

HESI A2 Overview

Reading Comprehension & Language to Avoid

PREVIEW

- About the Reading Comprehension Section
- A few Tips
- Noticing the Language in the Questions & Answers
- A Review of Reading Comprehensions Skills
 - Main Idea
 - Supporting Details
 - Inference
 - Words in Context
 - Author's Tone
 - Author's Purpose
 - Fact & Opinion
 - Summarizing
- Language to Avoid
- Works Cited

ABOUT THE READING COMPREHENSION SECTION:

Each passage will have 2-3 questions

You must answer the questions in the order asked.

Once you click next, you cannot go back – if you are on #3 and you want to change #1, you cannot.



A Few Tips:

Reading the questions before reading the passage offers a purpose.

Use the answer choices to help you.

- Eliminate any answers you know are wrong.

Notice the language in the questions and the answer choices.

- Defining words like all, always, usually, most, best
- Negative words and prefixes like not, never, except, un-
- When asked for a negative, eliminate all choices that are true.

Please take out the reading passage and questions.

Adults have become increasingly concerned about the number of dangers facing children and worry about children's own fears of personal or global catastrophe. Children do have anxieties about homelessness, AIDS, drug abuse, crime, and nuclear war, but most childhood fears are about things much closer to youngsters' daily lives. According to research in six countries—Australia, Canada, Egypt, Japan, the Philippines, and the United States—children from many different cultures are remarkably alike in what they are afraid of.

When third- through ninth-grade children were asked to rank a list of twenty events in order of how upsetting they would be, the primary fear among children in each country was the same: fear of losing a parent. Close in importance to this were events that would embarrass children—being kept back in school, wetting their pants in public, or being sent to the

principal. Surprisingly, children of every country rated the birth of a new sibling least upsetting of all (perhaps, at this age, children are so busy outside the home that they are less affected by a new arrival—or at age 8 and older, few were dealing with the birth of a new baby). Boys and girls rated events about the same; by and large, so did children of different ages.

For most children, school is a source of insecurity—partly because it is so important in their lives and partly because so many belittling practices (like accusing children of lying, or ridiculing them in class) flourish there. Adults can stem fears by respecting children, encouraging them to talk about their worries, and not expecting fears to simply disappear.

Most childhood fears are normal, and overcoming them helps children grow, achieve identity, and master their world.

Reading selection from *Ten Steps to Building College Reading Skills* by John Langan, 2005, Townsend Press, p. 508.

HESI PRACTICE READING COMPREHENSION QUESTIONS

1. What is the best title for the passage?
 - a. Dangers Facing Children
 - b. What Children Are Afraid Of
 - c. All Fears Are Normal
 - d. Children & Embarrassment
2. What is the main idea of the passage?
 - a. Children all over the world feel the same.
 - b. Adults worry too much about children.
 - c. Children fear losing a parent most of all.
 - d. Childhood fears of loss, embarrassment and school are [always] normal.
3. Which is not a detail listed in the passage?
 - a. Austria was one of the countries used in the research study.
 - b. Students were asked to rank a list of twenty events in order of how upsetting they would be.
 - c. Most children have anxiety about school.
 - d. Boys and girls rated anxiety-related events the same.
4. Which cannot be inferred?
 - a. Adults are important in a child's perception of her world.
 - b. Some children have anxiety about nuclear war.
 - c. Children are busy with their own lives; they do not mind welcoming a new baby into the family.
 - d. Hiding fears is healthier than talking about them.
5. What is the meaning of the word *global* in the first paragraph?
 - a. Local
 - b. Micro
 - c. Comprehensive
 - d. International
6. What is the author's tone?
 - a. Pragmatic
 - b. Cautious
 - c. Supportive
 - d. Reassuring
7. What is the author's purpose?
 - a. To inform
 - b. To entertain
 - c. To argue
 - d. To persuade

Let's look at the language in the questions & answers first and highlight key words.



