organization**). And, of course, you must be able to write using correct **grammar** and **punctuation**.

In this chapter, you will learn how to write a well-organized paragraph about a person. You will learn about the parts of a paragraph and correct paragraph format. Then you will learn about the parts of a sentence and the structure of simple sentences.

To help you get ideas for writing, you will first do some prewriting.

PREWRITING

Before you write, you need ideas to help you get started. In academic writing, it is often useful to write down your ideas so that you can begin to organize them into paragraphs. This is known as **prewriting**.

There are many different prewriting techniques. In this chapter, you will use two techniques: asking questions and taking notes. You will use these techniques to get ideas for a paragraph about one of your classmates. Later in the chapter, you will look at another prewriting technique known as freewriting (see page 27).

ASKING QUESTIONS AND TAKING NOTES

Asking questions and taking notes are prewriting techniques that help you gather information and get ideas. When you take notes, you do not have to write complete sentences. Just write down the important information.



PRACTICE 1
Interviewing a Classmate

- A** Look at the topics. Which topics are OK to ask about? Check (✓) Yes or No. Then add two more topics that you can ask about.

TOPICS	OK TO ASK ABOUT?	
	Yes	No
1. First and last name	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. City and country	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Family status (married, single)	<input type="checkbox"/>	<input type="checkbox"/>
5. Religion	<input type="checkbox"/>	<input type="checkbox"/>
6. Address in this country	<input type="checkbox"/>	<input type="checkbox"/>
7. Length of time in this country	<input type="checkbox"/>	<input type="checkbox"/>
8. Length of time studying English	<input type="checkbox"/>	<input type="checkbox"/>
9. Reasons for studying English	<input type="checkbox"/>	<input type="checkbox"/>
10. Job or occupation	<input type="checkbox"/>	<input type="checkbox"/>
11. Salary	<input type="checkbox"/>	<input type="checkbox"/>
12. Hobbies or sports	<input type="checkbox"/>	<input type="checkbox"/>
13. Weekend activities	<input type="checkbox"/>	<input type="checkbox"/>
14. Plans for the future	<input type="checkbox"/>	<input type="checkbox"/>
15. _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- B** On a separate sheet of paper, write a question for each Yes topic in Part A. Then compare questions with a partner. Make sure your question forms are correct.

1. *What is your name?*

3. *Where are you from?*

- C** Use your questions from Part B to interview a classmate. Take notes. Ask more questions to clarify spelling and other information. You will use this information in the Try It Out! activity on page 13.

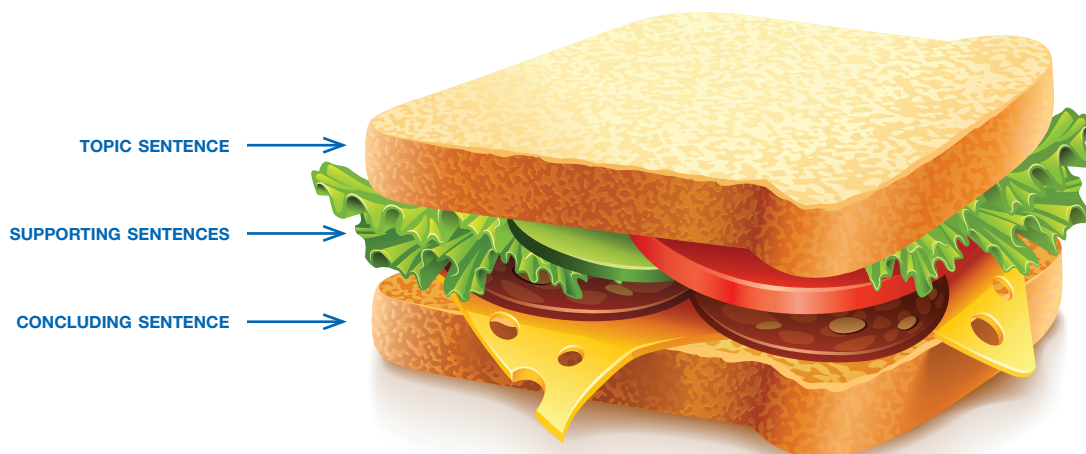
What is your name?	Santy Valverde
Where are you from?	Michoacán, Mexico

ORGANIZATION

A **paragraph** is a group of related sentences about a single topic. The topic of a paragraph contains one, and only one, idea. A paragraph has three main parts and they appear in this order:

- The **topic sentence** names the topic and tells what the paragraph will say about it. This sentence is usually the first sentence in a paragraph.
- The middle sentences in a paragraph are called the **supporting sentences** or **the body**. Supporting sentences give examples or other details about the topic. In some cases, they might even tell a story to illustrate the topic sentence.
- The last sentence in a paragraph is usually the **concluding sentence**. The concluding sentence often restates the topic sentence in different words or summarizes the main points.

