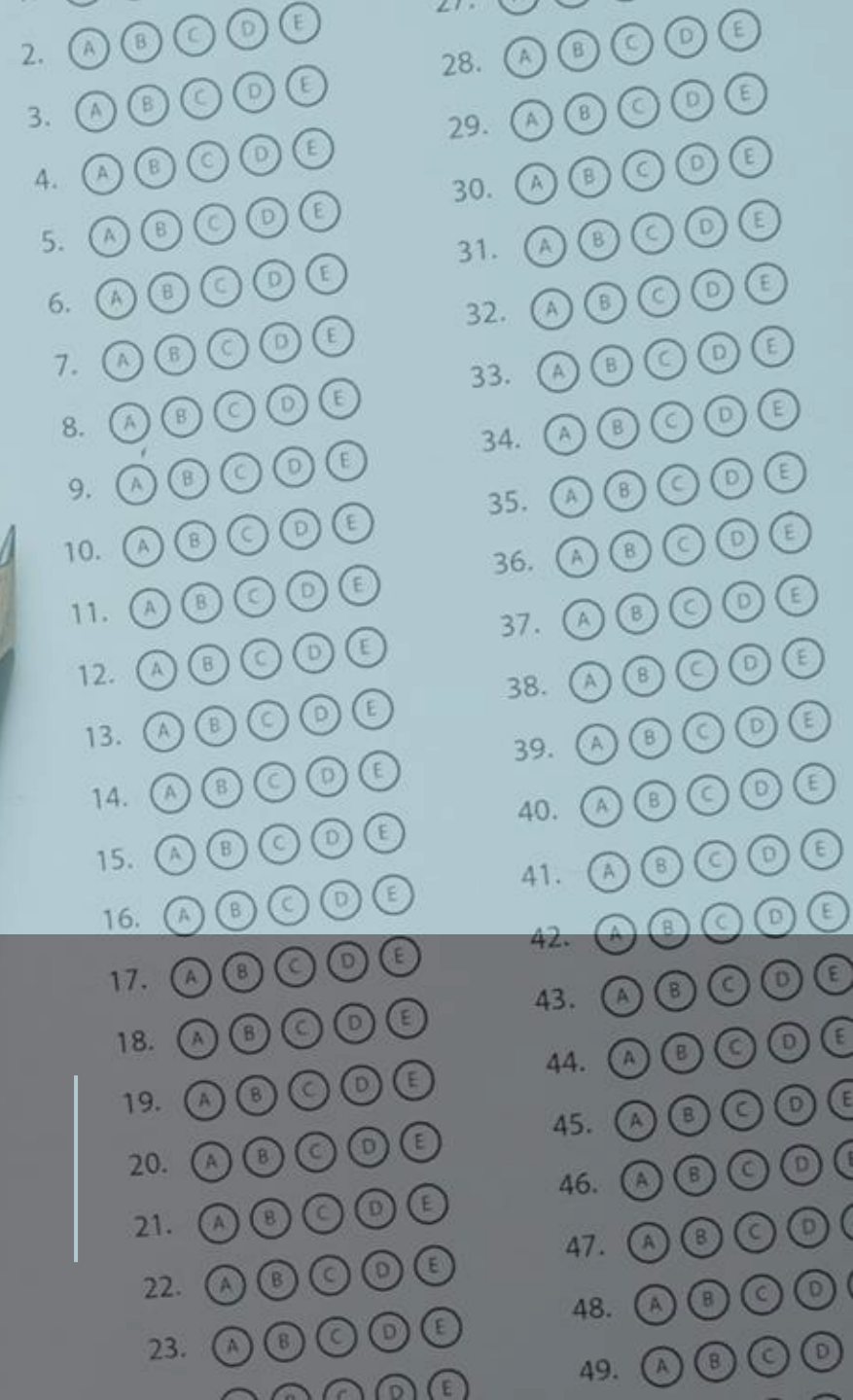


HESI A2 READING AND VOCABULARY WORKSHOP



HOW TO PREPARE FOR A STANDARDIZED TEST

1. Begin up to months in advance.
2. Go straight to the source. Who wrote it; who grades it?
3. Study **strategies**: timing, devices, procedures...?
4. Study **skills**: reading, vocabulary, (math, A & P...)
5. Research many practice websites; use your *couple* of favorites.

You will get a **few brief breaks** that total only 30 minutes in length. So be sure to bring a water bottle and a few snacks so that your energy does not flag during the exam.



"Don't watch the clock; do what it does. Keep going."

- **Sam Levenson**, journalist

Taking some **practice tests** can make all the difference when it comes to test day. So ensure you work practice questions into your study plan, that way you will know what is coming on the HESI entrance exam.

3. Practice, practice, practice

There are a number of ways to review the material before you take the HESI entrance test. One of them is to use free HESI A2 practice questions available on many websites.

You can also purchase **review material** in hard copy form or online.

But one benefit to doing the online practice test is that it mimics the actual HESI examination more closely than a review book does.

Either way, HESI practice questions are a key way to prepare for the actual test. It will help you see what to expect and find out what your **strong and weak areas** are.



What subjects are on the HESI A2?

Here is some general information on topics included in each section of the HESI A2.

The HESI A2 five (5) subject-areas:

- 1. Basic Math Skills:** 55-item exam. Focuses on math skills needed for health care fields, including basic addition, subtraction, multiplication, fractions, decimals, ratio and proportion, household measures, and general math facts.
- 2. Reading Comprehension:** 55-item exam. Provides reading scenarios in order to measure reading comprehension, identifying the main idea, finding meaning of words in context, passage comprehension, and making logical inferences.
- 3. Anatomy & Physiology:** 30-item exam. Provides coverage of general terminology and anatomical structures and systems.
- 4. Biology:** 30-item exam. Covers biology basics, water, biological molecules, metabolism, cells, cellular respiration, and photosynthesis.
- 5. Vocabulary and General Knowledge:** 55-item exam. Contains vocabulary terms that are commonly used in both general English-speaking settings and in health care fields.

How can the ASC help?

ASC HESI A2 REVIEW SESSIONS

During the Spring 2023 semester, live, in-person HESI A2 review sessions will be held by the May

READING CONCEPTS COVERED

- **Test-taking tips**
- **Main Idea**
- **Supporting Details**
- **Sentence Relationships**
- **Drawing Conclusions**
- **Tone and Purpose**
- **Inferences**
- **Argument**
- **Medical Vocabulary**

➤ 2 Parts of a Paragraph

Topic Sentence

- Every paragraph needs a strong topic sentence.
- The topic sentence contains the ***main idea***.
- It is what you want to say about the main idea.

Supporting Details

- All the sentences which discuss the main idea are called supporting details.
- They contain examples, facts, explanations, or other types of discussion that support or prove your topic sentence.
- Do not go off topic with your supporting details.

MAIN IDEA

How do we find the Main Idea?

What the author's strongest point?

Is it stated or implied?

Does the rest of the information support it?

Look for key words or repeating words.

Look for transition words, such as

addition words or example words

Use the topic to lead you to the main idea.

Recognize the point – Recognize the support

SUPPORTING DETAILS

What are Supporting Details?