HESI PRACTICE READING COMPREHENSION QUESTIONS

1. What is the **best title** for the passage?
 - a. Dangers Facing Children
 - b. What Children Are Afraid Of
 - c. **All Fears Are Normal**
 - d. Children & Embarrassment

2. What is the **main idea** of the passage?
 - a. Children **all** over the world feel the same.
 - b. Adults worry **too much** about children.
 - c. Children fear losing a parent **most of all**.
 - d. Childhood fears of loss, embarrassment and school are [**always**] normal.

3. Which is **not a detail** listed in the passage?

- a. Austria was one of the countries used in the research study.
- b. Students were asked to rank a list of twenty events in order of how upsetting they would be.
- c. **Most** children have anxiety about school.
- d. Boys and girls rated anxiety-related events the same.

4. Which **cannot be inferred**?

- a. Adults are important in a child's perception of her world.
- b. Some children have anxiety about nuclear war.
- c. Children are busy with their own lives; they do not mind welcoming a new baby into the family.
- d. Hiding fears is healthier than talking about them.

5. What is the **meaning** of the word *global* in the **first paragraph**?
- a. Local
 - b. Micro
 - c. Comprehensive
 - d. International
6. What is the **author's tone**?
- a. Pragmatic
 - b. Cautious
 - c. Supportive
 - d. Reassuring

7. What is the author's purpose?
- a. To inform
 - b. To entertain
 - c. To argue
 - d. To persuade
 - e. To analyze
8. Which word is spelled incorrectly?
- a. Flourish
 - b. Embarass
 - c. Achieve
 - d. Catastrophe

9. Which is a **detail** from the passage?

- a. **Highest** on children's list of anxieties is fear of nuclear war.
- b. Kindergarten children **exclusively** ranked fear of losing a parent the **highest**.
- c. It is a **universal** trait that children **do not** embrace having a new baby brother or sister.
- d. According to research of children in six countries, children from different cultures are similar when it comes to fears.

10. One of the **best** things society can do to help children is to rid them of their fears of gun violence.

According to the passage:

The above statement is a **fact**. True False

The above statement is an **opinion**. True False

The above statement is an **inference**. True False

11. What is a **conclusion suggested** by the passage?

- a. Adults have become increasingly concerned about the dangers facing their own children.
- b. **Most** childhood fears are **normal** and overcoming them can only help children.
- c. Children in grades three through nine face the most danger.
- d. Anxiety is high in Egypt and Canada.

12. What is **not** a meaning of the word **flourish** in the **third paragraph**?

- a. Mushroom
- b. Thrive
- c. Decline
- d. Burgeoning

13. Which is the **best summary** of the passage?

- a. Children are afraid of drugs, homelessness, AIDS and crime. The best way to help them is through a healthy school environment and talking about their fears.
- b. Childhood fears are normal. A global study shows that most children fear losing a parent, embarrassment in general, and the insecurities associated with school. Overcoming fears help children grow, achieve identity, and master their world.
- c. Children today face so much pressure. Violence and divorce are the biggest fears of their busy lives. However, children are resilient. In a matter of time, their fears will disappear.



MAIN IDEA

The main idea of a passage is the main point the author is speaking about. It is sometimes referred to as the “big picture”.

It is not the topic; the main idea is more specific than the topic.

The main idea may be stated in the opening paragraph as a thesis, then restated in the concluding paragraph.

To determine the main idea, ask yourself these questions:

What is the passage about?
(topic)

What is the main point the
author wants you to know
about the topic?

Try to summarize the passage in
1 sentence (Roell, "How to Find
the Main Idea"). Is that one of
the answer choices?

MAIN IDEA

PRACTICE:

1. What is the **best title** for the passage?
 - a. Dangers Facing Children
 - b. What Children Are Afraid Of
 - c. **All Fears Are Normal**
 - d. Children & Embarrassment

2. What is the **main idea of the passage**?
 - a. Children **all** over the world feel the same.
 - b. Adults worry **too much** about children.
 - c. Children fear losing a parent **most of all**.
 - d. Childhood fears of loss, embarrassment and school are normal.

