纽约市

特殊高中入学测验（SHSAT）

（2027年入学）

本指南的信息确保在刊出时是准确的，但之后可能会有所变动。请到以下网站查阅最新信息：
schools.nyc.gov/SHS、schools.nyc.gov/High和MySchools.nyc。

纽约市教育局的政策：在提供平等教育机会时，不考虑实际或被认为的种族、肤色、宗教、年龄、信仰、族裔、原国籍、外国人身份、公民身份、残障、性取向、性别（包括实际或被认为的性别认同、性别表达、怀孕/与怀孕或分娩有关的健康状况）或体重；并且保持一个没有基于以上受保护类别的任何理由的骚扰（包括性骚扰和报复）的环境。任何学校都不可因学生英语的流利程度或被认为的流利程度而拒绝学生的入学、注册或就读。关于是否遵守这项政策的质疑信函请寄往以下地址：Director, Office of Equal Opportunity, 65 Court Street, Brooklyn, New York 11201。电话 **718-935-3320**/免费电话：**877-332-4845**。

NYC Public Schools

T-40126 (Chinese-Simplified)

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1.0 为特殊高中入学测验作准备

家长应与子女一同阅读本章节，让子女能为测验做好准备。

1.1 了解测验是怎样的

- ▢ **查看纽约市特殊高中入学测验（SHSAT）门户网站的下列内容，让自己熟悉测验的形式：(https://nycshsat.myassessmentsupport.com)**
  - 关于测验的说明
  - 在《如何准备特殊高中入学测验》指南中的备考小建议
  - 完整长度的机考样本试题
  - 每个样本试题的答案和说明
  - 特定的9年级样本试题（如你打算用9年级学生身份参加这个测验）
- ▢ **熟悉每个部分的相关指示，这样你就可以：**
  - 全面了解在测验的每个部分，你要做些什么：阅读理解、修订/校订A部分和B部分、数学填空题和数学多项选择题
  - 集中时间回答问题，而不用在测验当天才阅读有关说明
  - 如果有需要，可以查看翻译版的说明。查看翻译版本的说明可以在纽约市特殊高中入学测验门户网站上找到。
- ▢ **在纽约市特殊高中入学测验门户网站熟悉“学生准备工具”，这样你就可以：**
  - 充分了解如何应对每个类型的测验内容并进行互动
  - 充分了解如何使用工具以及熟悉数码版测验的整个过程

1.2 参加模拟测验

- ▢ **制订计划。**
  - 纽约市特殊高中入学测验门户网站（https://nycshsat.myassessmentsupport.com）有样本试题，你可以按照自己想用的方式使用；建议使用至少一套样本试题，练习在限时情况下参加整个测验。
    - 获得英语学习生（ELL）特别照顾的学生应选择其家庭语言的摸拟测验链接，以便在译成该语言的说明及词汇表弹出视窗的辅助下进行摸拟测验。
  - 你不需要登录或下载申请表就可以做模拟测验，你的答案不会被保存。将提供你答对和答错的撮要。
  - 你可以在屏幕右侧的展示中找到针对模拟测验中每道测验题的解释，或者你可以在纽约市特殊高中入学测验门户网站找到包括所有说明的PDF文件。
  - 你有180分钟时间完成测验；符合资格的英语学习生或经核准获得加时特别照顾的学生有360分钟时间完成测验。
  - 你可以从想先做的测验部分开始，因此请你提前决定测验时你的做题顺序。
  - 你可以按照自己的喜好，在英文和数学部分之间分配时间。

- ▢ **用手表或时钟管理你的时间。你将有180分钟的测验时间（有加时特别照顾的学生有360分钟时间）。测验当日不允许使用智能手表。**
- ▢ **回答问题时，可以从英文部分或者数学部分开始。**
  - 请记住，你自己决定从哪个部分开始！
  - 小心地答题，但要以自己感觉适当的速度，保持继续做题。
  - 不要在任何一道题目上花超过几分钟的时间。
- ▢ **在屏幕上选择你的答案。**
  - 小心遵照指示去选择你的答案。
  - 你在可以移到下一题之前必须选择一个答案。
  - 在阅读理解及修改与编辑部分，你可以返回段落题组（一篇文章及其相关问题）中的题目。一旦你离开该段落题组，便无法再回到这些题目。
- ▢ **凭经验猜出的答案可能会是正确答案。**
  - 方法是去掉绝对错误的答案选择，然后从剩下的选择中选出答案。

1.3 检查样本试题中你的答案

- ▢ **在你完成样本试题后，查看撮要报告，报告会注明你答对或答错的问题。**
  - 阅读对正确答案的解释，了解你可能会犯哪些类型的错误。
  - 检查并看看你的错误是否存在规律。
    - **英文例子：**你是否做错许多有关中心思想或作者的写作目的的题目？
    - **数学例子：**你是否由于计算错误而做错许多题？
  - 寻找机会，针对你觉得有难度的领域多做练习！