Reasons

Facts

Examples

Steps

Evidence

Support for the Main Idea



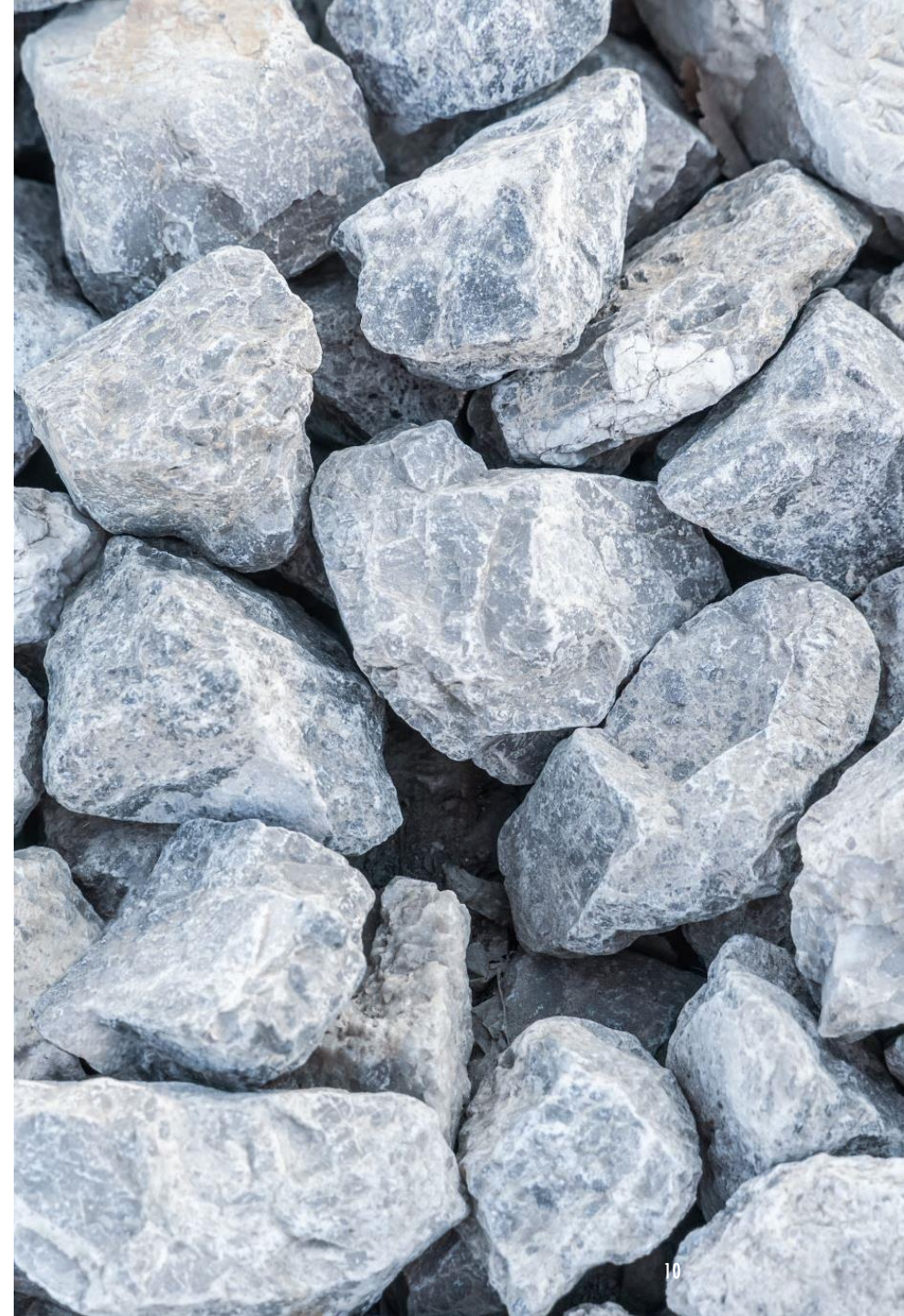
MAIN IDEA AND SUPPORTING DETAILS

- Remember, every paragraph has a main idea and supporting details, so when you're reading, always be *alert* to what they are. Be an *active* reader.
- In a persuasive piece, for example, the main idea will be in an argumentative topic sentence in the introduction paragraph.
- In any **passage**, there is also a **central idea** that the whole story/article is about. *How* does the passage prove its thesis? *What kinds* of evidence does the author use in each paragraph?
- You may have to *compare* this kind of answer to another passage. Evaluate, analyze, synthesize...

PRACTICE

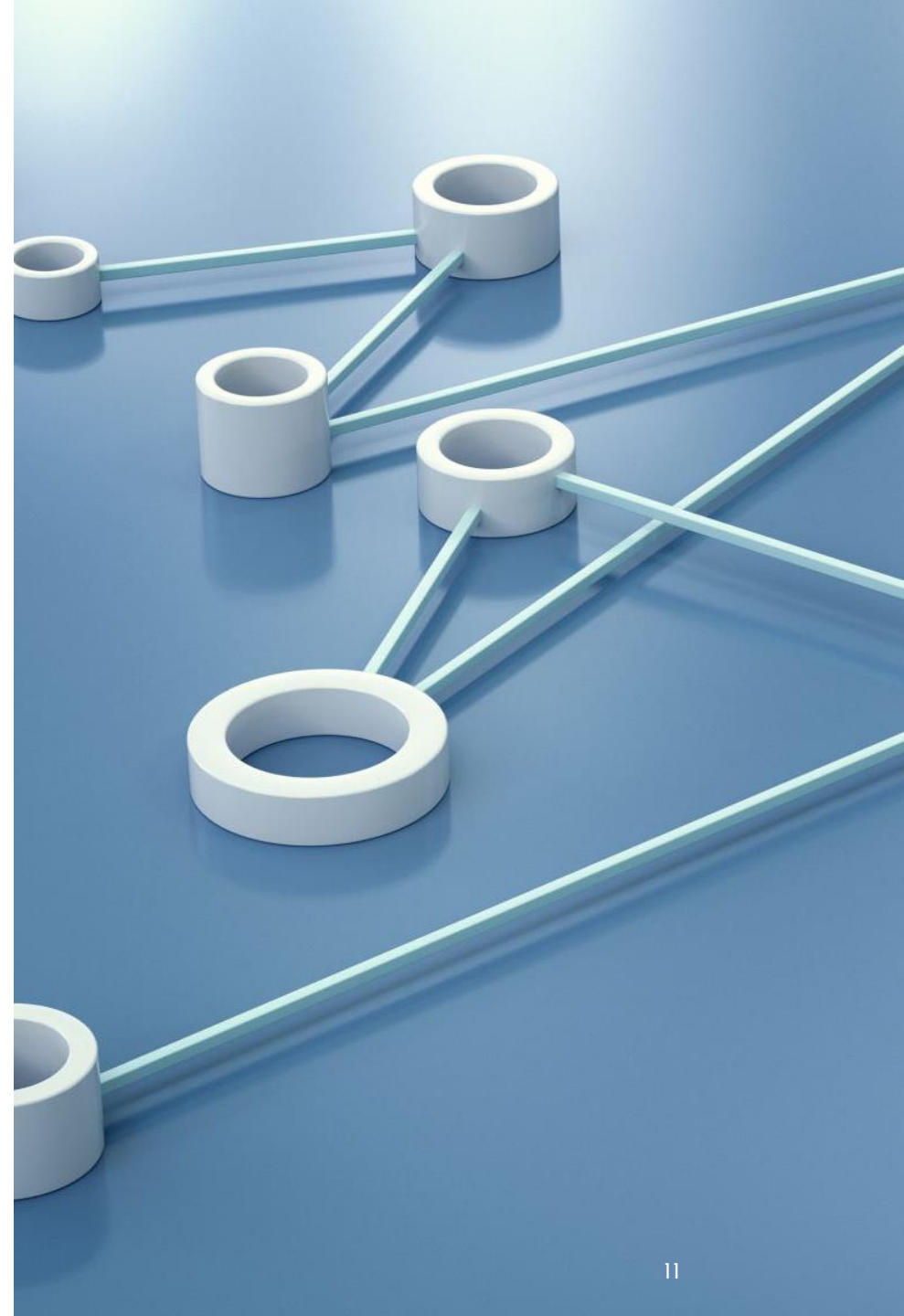
Identify the main idea in the following passage:

Most dogs were originally bred for specific purposes to help humans. For example, terriers' original jobs included digging into animals' holes to retrieve them for hunters and catching vermin.



PRACTICE

In the previous passage, the main idea is that dogs were originally bred to help humans. Supporting details, or facts used to support the main idea, include the description of terriers' original duties.



➤ Central Idea and Supporting Details

(Theme & Evidence, Key Ideas...)

- Remember, every paragraph has a **main idea** and **supporting details**, so when you're reading, always be *alert* to what they are.
- *How* does the passage prove its thesis? *What kinds* of evidence does the author use in each paragraph?
- You may have to *compare* this kind of answer to another passage. Evaluate, analyze, synthesize...
- In a persuasive piece, for example, the main idea will be in an argumentative topic sentence.

➤ Organization & Structure

Patterns and transitions help you follow ideas more easily to help you understand a text. As you read, pay attention to transitions and patterns and ask yourself *why* the author is writing this way. *How* are their ideas organized and conveyed?

- A *narrative* story to *entertain* your audience might follow *time order* or *cause and effect*.
- An *expository* essay to *explain* technical reasons or details might follow a *listing* or *classification order*, or to *discuss* pros and cons might utilize *comparison/contrast*.
- An *argumentative* essay (*to persuade*) may follow *order of importance* or *definition and clarification*. Persuasive essays also use *ethos, logos and pathos* appeals.

SENTENCE RELATIONSHIPS

Transition of Ideas in Paragraphs

- Words that show addition
- Words that show time/order
- Words that list ideas
- Words that compare and contrast
- Words that show cause and effect
- Words that involve a problem and solution
- Words that illustrate
- Words that define
- Words that argue



POPULAR TRANSITION WORDS

ADDITION WORDS

Addition words tell readers that the writer's thought is going to continue in the same direction. He or she is going to add on more details or points of the same kind. Here are some addition words.

| | | | |
|---------|---------------|-------------|------------------|
| also | first of all | last of all | and |
| another | for one thing | likewise | second |
| finally | furthermore | moreover | the third reason |
| first | in addition | next | |

CHANGE-OF-DIRECTION WORDS

Change-of-direction words prepare readers for a change in the direction of the writer's thoughts. They suggest that the writer will probably reverse or modify a previous statement. Here are examples of change-of-direction words.

| | | | |
|-------------|-------------|-----------------|-------------------|
| but | yet | otherwise | on the other hand |
| however | instead | still | conversely |
| in contrast | even though | on the contrary | nevertheless |

ILLUSTRATION WORDS

Illustration words signal that an example or illustration will be given to make an idea clear. The following words are examples of illustration words.

| | | |
|---------------|--------------|--------------|
| for example | specifically | for instance |
| to illustrate | once | such as |

CONCLUSION WORDS

Conclusion words guide the reader to expect the writer's last and possibly most important point within a paragraph or larger unit of thought. Here are some examples of conclusion words.

| | | | |
|-----------|---------------|-------------|-------------|
| therefore | in conclusion | as a result | in summary |
| finally | consequently | hence | last of all |

WHAT IS A SENTENCE RELATION?

A sentence relation is a meaning created just by placing two sentences next to each other in a text. Consider the meaning of the following single sentence:

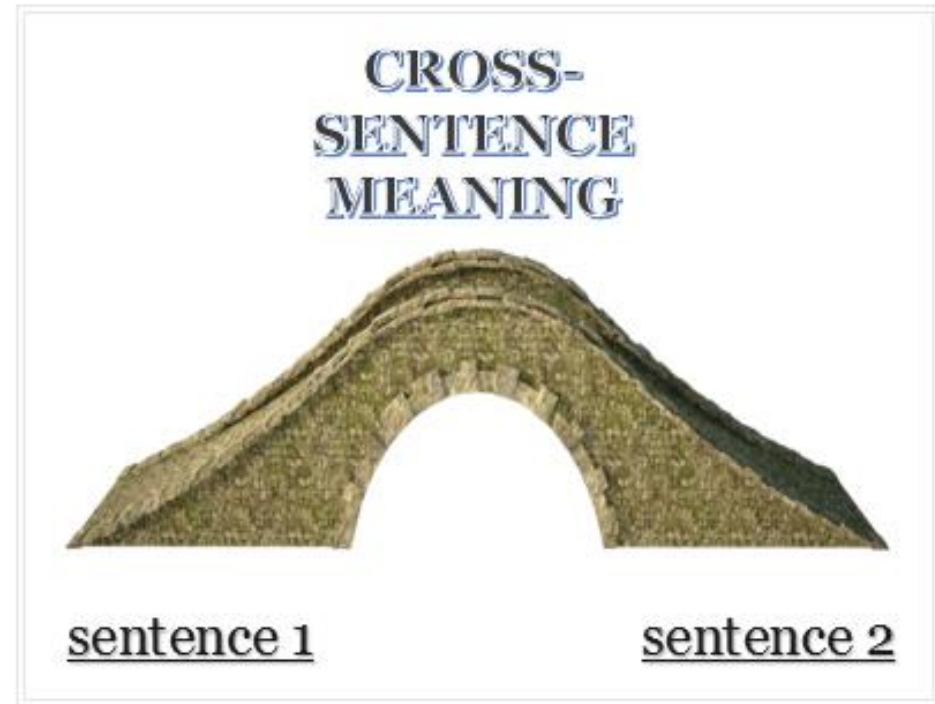
(a) Italians frequently eat pasta.

By itself this just states a fact about Italians and/or pasta. However, placed after another sentence the same words will usually say something extra:

(b) Most countries have a staple food. Italians frequently eat pasta.

What transition word would best join the two sentences?

PRACTICE



Meanings are created just by placing sentences together. Understanding them is a vital part of reading

INFERENCES

Inferences (or drawing conclusions) consist of picking up on ideas that are not directly stated in the reading. This is sometimes referred to as "reading between the lines" or making sense of the unknown by using the known. To make inferences or draw conclusions, use the clues provided by the writer, your own experience, and logic.

PRACTICE

Choose TWO inferences most logically based on the information provided.