Adults have become increasingly concerned about the number of dangers facing children and worry about children's own fears of personal or global catastrophe. Children do have anxieties about homelessness, AIDS, drug abuse, crime, and nuclear war, but **most childhood fears are about things much closer to youngsters' daily lives.** According to **research in six countries**—Australia, Canada, Egypt, Japan, the Philippines, and the United States—children from many different cultures are remarkably alike in what they are afraid of.

When third- through ninth-grade children were asked to rank a list of twenty events in order of how upsetting they would be, the **primary fear among children in each country was the same: fear of losing a parent.** Close in importance to this were events that would **embarrass children**—being kept back in school, wetting their pants in public, or being sent to the

principal. Surprisingly, children of every country rated the birth of a new sibling least upsetting of all (perhaps, at this age, children are so busy outside the home that they are less affected by a new arrival—or at age 8 and older, few were dealing with the birth of a new baby). Boys and girls rated events about the same; by and large, so did children of different ages.

For most children, school is a source of insecurity—partly because it is so important in their lives and partly because so many belittling practices (like accusing children of lying, or ridiculing them in class) flourish there. Adults can stem fears by respecting children, encouraging them to talk about their worries, and not expecting fears to simply disappear.

Most childhood fears are normal, and overcoming them helps children grow, achieve identity, and master their world.

SUPPORTING DETAILS

Supporting details are the additional information given to support the main idea.

They illustrate the main point the author is making; they draw the picture for the reader.

Supporting details offer evidence to bolster the main idea.

A detail may be a description, a reason, an example, additional information, etc.

To find supporting details:

Supporting details are found within the heart of the passage



They can be introduced with transition words like first, next, one, another, for example, etc. (HESI. 46).

SUPPORTING
DETAILS

PRACTICE:

3. Which is **not a detail** listed in the passage?
- Austria** was one of the countries used in the research study.
 - Students were asked to rank a list of twenty events in order of how upsetting they would be.
 - Most children have anxiety about school.
 - Boys and girls rated anxiety-related events the same.
9. Which is a **detail** from the passage?
- Highest** on children's list of anxieties is **fear of nuclear war**.
 - Kindergarten children exclusively** ranked fear of losing a parent the highest.
 - It is a universal trait** that children do not embrace having a new baby brother or sister.
 - According to research of children in six countries, children from different cultures are similar when it comes to fears.

Adults have become increasingly concerned about the number of dangers facing children and worry about children's own fears of personal or global catastrophe. Children do have anxieties about homelessness, AIDS, drug abuse, crime, and nuclear war, but most childhood fears are about things much closer to youngsters' daily lives. **According to research in six countries—Australia, Canada, Egypt, Japan, the Philippines, and the United States—children from many different cultures are remarkably alike in what they are afraid of.**

When **third- through ninth-grade children** were asked to rank a list of twenty events in order of how upsetting they would be, **the primary fear among children in each country was the same: fear of losing a parent.** Close in importance to this were events that would embarrass children—being kept back in school, wetting their pants in public, or being sent to the

principal. Surprisingly, children of every country rated **the birth of a new sibling least upsetting** of all (perhaps, at this age, children are so busy outside the home that they are less affected by a new arrival—or at age 8 and older, few were dealing with the birth of a new baby). Boys and girls rated events about the same; by and large, so did children of different ages.

For most children, school is a source of insecurity—partly because it is so important in their lives and partly because so many belittling practices (like accusing children of lying, or ridiculing them in class) flourish there. Adults can stem fears by respecting children, encouraging them to talk about their worries, and not expecting fears to simply disappear.

Most childhood fears are normal, and overcoming them helps children grow, achieve identity, and master their world.



INFERENCE


An inference is a logical conclusion based on given facts and the reader's own experience.

It is an educated guess or "reading between the lines" about what the author is hinting at but does not actually state (HESI. 47).

A logical inference is supported by facts and evidence in passage.

To make a logical inference:

Words like “suggest”, “infer”, and “imply” indicate an inference question.



Use the clues in the passage to draw a logical conclusion.



