



ACT English Homework
English 2, Set 2

15 Minutes — 25 Questions

DIRECTIONS: In the two passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for each underlined part. You are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.”

You will also find questions about a section of the passage, or the passage as a whole. These questions do not refer to an underlined

portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and blacken the corresponding oval on your answer sheet. Read each passage through once before you begin to answer the questions that accompany it. You cannot determine most answers without first reading several sentences beyond the question. Be sure that you have read far enough ahead each time you choose an alternative.

Passage I

Teen Depression: When Should You Worry?

[1]

He sleeps the day away and will be¹ irritable when he’s awake. She’s moody and mopes around. He eats everything or almost nothing. She hides in her room, shunning even the simplest chores. Does this sound like a teenager you know?

1. A. NO CHANGE
- B. was
- C. is being
- D. is

[2]

Neuroscientists suspect the adolescent brain is wired for emotional turbulence and retreat from the family. These tendencies may help teenagers separate from their parents and reach out to peers. But those same tendencies can make it hard to tell when the work of growing up is turning into a depression that deserves treatment. Roughly one out of 12 teens suffers significant depression before the age of 18.

Girls, once they reach² puberty, are twice as likely as boys to become depressed. Approximately half of the

2. F. NO CHANGE
- G. Girls are twice as likely as boys to become depressed, once they reach puberty.
- H. Girls are twice as likely as boys, once they reach puberty, to become depressed.
- J. Girls are twice as likely, once they reach puberty, as boys to become depressed.



teenagers with untreated depression may attempt suicide, which remains the third leading cause of death in this age group.

[3]

Important differences separate the growing pains of adolescence from depression. A painful breakup, a rejection by peers, a bad grade, or a humiliating disagreement with an adult may cause unhappiness or frustration for a few days. Depression dominates life for weeks or months and may appear for no known reason. Depressed kids; who may be biologically more vulnerable than others to environmental stress; feel almost constantly miserable and enjoy very little. But depression isn't always expressed as sadness. 4

The teen may be irritable or complain of headaches or stomach pains instead of describing a bad mood.

Energy, sleep, and appetite may suffer. Some depressed kids function poorly at school or withdraw from friends and family. And while it is normal for adolescents to think about mortality and the meaning of life, it's not normal to be preoccupied with death or to seriously contemplate suicide.

3. A. NO CHANGE
- B. Depressed kids—who may be biologically more vulnerable than others to environmental stress—feel almost constantly miserable and enjoy very little.
- C. Depressed kids who may be biologically more vulnerable than others to environmental stress feel almost constantly miserable and enjoy very little.
- D. Depressed kids, who may be biologically more vulnerable than others to environmental stress (feel almost constantly miserable and enjoy very little).

Question 4 asks about the passage as a whole.

4. Which of these statements best expresses the idea of the passage?
 - F. Teen depression affects students' academic performance in high school.
 - G. Prescription drugs are necessary to cure teen depression.
 - H. Common signs of teen depression can be identified properly and treated effectively.
 - J. Teens who suffer from depression tend to become violent with family members and friends.
5. A. NO CHANGE
- B. The teen may be irritable, or complain of headaches or stomach pains, undoubtedly describing a bad mood.
- C. The teen may be irritable, or complain of headaches, consequently describing a bad mood.
- D. OMIT underlined portion



[4]

Question 6 asks about the paragraph as a whole.

[6] [1] Antidepressants are neither panacea nor poison, but they do help many kids. [2] The worries about these drugs are famous. [3] But depression itself carries greater risks. [4] It is much more likely to cause suicide, and it can thwart healthy development. [5] Any teen starting antidepressant therapy should be seen regularly by the prescribing doctor, and the family should call immediately if the child gets worse instead of better.