"When will people understand that words can cut as sharply as any blade, and that those cuts leave scars upon our souls." - Unknown Author

- **1. People seldom reflect on how deeply their words can wound others.**
- **2. Emotional wounds can be just as painful as physical ones.**
- **3. Sometimes we fail to listen to the words of others.**
- **4. People do not always understand each other's words.**

➤ Making Inferences & Drawing Conclusions

SAMPLE QUESTIONS

Between November 15 and December 21, 1864, Major General William Tecumseh Sherman marched Union troops from the recently captured city of Atlanta to the port of Savannah. The goal was not only to capture the port city and secure Georgia for the Union but also to destroy the Confederacy's infrastructure and demoralize its people. Sherman and his troops destroyed rail lines and burned buildings and fields. They packed only twenty days' worth of rations, foraging for the rest of their supplies from farms along the way. By the time they reached Savannah, they had destroyed 300 miles of railroad and countless cotton gins and mills, and seized 4000 mules, 13,000 head of cattle, 9.5 million pounds of corn, and 10.5 million pounds of fodder. Sherman estimated his troops inflicted \$100 million in damages.

- 8) It can be inferred from the passage that the Confederacy
- A. strongly resisted the actions of Sherman's troops.
 - B. was greatly weakened by the destruction.
 - C. used the march as a rallying point.
 - D. was relatively unaffected by the march.

The cisco, a foot-long freshwater fish native to the Great Lakes, once thrived throughout the basin but had virtually disappeared by the 1950s. Today, however, fishermen are pulling them up by the net-load in Lake Michigan and Lake Ontario. It is highly unusual for a native species to revive, and the reason for the cisco's reemergence is even more unlikely. The cisco have an invasive species, quagga mussels, to thank for their return. Quagga mussels depleted nutrients in the lakes, harming other species highly dependent on these nutrients. Cisco, however, thrive in low-nutrient environments. As other species—many invasive—diminished, cisco flourished in their place.

- 9) It can be inferred from the passage that most invasive species
- A. support the growth of native species.
 - B. do not impact the development of native species.
 - C. struggle to survive in their new environments.
 - D. cause the decline of native species.

➤ PURPOSE & TONE

Purpose is *why* an author writes something. The main purposes are:

- To *inform* (Informative)
- To *entertain* (Creative, Comedy)
- To *persuade* (Argumentative)
- To *explain* (Expository)

Tone is *how* the author sounds or how the text *feels* towards the theme. Adjectives describe tone:

- sarcastic
- congratulatory
- angry
- opinionated
- intelligent

PRACTICE

Purpose and Tone

You will also be asked to demonstrate your understanding of purpose, tone, position, bias, and motivation. Here, you will read short passages and identify the authors' tone, purpose, and position. For example:

*Reading Dostoyevsky can be an illuminating experience. There is virtually no author like him in the modern world; no author who can captivate readers in the way he did in such seminal works as *Crime and Punishment* and *The Brothers Karamazov*. The man was truly a literary genius.*

1. What does the author's purpose appear to be?
2. What does the author's tone tell us about his position?

Passage taken from <https://www.mometrix.com/academy/hesi-a2-english-practice-test/>

PURPOSE AND TONE PRACTICE

1. What does the author's purpose appear to be?
2. What does the author's tone tell us about his position?

The author's purpose appears to be extolling the virtues of Dostoyevsky as a writer. The author's tone is reverent. In terms of the author's position, you can see that the author is taking a firm stance that Dostoyevsky was a "literary genius," which also demonstrates the author's biased opinion.

tone and purpose

Authors write with a purpose, and their tone can contribute to the understanding of the piece, whether all ideas are stated or implied. The three most common purposes are to inform, persuade, or entertain. The writer's tone reflects his or her attitude toward the subject. A writer's voice can project anger, sympathy, hopefulness, sadness, respect, dislike, and many other feelings. If the tone is objective, the writer will be unbiased in the information he or she is giving.

HESI Hint:

When determining the writer's purpose and/or tone, look closely at the writer's choice of words. The words are the key clues!

(HESI Hint taken from ELSEVIER Edition 5)

ARGUMENT

- Clearly stated point. Strong topic sentence/main idea
- Strong evidence that logically supports your point: quotes, statistics, examples, facts, ...
- Stays on topic yet acknowledges the other side

An argument is a work of **persuasion**. You use it to convince others to agree with your claim or viewpoint when they have doubts or disagree. While we sometimes think of arguments as hostile and bitter, they don't need to be that way – in fact, a good argument is quite calm, reasonable, and fair-minded.

Rhetoric

Rhetoric is the art of making good arguments. More broadly, it refers to effective communication in both speaking and writing. Rhetoric is mainly about persuasion, but it also covers techniques for making your work more beautiful.

<https://literaryterms.net/argument/>

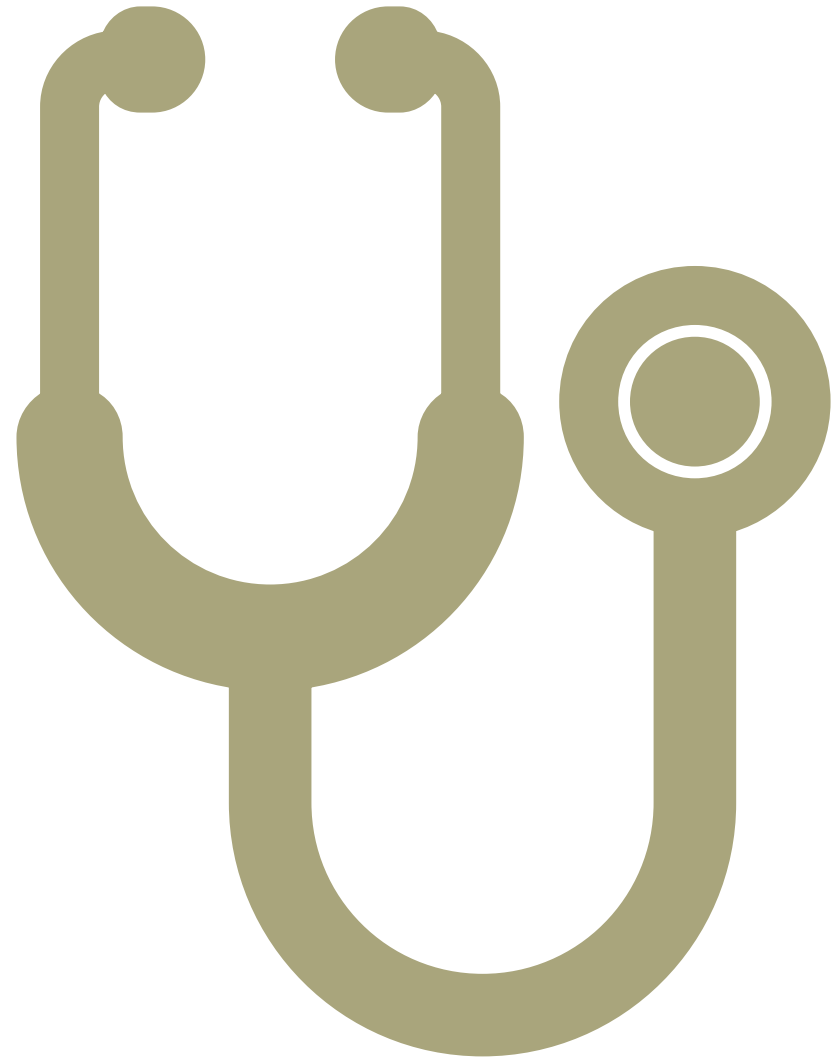
An argument asserts a claim and then proves it with facts, data, reasons, and examples.