Look for facts and details in the passage to support the inferences in the answer choices

INFERENCE

PRACTICE:

4. Which **cannot be inferred**?
- Adults are important in a child's perception of her world.
 - Some children have anxiety about nuclear war.
 - Children are busy with their own lives; they do not mind welcoming a new baby into the family.
 - Hiding fears is healthier than talking about them.
11. What is a **conclusion** suggested by the passage?
- Adults have become increasingly concerned about the dangers facing their own children.
 - Most childhood fears are normal and overcoming them can only help children.
 - Children in grades three through nine face the most danger.
 - Anxiety is high in Egypt and Canada.

Adults have become increasingly concerned about the number of dangers facing children and worry about children's own fears of personal or global catastrophe. Children do have anxieties about homelessness, AIDS, drug abuse, crime, and nuclear war, but most childhood fears are about things much closer to youngsters' daily lives. According to research in six countries—Australia, Canada, Egypt, Japan, the Philippines, and the United States—children from many different cultures are remarkably alike in what they are afraid of.

When third- through ninth-grade children were asked to rank a list of twenty events in order of how upsetting they would be, the primary fear among children in each country was the same: fear of losing a parent. Close in importance to this were events that would embarrass children—being kept back in school, wetting their pants in public, or being sent to the

principal. Surprisingly, children of every country rated the birth of a new sibling least upsetting of all (perhaps, at this age, children are so busy outside the home that they are less affected by a new arrival—or at age 8 and older, few were dealing with the birth of a new baby). Boys and girls rated events about the same; by and large, so did children of different ages.

For most children, school is a source of insecurity—partly because it is so important in their lives and partly because so many belittling practices (like accusing children of lying, or ridiculing them in class) flourish there. Adults can stem fears by respecting children, encouraging them to talk about their worries, and not expecting fears to simply disappear.

Most childhood fears are normal, and overcoming them helps children grow, achieve identity, and master their world.

WORDS IN CONTEXT

The author often gives clues within the context to help determine the meaning of certain words. The meaning is somewhere within the text.

Use the sentences surrounding the word to determine the meaning.

The author may give the definition, a synonym, an antonym, an example, a restatement or an explanation of the word to help the reader (HESI. 46).

To determine the meaning of a word in context:

Skim the passage to find the word.

Read the sentences before and after the sentence that includes the word.

Look for a definition, explanation, synonym or other clarification of the word.

Be sure that the meaning you choose makes sense in the context of the passage. Reread the sentences using the meaning instead of the word (HESI. 46).

WORDS IN
CONTEXT

PRACTICE:

5. What is the meaning of the word *global* in the first paragraph?
- A. Local
 - b. Micro
 - c. Comprehensive
 - d. International
12. What is **not a meaning** of the word *flourish* in the third paragraph?
- a. Mushroom
 - b. Thrive
 - c. Decline
 - d. Burgeoning

Adults have become increasingly concerned about the number of dangers facing children and worry about children's own fears of personal or **global catastrophe**. **Children do have anxieties about homelessness, AIDS, drug abuse, crime, and nuclear war, but most childhood fears are about things much closer to youngsters' daily lives.** According to research in six countries—Australia, Canada, Egypt, Japan, the Philippines, and the United States—children from many different cultures are remarkably alike in what they are afraid of.

When third- through ninth-grade children were asked to rank a list of twenty events in order of how upsetting they would be, the primary fear among children in each country was the same: fear of losing a parent. Close in importance to this were events that would embarrass children—being kept back in school, wetting their pants in public, or being sent to the

principal. Surprisingly, children of every country rated the birth of a new sibling least upsetting of all (perhaps, at this age, children are so busy outside the home that they are less affected by a new arrival—or at age 8 and older, few were dealing with the birth of a new baby). Boys and girls rated events about the same; by and large, so did children of different ages.

For most children, school is a source of insecurity—partly because it is so important in their lives and partly because so many belittling practices (like accusing children of lying, or ridiculing them in class) **flourish** there. Adults can stem fears by respecting children, encouraging them to talk about their worries, and not expecting fears to simply disappear.