[5]

Medications are only part of good treatment, though. The measures that promote healthy adolescent growth also are helpful for depression. Moderate aerobic exercise had relieved depressive symptoms in almost half of young adults in one recent study. Good sleeping and eating habits. while sometimes a tough sell to adolescents, can also improve mood. Psychotherapy can help teens figure out what makes them feel helpless or self-critical and develop strategies to put things right. And when adolescents latch on to an activity they value that also helps others,

6. In paragraph 4, the author would like to insert a sentence after Sentence 2 that illustrates the worries some have about antidepressant drugs. Which alternative does this best?
- F. However, these worries are quite silly because the drugs do more good than harm.
 G. Antidepressants have relatively no side effects for teens.
 H. You may have seen a news article or television report on antidepressants and teens.
 J. Right after starting an antidepressant, some kids do become more anxious or restless and a few may have an increase in suicidal thoughts.
7. A. NO CHANGE
 B. Any teen starting antidepressant therapy should regularly see a doctor and plus, the family should call if things don't get better.
 C. Any teen that has begun antidepressant therapy should be seen on a regular basis by the doctor that prescribed the meds, and the family should notify that doctor if the child proceeds to get worse instead of better.
 D. Any teen starting antidepressants, etc., should be seeing regularly by the prescribing doctor, and the family should call immediately if the child gets worse instead of better.
8. F. NO CHANGE
 G. relieved
 H. was relieving
 J. will have relieved
9. A. NO CHANGE
 B. Good sleeping and eating habits
 C. Good sleeping and eating habits,
 D. OMIT underlined portion.



their mood improves and so does their sense of self.

Imaging studies confirm that altruistic behavior

lights up the brain's reward ¹⁰ areas.

[6]

The future may bring better antidepressants, along with better tools for identifying which medications are best suited to which child. But it's already possible for teens to learn to sustain relationships, to ¹¹ turn back thoughts that spur depression, and to contribute to causes larger than themselves. By supporting them in these quests, we can ease the transition out of childhood, and help them build more fulfilling lives as adults. ¹²

"Teen Depression: When Should You Worry?" By Jeff Q. Bostic, M.D., Ed.D., and Michael Craig Miller, M.D. From *Newsweek*, April 25 issue, <http://www.msnbc.msn.com/id/7528653/site/newsweek/>

Question 10 asks about the passage as a whole.

10. Which of the titles could be best used for this selection?
- F. How Teen Depression Affects the Family Unit
 - G. Teen Depression: When Should You Worry?
 - H. Teen Depression Affects High School Drop-out Rates
 - J. Teen Depression: A Guide for School Counselors

11. A. NO CHANGE
- B. teens to learn to sustain relationships, turning back thoughts that spur depression. and to contribute to causes larger than themselves.
 - C. teens learning to sustain relationships, turning back thoughts that spur depression, and to contribute to causes larger than themselves.
 - D. teens to have learned to sustain relationships, turning back thoughts that spur depression, and to have contributed to causes larger than themselves.

Question 12 asks about the passage as a whole.

12. This essay can be best described as
- F. narrative
 - G. persuasive
 - H. comparison and contrast
 - J. explanation of a process



Passage II

[1]

Over the years, Shakespeare's tragic love story of *Romeo and Juliet* has been interpreted and changed in many different ways. Incidentally, the¹³ main point is still found in every version: the willingness to do anything for true love. In Zeffirelli's film version of *Romeo and Juliet* the relationship between¹⁴ these two star-crossed lovers is shown as love at first sight. In contrast, Luhrmann's modern film version shows that Romeo and Juliet are separated and have to fight for their love.

13. A. NO CHANGE
B. However,
C. Otherwise,
D. Besides,
14. F. NO CHANGE
G. *Romeo and Juliet*; the
H. *Romeo and Juliet*, the
J. *Romeo and Juliet* – the

[2]

Zeffirelli's version emphasizes the love that the two shared rather than the tragedy of separation. When Juliet is first introduced to the audience, the music is sensual. Romeo notices Juliet and was being overwhelmed by her beauty. This is shown¹⁵ when Romeo suddenly notices Juliet while she is dancing. Romeo cannot take his eyes off of her. At the very first moment that Romeo sees Juliet, he is transfixed upon her perfection and declares that he has never seen anyone as stunning.