这一页特意留白

了解测试

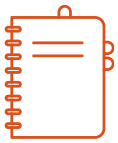
从 2026 年秋季开始，SHSAT 将采用计算机自适应测试 (CAT) 形式。在 CAT 考试中，将根据您历来取得的成绩选择您将看到的问题。例如，如果您正确回答了一个中等难度的题目，您就会收到一个更难的题目；如果您未正确回答这个题目，就会遇到一个比较简单的题目。对于每个科目，所有学生都将回答相同数量的问题。

测试时间为三小时。ELA 部分有 50 道题目，数学部分有 50 道题目。

在数学部分和 ELA 部分中，都必须先回答每个问题，才能继续下一个问题。

为测试当天做好准备

规划您的方法。



- 您将从哪个科目开始？
- 您将如何管理好时间？

规划好工具。



- 完成学生准备就绪工具教程，以便熟悉所有工具选项。
- 在练习测试的题目中练习如何使用这些工具。
- 了解哪些工具能帮到您，而不会拖累您。
- 决定测试当天要在每个部分使用哪些工具。

规划好时间。



- 规划好每个科目的答题时间。测试时间为 3 小时。
  - 请记住，必须先完成第一个科目，才能继续下一个科目。提交某个科目后，就无法回到该科目。
  - 要事先决定：如果到了计划时间还没完成这一部分，该怎么办。您将以同样的速度继续答题，还是会快速浏览剩下的题目，以便切换到其他部分？
- 规划好数学和 ELA 题目的答题时间。务必要考虑阅读章节所用的时间。
- 不要在任一道题目上花费太多时间。如果您对答案不是很确定，请猜测您认为最合适的答案，然后继续下一道题目。
- 决定是否要在测试工具栏上保持时钟可见，还是要在测试当天隐藏时钟。

如何为英语语言艺术部分做好准备

英语语言艺术部分由 50 个问题组成，旨在评估阅读理解和修改/编辑技能。这些问题符合《**纽约州下一代英语语言艺术学习标准**》。以下几页提供了回答阅读理解和修改/编辑问题的技巧。

在每一组阅读理解和修改与编辑题（包括一篇文章及其相关问题）中，在提交该组答案之前，都可以返回题目修改答案。前往新一组题目后，无法返回前一组题目。对于 ELA 部分中的独立题目，前往下一个问题后，无法返回上一个问题。

盘点工具		
荧光笔		突出显示您要注意的重要文字。
答案消除器		划掉您认为不正确的答案选项。
记事本		做笔记，以便在整个 ELA 部分中参考。
铅笔		使用鼠标在测试题目或章节上进行绘制，帮助回答问题。您可以撤消、重做或删除铅笔标记。
行阅读器蒙版		覆盖某些行周围的文字，以重点突出相关行。
书签		仅限题目组：在题目组中标记任何要再次查看的问题，这样就可以在前往下一组题目之前返回该组。
加注释的字词 弹出式定义	underline	采用虚线下划线的字词具有相应定义。单击带下划线的字词可阅读弹出式定义。

阅读理解概述

本部分评估您阅读和理解文学体裁和信息体裁文章的能力，其中可能包括下面列出的任何文章类型。

信息体裁可能包括
说明性/解释性文章
议论文
采用以下形式的功能性文章： • 个人散文 • 演讲 • 评论文章 • 关于艺术或文学的文章 • 传记 • 回忆录 • 新闻报道 • 为大众读者撰写的历史、科学、技术或经济报道

文学体裁可能包括
诗歌
惊险故事
历史小说
未解之迷
神话故事
科幻小说
现实小说
非小说类创作

阅读理解技巧

认真阅读文章，同时注意时间；不要走马观花。	➤ 仔细阅读文章，确保准确理解文章的主要中心思想和重要细节。 ➤ 在阅读过程中注意自己是否完全理解；如果某个句子或段落令人费解，请尝试快速重读。
做笔记或突出显示文字。	➤ 在通读全文时，记下简要笔记，以确定重要细节、总结要点等。您可以使用数字记事本或草稿纸和铅笔做笔记。
仔细阅读问题。	➤ 仔细阅读问题，以便清楚地理解问题是问什么。例如，您需要重点关注一个段落还是多个段落中的细节？ ➤ 根据需要，重读文章的相关部分。
在阅读答案选项之前，先试图确定答案。	➤ 在阅读每个选项之前，先思考答案。然后阅读每个答案选项，排除看起来肯定不正确的选项，然后选择最符合您想法的选项。您可能会希望使用答案消除器来标记错误的答案选项。 ➤ 请仅根据文章内容（以及关联图片或图表）作答。不要依赖您之前对该主题的了解。
规划好工具。 	➤ 练习将使用的工具：荧光笔、答案消除器、记事本、行阅读器、铅笔。 ➤ 加注释的字词：文章中用下划线标记的词语提供了解释。 ➤ 书签提示：对于阅读理解部分以及修改和编辑部分 A 部分，只能返回每个题目组中的题目。您可能希望使用书签标注要返回的题目。
规划好时间。 	➤ 在测试日期之前，规划好将用于每个题目组（一篇文章及其相关问题）的时间。请记住，提交每组题目后，无法返回更改答案。