Most childhood fears are normal, and overcoming them helps children grow, achieve identity, and master their world.



AUTHOR'S TONE

The author's tone is the attitude or feelings the writer has toward the topic.

Word choice is the best tool to determine author's tone. Look for facts, bias, intrigue .

Positive or negative language can point to the author's feelings about the subject.

To determine the author's tone, ask:

Who is the author's intended audience?



What feelings does the writer have toward the subject?



What words support this feeling?



Look at the answer choices. Find words within the passage that support one of the choices.

AUTHOR'S
TONE

AUTHOR'S PURPOSE

Why did the author write this piece?

For whom did the author write the piece?

An author writes to inform, persuade, entertain, analyze.

Informative- language is factual with supporting details allowing reader to form own opinion


Persuasive – language is biased with feelings and opinions. Positive or negative language is used to convince reader (HESI. 47).

Entertaining – language is entertaining, humorous, mysterious, of general interest.


Analytical - language will be focused and include data, evidence, results.

To determine the author's purpose:

Consider the audience.
For whom was the passage
written?



What tone did the author use?
Strong positive or negative
language imply persuasion.



Is the passage informative,
entertaining, argumentative,
persuasive?

AUTHOR'S
PURPOSE

PRACTICE:

6. What is the author's tone?
- a. Pragmatic
 - b. Cautious
 - c. Supportive
 - d. Reassuring
7. What is the author's purpose?
- a. To inform
 - b. To entertain
 - c. To argue
 - d. To persuade
 - e. To analyze

Adults have become increasingly concerned about the number of dangers facing children and worry about children's own fears of personal or global catastrophe. Children do have anxieties about homelessness, AIDS, drug abuse, crime, and nuclear war, but most childhood fears are about things much closer to youngsters' daily lives. According to research in six countries—Australia, Canada, Egypt, Japan, the Philippines, and the United States—children from many different cultures are remarkably alike in what they are afraid of.

When third- through ninth-grade children were asked to rank a list of twenty events in order of how upsetting they would be, the primary fear among children in each country was the same: fear of losing a parent. Close in importance to this were events that would embarrass children—being kept back in school, wetting their pants in public, or being sent to the

principal. Surprisingly, children of every country rated the birth of a new sibling least upsetting of all (perhaps, at this age, children are so busy outside the home that they are less affected by a new arrival—or at age 8 and older, few were dealing with the birth of a new baby). Boys and girls rated events about the same; by and large, so did children of different ages.

For most children, school is a source of insecurity—partly because it is so important in their lives and partly because so many belittling practices (like accusing children of lying, or ridiculing them in class) flourish there. Adults can stem fears by respecting children, encouraging them to talk about their worries, and not expecting fears to simply disappear.

Most childhood fears are normal, and overcoming them helps children grow, achieve identity, and master their world.



FACT & OPINION

A fact can be proven – true or false.

Ex. The movie *La La Land* won the Oscar for Best Picture in 2017.

This is an incorrect fact. It can be checked.

An opinion is a belief. It is not provable.

Ex. The movie *Tenet* is a great movie.

Some may disagree with this. Its greatness cannot be proven.

To determine fact vs. opinion:

Look at the language used.

Can the statement be proven?
FACT

Is the statement a feeling or
belief? OPINION

FACT &
OPINION

PRACTICE:

10. One of the best things society can do to help children is to rid them of their fears of gun violence.

According to the passage:

- | | | |
|---|------|-------|
| a. The above statement is a fact. | True | False |
| b. The above statement is an opinion. | True | False |
| c. The above statement is an inference. | True | False |

Adults have become increasingly concerned about the number of dangers facing children and worry about children's own fears of personal or global catastrophe. Children do have anxieties about homelessness, AIDS, drug abuse, crime, and nuclear war, but most childhood fears are about things much closer to youngsters' daily lives. According to research in six countries—Australia, Canada, Egypt, Japan, the Philippines, and the United States—children from many different cultures are remarkably alike in what they are afraid of.