A paragraph is like a sandwich: two pieces of bread (the topic and concluding sentences) holding the key ingredients (the supporting sentences).




LOOKING AT THE MODELS

The writing models describe two people. Writing Model 1 is about a teacher, and Writing Model 2 is about someone's best friend.


Work with a partner or in a small group. Read the models. Then answer the questions.



Writing Model 1



123456



Mrs. Robinson

Mrs. Robinson, my first grade teacher, was an important person in my life. I was only six years old, but she taught me a valuable life lesson. In the schools in my country, children usually learn to print before they learn to write in cursive script (like handwriting). Mrs. Robinson didn't believe in printing. She thought it was a waste of time. She taught us to write in cursive script from the first day. At first it was hard, and she made us practice a lot. That made me angry because I wasn't very good at it. I remember filling entire pages just with capital Os. I didn't think I could ever learn to write beautifully, but Mrs. Robinson was patient with me and told me to keep trying. At the end of the year, I felt very grown up because I could write in cursive script. I was proud of my new skill. Mrs. Robinson was important to me because she taught me the value of hard work.

Questions about the Model

1. Which sentence gives more information: the topic sentence or the concluding sentence?
2. How many supporting sentences does the paragraph have? How do they support the topic sentence: Do they give examples, or do they tell a story?



My Best Friend

My best friend, Freddie, has three important qualities. First of all, Freddie is always ready to have a good time, so I love spending time with him. Sometimes we play Frisbee in the park. He's very funny when he chases the Frisbee. Sometimes we just sit around in my room, listening to music and talking. Well, I talk, and he just listens. Second, Freddie is completely trustworthy. I can tell him my deepest secrets, and he doesn't share them with anyone else. Third, Freddie is caring and understands my moods. When I am tense, he tries to make me relax. When I am sad, he tries to comfort me. When I am happy, he is happy, too. To sum up, my best friend is fun to be with, trustworthy, and understanding—even if he is just a dog.

Questions about the Model

1. Which sentence is longer: the topic sentence or the concluding sentence? Which of these two sentences has surprising information?
2. How many supporting sentences does the paragraph have? How do they support the topic sentence: Do they give examples, or do they tell a story?



Looking at Vocabulary: Descriptive Adjectives

When you write about people, you need to use words that describe a person's personality and feelings. Learning synonyms¹ for common adjectives is a good way to expand your vocabulary and improve your writing.

Synonyms are especially helpful when you want to write more than one sentence about a particular part of someone's personality.

My teacher almost never gets **angry** with us. I've only seen her lose her temper once, and even then she didn't stay **mad** for more than a few seconds.

Rainy days make me feel **sad**. When the sun is out, I never feel **unhappy**.

¹**synonym**: a word with the same or nearly the same meaning as another word

PRACTICE 2
Looking at Descriptive Words

- A** Look at the adjectives in the first column of the chart. Find and circle them in Writing Models 1 and 2. The adjectives are in the order that they appear in the models.

DESCRIPTIVE WORDS	
Adjectives	Synonyms
angry	<i>mad</i>
patient	
grown up	
funny	
trustworthy	
caring	
tense	
sad	

- B** Use the words from the box to complete the chart in Part A.

amusing	dependable	mad	nervous
calm	kind	mature	unhappy

- C** Use the words in Part B again to complete the sentences. Two of the words are extra.

- Nadia isn't talking to her cousin Jamal. She's *mad* at him because he forgot her birthday.
- Some students learn more slowly than others, so teachers need to be _____.
- Diego has a big job interview on Monday. He's very _____ about it.
- Rita's daughter is only 10 years old, but she seems older. She's very _____ for her age.
- I can tell my best friend anything, and I know she won't tell others. She's very _____.
- My sons are very _____. They always make me laugh.