15. A. NO CHANGE
B. is being overwhelmed
C. was overwhelmed
D. is overwhelmed



[3]

Juliet also experiences love at first sight in this scene. While Juliet dances with the other men, she catches sight of Romeo and her gaze is almost frozen on him.¹⁶ During this split second, it is as if no one else exists but them. It seemed as though they had been lovers long before they met. Romeo then takes Juliet aside and kisses her. The instantaneous bond that they seem to have is synonymous with love. The audience member instantly understands the bond that unites them. 17

[4]

In the modern film version, the relationship between Romeo and Juliet is not an example of love at first sight, but to show the quest to be united.¹⁸ The movie presents a series of obstacles for them that reminds the audience of their tragic separation. The best example is when Romeo and Juliet first see each other at a ball. From then on, they are constantly being separated and torn apart.¹⁹ They stare at each other through a fish tank. The fish tank serves as a metaphorical and physical barrier that keeps the two lovers apart. Juliet is constantly whisked away by the other men who are hoping to win her heart. Romeo continually loses sight of Juliet because of all of the other men that are taking her away to dance

16. F. NO CHANGE
 G. starts to stare at him with her eyes.
 H. takes a look at him.
 J. gazes at him from across the room.

Question 17 asks about the passage as a whole.

17. Suppose the writer had been assigned to write a brief essay explaining the cultural significance of Shakespeare's *Romeo and Juliet*. Would this essay successfully fulfill the assignment?
 A. No, because the essay only compares two film representations of the play.
 B. No, because the essay only addresses literary critics' reactions to the film representations.
 C. Yes, because the cinematic representation of the film is also a reflection of culture.
 D. Yes, because the essay suggests that culture is part of every play.
18. F. NO CHANGE
 G. the relationship between Romeo and Juliet is not an example of love at first sight, by showing the quest to be united.
 H. the relationship between Romeo and Juliet is not an example of love at first sight, having shown the quest to be united.
 J. the relationship between Romeo and Juliet is not an example of love at first sight, but rather of the quest to be united.
19. A. NO CHANGE
 B. they are constantly facing being separated and torn apart.
 C. they are constantly being separated.
 D. they are constantly separated.



with them. While Zeffirelli's film dwells on the initial passion and desire between Romeo and Juliet,²⁰ Luhrmann's representation concentrates on the separation and distance between the protagonists.

[5]

Love, whether strewn with obstacles, or completely captivating, prevail²¹ in both of these film 22

Question 22 asks about the passage as a whole.

versions of Shakespeare's *Romeo and Juliet*.²³ Each director has chosen to represent their love in a

different way, and this is what makes the initial experience of their relationship for the audience member²⁴ different as well. 25

Question 25 asks about the passage as a whole.

Based on an essay from: <http://www.123helpme.com/view.sp?id=16045>

20. Which of the following alternatives provides the most appropriate conclusion to Paragraph 4?
- F. NO CHANGE
- G. Both movies show the love of the two protagonists.
- H. Zeffirelli's film presents the audience member with an intense love, and Lurhmann's does, too.
- J. This film makes a statement about love that the older film does not.
21. A. NO CHANGE
- B. prevails
- C. is prevailing
- D. prevailed
22. Suppose the writer were to eliminate Paragraph 1. This omission would cause the essay as a whole to lose primarily:
- F. relevant details about the cinematography of *Romeo and Juliet*.
- G. an anecdote about literary works turned to film.
- H. an introduction to the two directors and their representations of love in their films.
- J. relevant details about Shakespeare's intentions in writing *Romeo and Juliet*.
23. A. NO CHANGE
- B. Shakespeares
- C. Shakespeares'
- D. Shakespeare is
24. F. NO CHANGE
- G. thereby changing the initial experience of their relationship for the audience member.
- H. to try and give their relationship a different feel for everyone.
- J. which can make the experience different for everyone.
25. Which of the following titles could be used for this selection?
- A. Shakespeare, Zeffirelli, and Luhrmann: Examining *Romeo and Juliet*
- B. Love in Zeffirelli's *Romeo and Juliet*
- C. Love in Film Versions of *Romeo and Juliet*
- D. *Romeo and Juliet* on Film