When third- through ninth-grade children were asked to rank a list of twenty events in order of how upsetting they would be, the primary fear among children in each country was the same: fear of losing a parent. Close in importance to this were events that would embarrass children—being kept back in school, wetting their pants in public, or being sent to the

principal. Surprisingly, children of every country rated the birth of a new sibling least upsetting of all (perhaps, at this age, children are so busy outside the home that they are less affected by a new arrival—or at age 8 and older, few were dealing with the birth of a new baby). Boys and girls rated events about the same; by and large, so did children of different ages.

For most children, school is a source of insecurity—partly because it is so important in their lives and partly because so many belittling practices (like accusing children of lying, or ridiculing them in class) flourish there. Adults can stem fears by respecting children, encouraging them to talk about their worries, and not expecting fears to simply disappear.

Most childhood fears are normal, and overcoming them helps children grow, achieve identity, and master their world.

SUMMARIZING


A summary includes the main ideas expressed throughout the passage. Summaries may have a few important details.

Summaries are typically written in the order of the passage, but not always (HESI. 48).


A basic summary can answer the questions who, what, when, where, why and how.

To determine the best summary:


Use the main ideas from each paragraph to create the summary.



Look for a summary statement that follows the sequence of the passage.



Be careful not to choose a summary with multiple details or inaccurate information.



In a passage, the concluding paragraph sometimes summarizes the passage.

SUMMARIZING

PRACTICE:

13. Which is the **best summary** of the passage?
- Children are afraid of drugs, homelessness, AIDS and crime. The best way to help them is through a healthy school environment and talking about their fears.
 - Childhood fears are normal. A global study shows that most children fear losing a parent, embarrassment in general, and the insecurities associated with school. Overcoming fears help children grow, achieve identity, and master their world.
 - Children today face so much pressure. Violence and divorce are the biggest fears of their busy lives. However, children are resilient. In a matter of time, their fears will disappear.

Adults have become increasingly concerned about the number of dangers facing children and worry about children's own fears of personal or global catastrophe. **Children do have anxieties about homelessness, AIDS, drug abuse, crime, and nuclear war, but most childhood fears are about things much closer to youngsters' daily lives.** According to research in six countries—Australia, Canada, Egypt, Japan, the Philippines, and the United States—children from many different cultures are remarkably alike in what they are afraid of.

When third- through ninth-grade children were asked to rank a list of twenty events in order of how upsetting they would be, the primary fear among children in each country was the same: fear of losing a parent. Close in importance to this were events that would embarrass children—being kept back in school, wetting their pants in public, or being sent to the

principal. Surprisingly, children of every country rated the birth of a new sibling least upsetting of all (perhaps, at this age, children are so busy outside the home that they are less affected by a new arrival—or at age 8 and older, few were dealing with the birth of a new baby). Boys and girls rated events about the same; by and large, so did children of different ages.

For most children, school is a source of insecurity—partly because it is so important in their lives and partly because so many belittling practices (like accusing children of lying, or ridiculing them in class) flourish there. Adults can stem fears by respecting children, encouraging them to talk about their worries, and not expecting fears to simply disappear.

Most childhood fears are normal, and overcoming them helps children grow, achieve identity, and master their world.



Language to Avoid



CLICHES

Cliches are outdated and overused expressions that have lost their meaning.

- “sick as a dog”
- “under the weather”

Give accurate information. Say what you mean.

- Vomiting with fever & chills
- Headache with a mild cold

EUPHEMISMS

Euphemisms are often used in place of direct language to soften what needs to be stated.

- “passed away”
- “departed”

Give accurate information. Say what you mean.