Common Argument Examples

For example, the subject of an argument might be, **“The internet is a good invention.”** Then, we support this contention with logical reasons, such as “It is a source of endless information,” and “It is a hub of entertainment,” and so on.

<https://literarydevices.net/argument/>

MEDICAL VOCABULARY



HESI A2 VOCABULARY

Many of the vocabulary words presented on the HESI A2 Exam consist of medical terminology used regularly in the health care community. Identifying words properly as they are used in sentences greatly enhances the ability to answer the 50 questions in 50 minutes vocabulary portion of the exam. Detailed below are examples of key words and their meanings. Also included is a sample sentence.

WORD LIST

| Word | Definition | Sample Sentence |
|--------------|---|--|
| Abdominal | pertaining to the body cavity between the chest and the pelvis | After having the appendix removed, he suffered abdominal pain. |
| Afebrile | does not have an elevated temperature | You must be afebrile to pass the COVID screening protocol. |
| Anterior | to the front | The anterior portion of the chest was sunburned. |
| Asymmetric | parts or aspects that are not equal | When Mary's tooth got infected, the cheek became swollen, giving her face an asymmetrical appearance. |
| Asymptomatic | free of symptoms | After taking antibiotics for her infected tooth, Mary was asymptomatic . |
| Auditory | pertaining to hearing | The auditory nerve was damaged and resulted in loss of hearing. |
| Catheter | a tube placed in an orifice or into a vessel or duct | A catheter was placed in the bladder to collect urine. |
| Concentrated | having had water or another diluent removed | The patient had not been drinking sufficient liquids and his urine was concentrated . |
| Contaminated | made impure by soiled material, microorganisms, or poisons | When the baby vomited, she contaminated the dressing on her arm. |
| Dehydrated | depleted of water | After three days of diarrhea, the toddler was dehydrated . |
| Disoriented | unaware of person, place, or time | In his disoriented state, he did not know who he was. |
| Edema | fluid collected in the tissue | After sitting in the chair to watch a movie, his feet developed edema . |
| Gait | the manner in which a person walks | Following a hip replacement, the grandma's gait improved. |
| Inaudible | unable to be heard | The client spoke so softly, she was inaudible . |
| Intravenous | within the vein or administered into a vein | A small catheter was placed in the vein to administer intravenous fluid. |
| Isolation | remove from the presence of others to prevent spread of contamination | The mother was put in isolation to prevent spreading infection to her newborn. |

| Word | Definition | Sample Sentence |
|-------------|---|---|
| Nasal | pertaining to the nose | The patient fell to the floor and suffered a nasal fracture. |
| Noninvasive | without entering the body | Ultrasound is a noninvasive examination, often used in obstetrics. |
| Oral | pertaining to the mouth | Oral care is very important in preventing cavities. |
| Oriented | aware of person, place, and time | She was oriented to the current date and time. |
| Posterior | to the rear or backside | The posterior side of the left leg has a fine red rash. |
| Proximal | closer to the trunk of the body | The proximal fracture of the forearm is near the elbow. |
| Respiratory | pertaining to breathing or the organs related to breathing | After walking the respiratory rate increased. |
| Sterile | free of contamination such as living microorganisms | These packages of instruments for the operating room are sterile . |
| Superficial | on the surface or immediately beneath | The abrasions on his knee are superficial and do not require a bandage. |
| Suture | stitch used to sew tissues together as in a laceration or incision | The ER doctor used sutures to close the laceration on the foot. |
| Turgor | the firmness of tissue based on the amount of water in the tissue | When I pinch the skin and pull it up, it makes a tent, indicating poor tissue turgor . |
| Ulcer | a defect in the surface of the skin or a membrane which exposes the cells below the surface | After lying in bed for a long period, he developed an ulcer over his coccyx. |
| Unilateral | one-sided | The pneumonia was unilateral , only affecting the right lung. |

TYPES OF CONTEXT CLUES

- **Examples**
- **Synonyms**
- **Antonyms**
- **General Sense of the Sentence or Passage**



PRACTICE

Choose the correct meaning of the vocabulary word based on the context clue:

1. As they moved westward, early pioneers faced many **tribulations**, such as scarce food, extreme weather, and loneliness.

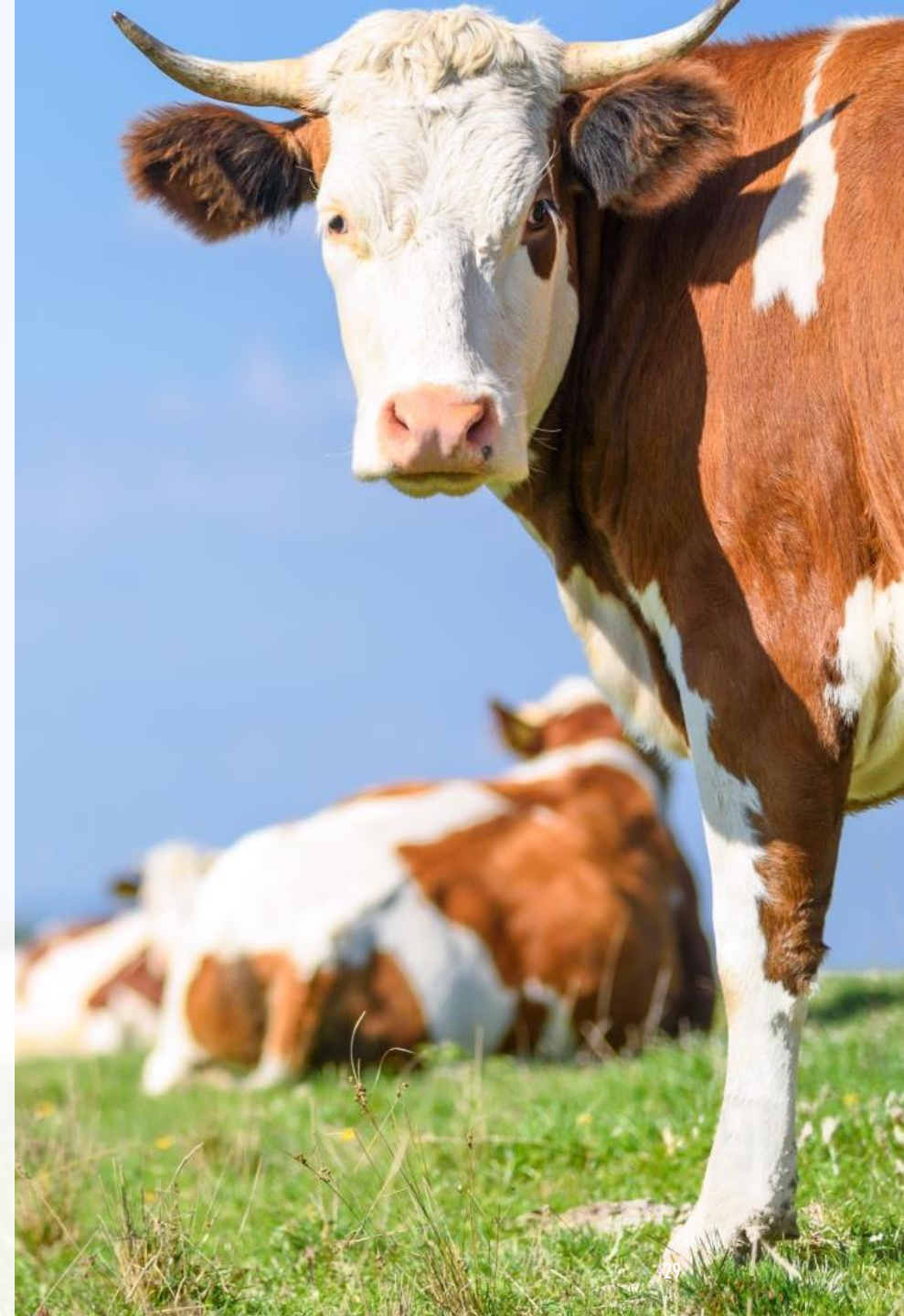
Tribulations means:

a. criminals b. hard decisions c. Great difficulties

2. Each of my coworkers has a strange **idiosyncrasy**. For instance, our receptionist wears only pink. The mail clerk always speaks in a whisper. And my office mate lives on peanuts and apples.

Idiosyncrasy means:

a. hidden thought b. Unusual goal c. Unusual personal trait



TEST-TAKING TIPS



Question 1

Questions 1-6 are based on this passage.

Food away from home (FAFH) has been associated with poor diet quality in many studies. It is difficult, however, to measure the effect of FAFH on diet quality since many unobserved factors, such as food preferences and time constraints, influence not just our choice of where to eat, but also the nutritional quality of what we eat.

Using data from 1994–96 and 2003–04, this study applies fixed-effects estimation to control for such unobservable influences and finds that, for the average adult, FAFH increases daily caloric intake and reduces diet quality. The effects vary depending on which meals are consumed away from home. On average, breakfast away from home decreases the number of servings of whole grains and dairy consumed per 1,000 calories and increases the percent of calories from saturated and solid fat, alcohol, and added sugar (SoFAAS) in a day. Dinner away from home reduces the number of servings of vegetables consumed per 1,000 calories for the average adult. Breakfast and lunch away from home increase calories from saturated fat and SoFAAS on average more among dieters than among non-dieters. Some of the overall negative dietary effects decreased between 1994–96 and 2003–04, including those on whole grain, sodium, and vegetable consumption.

QUESTION #1

Which meal(s) eaten away from home have worse results for dieters than for non-dieters?

- A The article doesn't state which meal is the worse for non-dieters.
- B Dinner eaten away from home is worse because people consume fewer whole grains and vegetables.
- C Breakfast eaten away from home is worse because it increases the percent of calories from saturated and solid fat, alcohol, and added sugar (SoFAAS) in a day.
- D Breakfast and lunch eaten away from home are worse because they increase the percent of calories from saturated fats.

Answer to #1

Question 1

Questions 1-6 are based on this passage.

Food away from home (FAFH) has been associated with poor diet quality in many studies. It is difficult, however, to measure the effect of FAFH on diet quality since many unobserved factors, such as food preferences and time constraints, influence not just our choice of where to eat, but also the nutritional quality of what we eat.

Using data from 1994–96 and 2003–04, this study applies fixed-effects estimation to control for such unobservable influences and finds that, for the average adult, FAFH increases daily caloric intake and reduces diet quality. The effects vary depending on which meals are consumed away from home. On average, breakfast away from home decreases the number of servings of whole grains and dairy consumed per 1,000 calories and increases the percent of calories from saturated and solid fat, alcohol, and added sugar (SoFAAS) in a day. Dinner away from home reduces the number of servings of vegetables consumed per 1,000 calories for the average adult. Breakfast and lunch away from home increase calories from saturated fat and SoFAAS on average more among dieters than among non-dieters. Some of the overall negative dietary effects decreased between 1994–96 and 2003–04, including those on whole grain, sodium, and vegetable consumption.

Which meal(s) eaten away from home have worse results for dieters than for non-dieters?

- A The article doesn't state which meal is the worse for non-dieters.
- B Dinner eaten away from home is worse because people consume fewer whole grains and vegetables.
- C Breakfast eaten away from home is worse because it increases the percent of calories from saturated and solid fat, alcohol, and added sugar (SoFAAS) in a day.
- Breakfast and lunch eaten away from home are worse because they increase the percent of calories from saturated fats.

Question 1 Explanation:

The paragraph states that breakfast and lunch away from home increase calories from saturated fat more among dieters than for non-dieters.


QUESTION #2

Why is it difficult to measure the effect of food away from home on diet quality?

- A** People eat out too much, so it is not possible to collect accurate data.
- B** Researchers are unable to assess the nutritional quality of people's diets.
- C** Peoples' food preferences are too complex and may even be unmeasurable.
- D** Too many unknown variables affect the data.

Answer to #2

Why is it difficult to measure the effect of food away from home on diet quality?

- A** People eat out too much, so it is not possible to collect accurate data.
- B** Researchers are unable to assess the nutritional quality of people's diets.
- C** Peoples' food preferences are too complex and may even be unmeasurable.
-  **D** Too many unknown variables affect the data.

Question 2 Explanation:

To answer the question, look for clues in the second sentence in addition to the word "why." The answer lies in "many unobserved factors" and the more specific "such as food preferences and time constraints." The correct answer is supported by the following: "many unobserved factors, such as food preferences and time constraints, influence not just our choice of where to eat but also the nutritional quality of what we eat."


QUESTION #3

Which statement is not a detail from the passage?

- A** Eating breakfast away from home can result in an increase in fatty protein consumption.
- B** Eating food away from home is connected to bad food choices.
- C** In general, people who eat breakfast away from home consume more calories.
- D** Eating dinner away from home results in less vegetable consumption.

Answer to #3

Which statement is not a detail from the passage?

-  **A** Eating breakfast away from home can result in an increase in fatty protein consumption.
- B** Eating food away from home is connected to bad food choices.
- C** In general, people who eat breakfast away from home consume more calories.
- D** Eating dinner away from home results in less vegetable consumption.

Question 3 Explanation:

For this question, eliminate answer choices that ARE explicitly stated in the passage. The correct choice will be entirely out of scope. The passage does not mention an increase in fatty protein consumption anywhere and is therefore the answer.

QUESTION #4

What is the meaning of the word "associated" in the first paragraph?

- A Specialized
- B Predated
- C Connected
- D Obfuscated

Answer to #4

What is the meaning of the word "associated" in the first paragraph?

- A Specialized
- B Predated
- C Connected
- D Obfuscated

Question 4 Explanation:

In saying the two things are "associated," the author intends to describe two ideas that are linked or intrinsically connected.


QUESTION #5

What is the main idea of the passage?

- A** With so many factors going into a person's lifestyle, it is hard to definitively say that eating away from home leads to worse diet quality.
- B** Eating meals away from home is correlated with fewer servings of vegetables, whole grains, and dairy.
- C** Eating away from home appears to lead to a less balanced and healthy diet.
- D** Eating meals away from home increases caloric intake, which, in turn, promotes weight gain.

Answer to #5

What is the main idea of the passage?