Snoozing While Soaring

1 Certain types of birds soar for hundreds of miles, over land, over sea—and never stop to rest. That kind of endurance seems impossible to us, since we as people need time to rest and sleep. Researchers set out to learn how birds could fly for such long distances without restorative rest. They found that for some birds, settling in for a good night's rest is not always a necessity.

2 In 2013 Felix Liechti and his research colleagues at the Swiss Ornithological Institute published results of a study about the flight habits of Alpine swifts, small birds that migrate annually between Europe and Africa. Liechti and his team fitted the birds with small electronic tags that recorded the birds' acceleration and their pitch, or angle relative to the ground. The data revealed that the birds remained completely airborne during their time in Africa, a period of over 200 days. Since all animals require sleep, the researchers inferred that the birds slept from time to time on their long journey. However, since the electronic tags recorded only movement such as gliding or flying, and not brain waves, the question of whether birds sleep during flight remained unanswered.

3 Researcher Niels Rattenborg from the Max Planck Institute for Ornithology also delved into this question. In a 2006 article Rattenborg explained that it was theoretically possible that birds could undergo a certain type of sleep while flying. Like mammals, Rattenborg explained, birds experience different types of sleep, including slow-wave sleep (SWS). Rattenborg argued that SWS during flight is plausible because SWS can happen in one hemisphere of the brain at a time, leaving half of the brain essentially awake while the other half sleeps. The eye associated with the "awake" hemisphere can still function, allowing a bird to see where it is going. Rattenborg decided that electroencephalogram (EEG) recordings of birds' brain waves would ultimately be necessary to determine whether a bird can actually sleep in flight.

4 Eventually, Rattenborg and his team were able to create an experiment to prove this theory by studying frigatebirds from the Galápagos Islands. These enormous birds are good subjects for avian-sleep research because they fly far out to sea to hunt fish. However, unlike many seabirds, they cannot land on the water to rest because the physical build of their body—long wings, poorly webbed feet, and minimal feather waterproofing—makes them unable to take off again from the surface of the water. Rattenborg concluded that they must remain in flight for up to two months at a time.

工具提示:阅读时使用荧光笔来标记重要细节。

工具提示:文章中加注释的字词以下划线表示,单击该字词时会为您提供定义。

5 In an article from 2016, Rattenborg outlined the team's research methods and conclusions. The team humanely implanted EEGs on the skulls of several frigatebirds. After analyzing the EEG readings of the birds while in flight, the team determined that the frigatebirds slow-wave slept for about ten seconds at a time at points when the birds were gliding upward via warm air currents, typically the safest part of the flight. While in flight the birds slept for only 45 minutes a day, which is just enough rest for the birds to function during these long flights. They later recovered from the stress of going with very little sleep when they rested for approximately twelve hours each day back on land.

6 Using EEG recordings, Niels Rattenborg solved the puzzle of when birds sleep while traveling long distances. His evidence proved that his theory was correct, and the birds proved themselves to be the ultimate multitaskers as they manage sleep and flight at the same time.

1. Read this sentence from paragraph 1.

That kind of endurance seems impossible to us, since we as people need time to rest and sleep.

The words "endurance" and "impossible" in the sentence convey

A. amazement about the physical capability of birds to remain in flight for extended periods of time over long distances.

B. uncertainty about the conditions that allow birds to stay in flight for extended periods of time without rest.

C. excitement about the opportunity to share research into how birds fly for extended periods of time.

D. skepticism about discovering how birds can fly for extended periods of time with little or no rest.

2. Which sentence from the passage **best** supports the idea that birds seem to be capable of making prolonged flights without sleeping?