- Use correct terms for body parts (HESI. 64).
- State that the patient has died

SEXIST LANGUAGE

Gender Neutral Titles

- Chair or Chairperson
- Server
- Firefighter

Sexist Titles

- Chairman/Chairwoman
- Waiter/Waitress
- Fireman/Firewoman

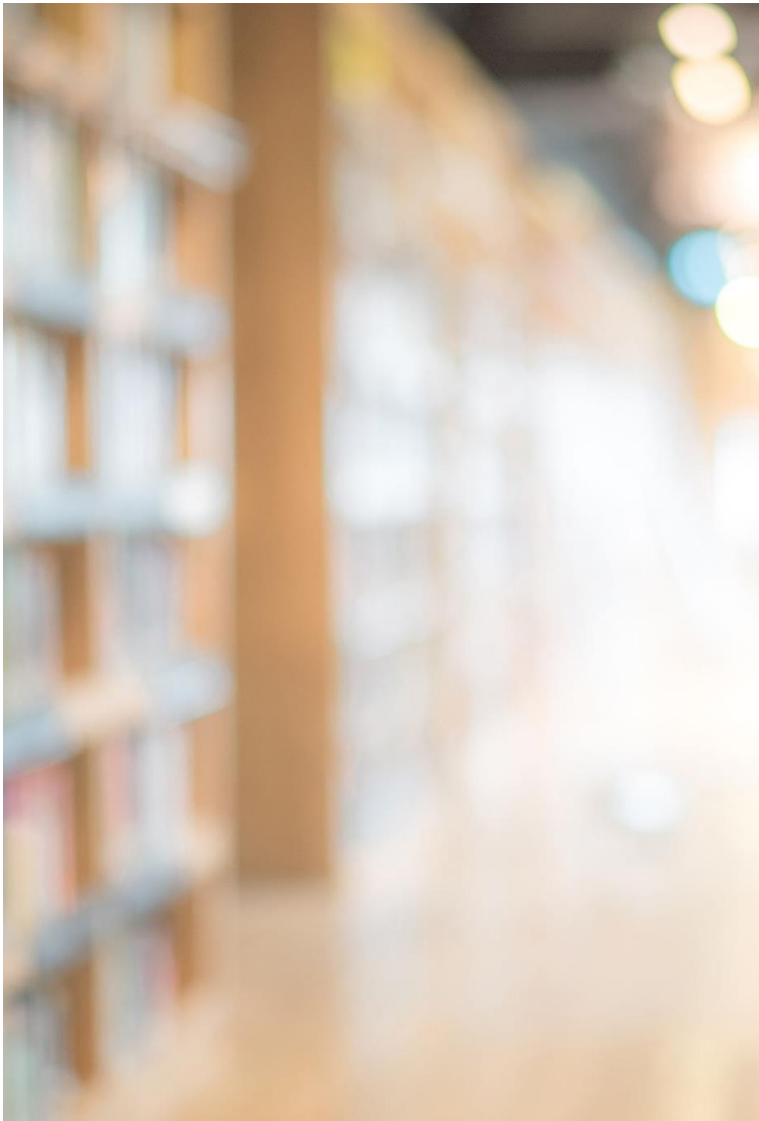
Be mindful of using harsh, insensitive, or offensive language when speaking and writing.

“We need to be sensitive to language that excludes or emphasizes a person or group of people with reference to race, sexual orientation, age, gender, religion, or disability.” (HESI. 65).

PROFANITY & INSENSITIVE LANGUAGE

TEXT SPEAK

Avoid spelling, abbreviations, punctuation, slang, and emojis used in texting.



WORKS CITED:

Aronoff, Wendy. "HESI Study Guide for Reading Comprehension, Vocabulary & Grammar." Prepared for CCRI Student Success.

HESI. *Admission Assessment Exam Review E-Book*. 5th ed., Kindle ed., Houston, TX, Elsevier, 2021.

Langan, John. *Ten Steps to Building College Reading Skills*. 4th ed., Townsend Press, 2005.

Roell, Kelly. "How to Find the Main Idea." ThoughtCo, Aug. 25, 2020, [thoughtco.com/how-to-find-the-main-idea-3212047](https://www.thoughtco.com/how-to-find-the-main-idea-3212047).

Roell, Kelly. "How to Make an Inference in 5 Easy Steps." ThoughtCo, Aug. 26, 2020, [thoughtco.com/how-to-make-an-inference-3211647](https://www.thoughtco.com/how-to-make-an-inference-3211647).