- A** With so many factors going into a person's lifestyle, it is hard to definitively say that eating away from home leads to worse diet quality.
- B** Eating meals away from home is correlated with fewer servings of vegetables, whole grains, and dairy.
-  **C** Eating away from home appears to lead to a less balanced and healthy diet.
- D** Eating meals away from home increases caloric intake, which, in turn, promotes weight gain.

Question 5 Explanation:

The main idea is the overarching theme or topic that a passage focuses on. No details (servings of food groups, confounding factors, caloric intake) are included in the main idea.


QUESTION #6

What statement does the author imply?

- A** Home-cooked meals often have a greater nutritional value than meals from restaurants.
- B** Fast food places, like McDonald's, are less healthy than higher-end restaurants like a steakhouse.
- C** The obesity epidemic in America is due to our obsession with eating out.
- D** Dinner is the least healthy meal you can eat away from home.

Answer to #6

What statement does the author imply?

-  Home-cooked meals often have a greater nutritional value than meals from restaurants.
- B** Fast food places, like McDonald's, are less healthy than higher-end restaurants like a steakhouse.
- C** The obesity epidemic in America is due to our obsession with eating out.
- D** Dinner is the least healthy meal you can eat away from home.

Question 6 Explanation:

The author focuses on the issues with eating away from home. Therefore, the only other option is eating AT home, meaning home-cooked meals have the higher nutritional value than the meals away from home that they are being compared to. There is no evidence for any of the other statements.

THIS WORKSHOP IS ONE RESOURCE

Here are some others:

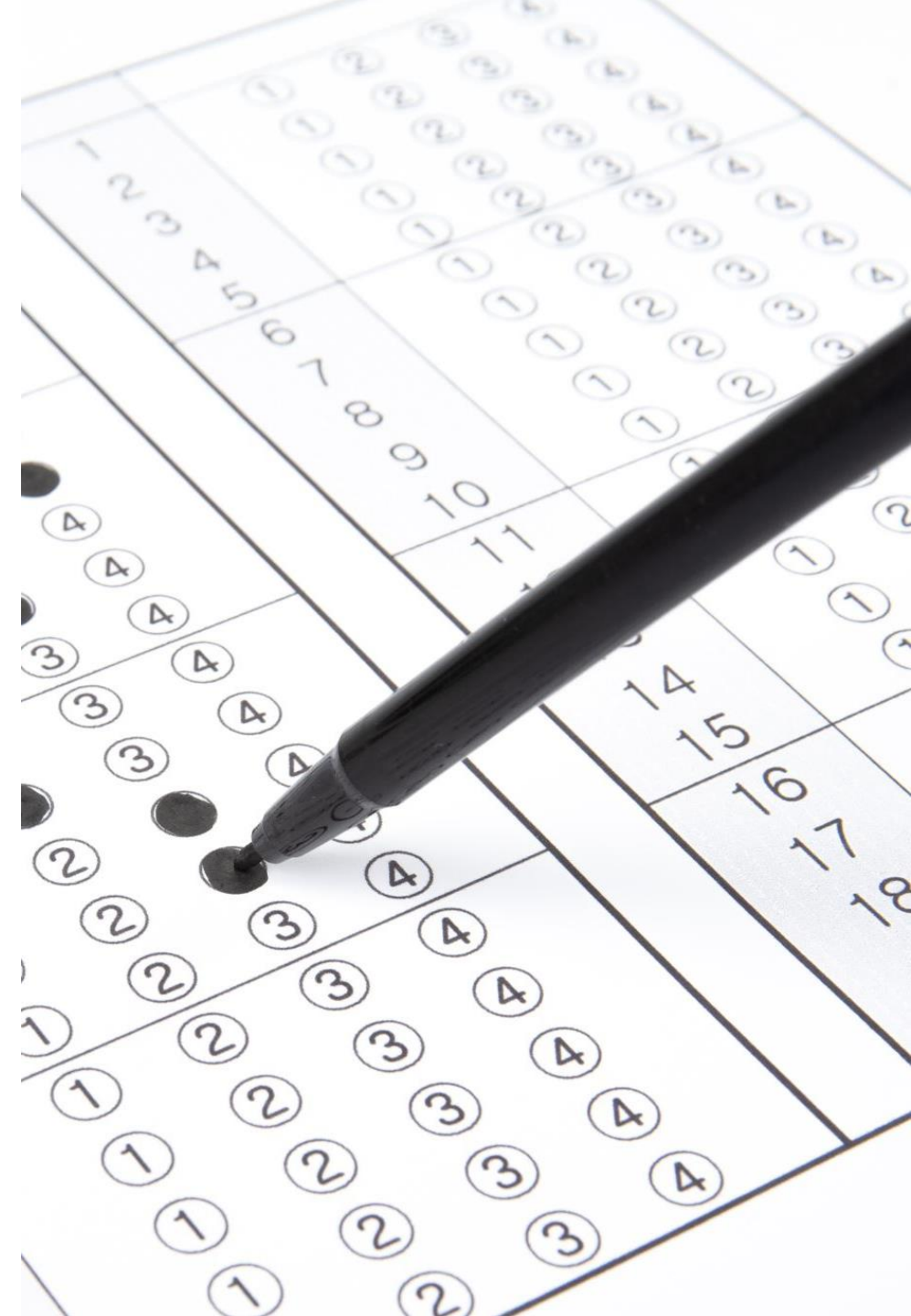
- <https://mygreexampreparation.com/>
- <https://irsc-asc.weebly.com/hesi-a2.html>
- <https://www.stlucieco.gov/departments-and-services/library/online-magazines-financial-research-encyclopedias-more>
- Current blogs about the test at *your school*

➤ FREE PRACTICE TEST

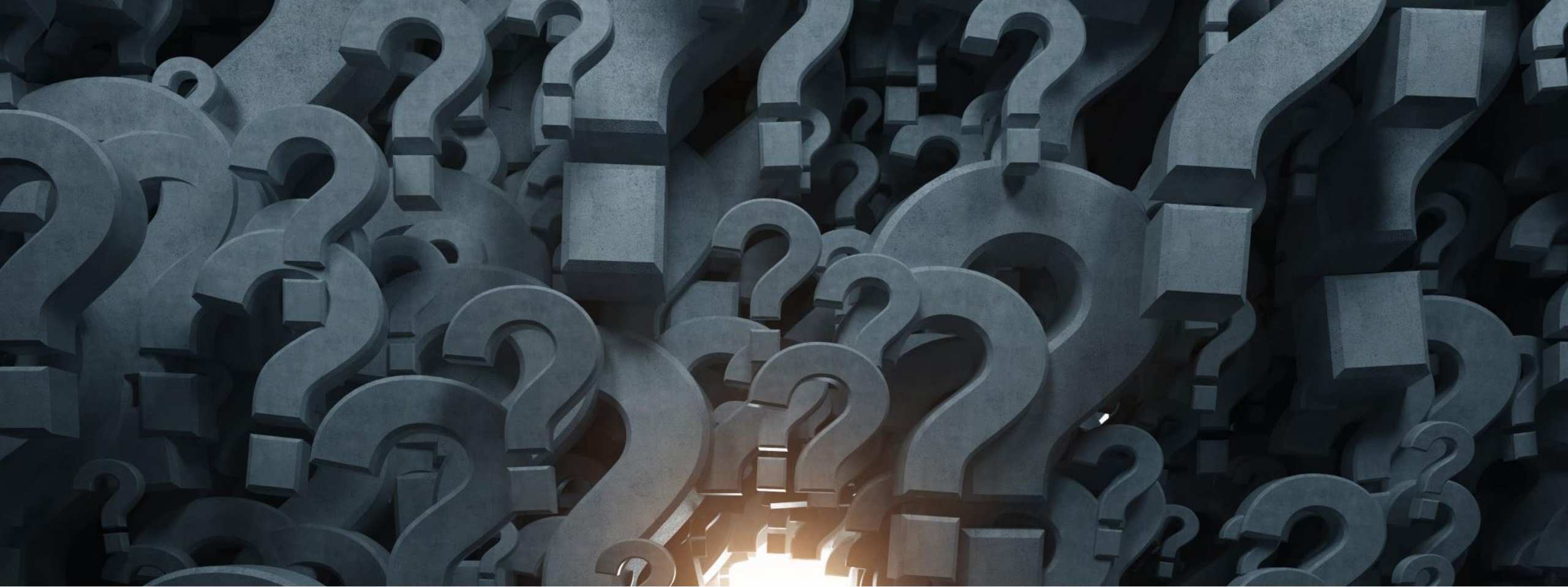
<https://www.hesia2practicetest.com/hesia2-reading-comprehension-practice-test/>

Test continues with a new paragraph...

Only Questions 1-6 refer to the original paragraph







PRACTICE PASSAGES AND QUESTIONS

TEST-TAKING TIPS:

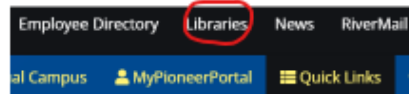
THE VIDEO RECOMMENDS MOMETRIX. WITH YOUR IRSC STUDENT ID NUMBER AND A PUBLIC LIBRARY CARD, YOU CAN ACCESS ALL MOMETRIX MATERIALS AT NO COST TO YOU!!!

Directions to MOMETRIX Website through the IRSC Library Website:

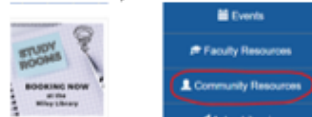
1. On the IRSC Homepage, click on Quick Links.



2. Click on Libraries



3. Click on Community Resources



4. Click on St. Lucie County Public Libraries



5. Click on Online Magazines, Financial Research, Encyclopedias & More

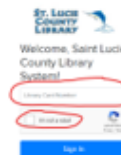


6. Click on Mometrix



7. Enter Library Card Number and check I'M NOT A ROBOT BOX

Mometrix
eLIBRARY



8. Click on College Admissions and Placement

Product Categories

Please select a category below:



9. Search for HESI A2

Mometrix
eLIBRARY

HESI A2



COLLEGE ADMISSIONS AND PLACEMENT

Please select the exam for which you wish to study below:

10. Begin with the Study Guide...

Search Results

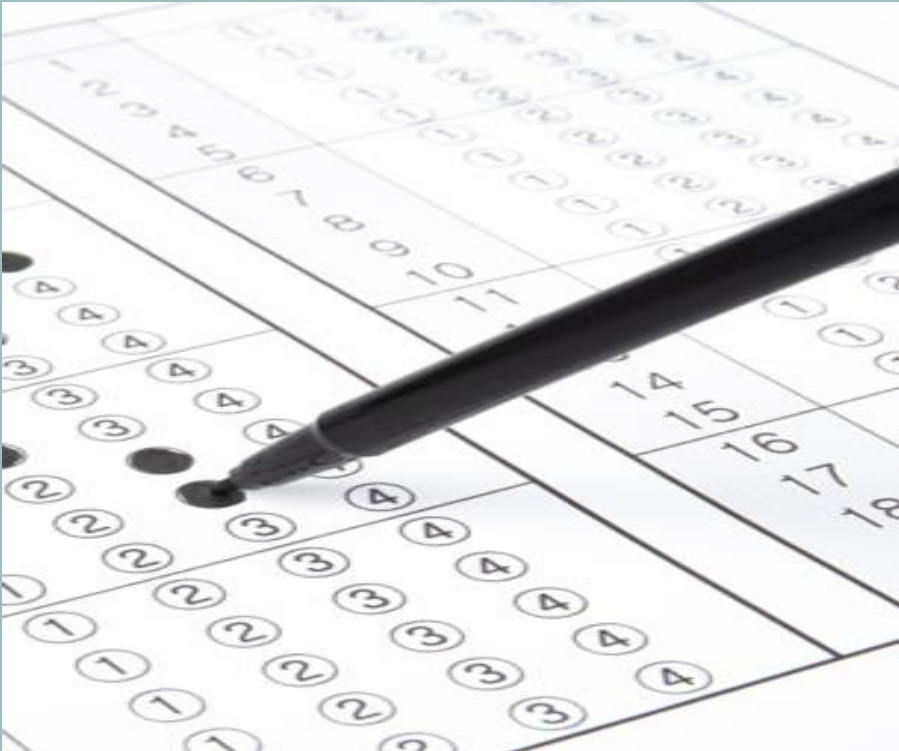


HESI A2 STUDY GUIDE

| | |
|---|-----------|
| READING COMPREHENSION | 54 |
| MAIN IDEAS, SUPPORTING DETAILS, AND CONTEXT | 54 |
| PURPOSE AND TONE | 58 |
| FACT AND OPINION, LOGICAL INFERENCES, AND SUMMARIZING | 59 |
| READING COMPREHENSION CHAPTER QUIZ | 63 |
| VOCABULARY AND GENERAL KNOWLEDGE | 64 |
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| AGREEMENT AND SENTENCE STRUCTURE | 81 |
| PUNCTUATION | 97 |
| COMMON ERRORS | 103 |
| GRAMMAR CHAPTER QUIZ | 107 |

QUESTIONS FROM FREE PRACTICE TESTS: LINK TO TEST SITE

[HESI A2 PRACTICE TESTS](#)



Free HESI Practice Tests

- **Math Test**
- **Reading Test**
- **Vocabulary Test**
- **Grammar Test**
- **Biology Test**
- **Chemistry Test**
- **Anatomy Test**

IRSC WEBSITE RESOURCES: CLICK LINK

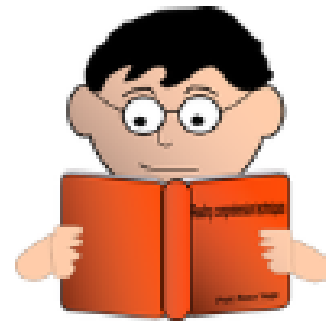
[IRSC WEBSITE HESI A2 RESOURCES](#)

4. HESI A2 e-Review Documents

Below is a complete list of our e review documents which are grouped by subject.
All practice problems/quizzes are supplied with answer keys.

[I. Verbal Skills](#)

- [Verbal Skills \(7\)](#)
 - [\(1\)](#) [\(2\)](#) [\(3\)](#) [\(4\)](#) [\(5\)](#) [\(6\)](#) [\(Reading Passages 7 a-f\)](#)



[V. Vocabulary](#)

- [HESI A2 Vocabulary](#)