E. "The data revealed that the birds remained completely airborne during their time in Africa, a period of over 200 days." (paragraph 2)

F. "In a 2006 article Rattenborg explained that it was theoretically possible that birds could undergo a certain type of sleep while flying." (paragraph 3)

G. "Rattenborg decided that electroencephalogram (EEG) recordings of birds' brain waves would ultimately be necessary to determine whether a bird can actually sleep in flight." (paragraph 3)

H. "While in flight the birds slept for only 45 minutes a day, which is just enough rest for the birds to function during these long flights." (paragraph 5)

工具提示:检查采用荧光笔的部分,但切记答案可能来自没有采用荧光笔的部分。

工具提示:当您确定某个答案选项不是正确答案时,请使用答案消除器。

3. Which statement **best** summarizes the conclusions of the studies presented in the passage?

- **A.** Scientists used monitoring devices to determine that the seconds when migratory birds glide upward in warm air currents are safest for slow-wave sleep.
- **B.** Using monitoring devices, scientists confirmed that migratory birds sleep for an extremely short amount of time while in flight and recuperate by sleeping for an extended period of time after they land.
- **C.** Scientists used monitoring devices to determine that migratory birds require significantly less sleep than many other animals and to show that the birds use only one hemisphere of their brain while flying.
- **D.** Using monitoring devices, scientists confirmed that some types of migratory birds rely on slow-wave sleep cycles in order to stay in flight for extended periods of time.

4. The overall organizational structure of the passage allows the author to

- **E.** contrast the significance of research findings related to small migratory birds with those related to large migratory birds.
- **F.** compare the in-flight sleep patterns of the various types of birds examined in several studies.
- **G.** emphasize the role of technology in studying sleep patterns of birds in flight.
- **H.** illustrate how researchers acquired a better understanding of the sleep patterns of birds in flight.

Sample 1 Explanation

(A) Option A is the correct response because it explains that the words "endurance" and "impossible" convey amazement at the birds' ability to remain in flight for so long without resting—as opposed to human beings, who "need time to rest and sleep" (paragraph 1). Specifically, the word "impossible" implies a sense of wonder or disbelief at the birds' endurance, which allows them to continue flying for hundreds of miles without stopping. The words "endurance" and "impossible" support the idea expressed later in the passage that these birds are the "ultimate multitaskers" (paragraph 6).

Sample 2 Explanation

(E) Option E best supports the idea that birds seem to be capable of making prolonged flights without sleeping, because it expresses the idea that the birds "remained completely airborne" during "a period of over 200 days" (paragraph 2). This information is significantly more precise than the information in the other answer options. Therefore, option E provides more compelling evidence to support the idea in the question than the other answer options provide.

Sample 3 Explanation

(D) Option D best summarizes the conclusions of the studies presented in the passage. While all the options include some important details about the study of migratory birds, option D accurately states the key conclusion of these studies, which is that these birds "rely on slow-wave sleep cycles in order to stay in flight for extended periods of time" (paragraph 5). Option D's emphasis on the key conclusion rather than on key details makes it the correct response.

Sample 4 Explanation

(H) Option H best explains the effect of the overall structure of the passage. The passage presents an unresolved question in paragraph 2, while paragraph 3 explains one researcher's attempt at seeking an answer to the question. Paragraph 4 describes the bird the researchers chose due to its physical makeup and feeding habits. Paragraphs 5 and 6 illustrate the details and outcome of the study, revealing the researchers' conclusion. Therefore, the overall structure of the passage illustrates how researchers improved their understanding of the sleep patterns of birds in flight.

修改/编辑 A 部分概述

A 部分的问题旨在评估您阅读文章并做出决定提高文章整体质量的能力。这些文章中介绍的主题包括历史事件和当前时事；人物、地点和技术；以及生物科学、物理科学和社会科学中的各种现象。每个句子都有编号，以便您快速找到和参考段落的特定部分。

文章可能会包含以下错误：

- 语言使用不当
- 缺少或不必要的辅助细节
- 过渡字词、短语或句子缺失或不明确
- 介绍性陈述或结论性陈述缺失或不明确
- 组织结构混乱或不合逻辑
- 与语言和写作标准有关的其他错误

修改/编辑 A 部分技巧

首先，认真阅读文章，同时注意时间；不要走马观花。

- 为了充分利用时间，请先阅读文章。仔细阅读文章后阅读问题。
- 您需要了解作者的写作目的、中心思想和文章的辅助细节，以便回答有关如何更好地改善和组织文章的问题，这就需要仔细阅读。
- 您可能会注意到一些句子和段落看起来令人费解、不合逻辑、没有必要、杂乱无章或总体上晦涩难懂。

接下来，请仔细阅读每个问题，同时注意时间。

- 回到文章中，重读问题中提到的相关句子或段落。
- 您还可能需要略读问题中提到的句子前后的句子。
- 考虑每个答案选项，必要时（在时间允许的情况下）重读文章。确定该选项是否是最佳修改方案。
- 务必注意题目需要多少个选项或答案内容，才能算完整回答。

规划好工具。



- 决定将在本部分中使用哪些工具。您是否会使用电子记事本或草稿纸?您是否会使用荧光笔工具?在进行测试前练习如何使用不同的工具。

规划好时间。



- 在测试当天，规划好将用于部分 A 的时间。请记住，提交每个题目组后，无法返回更改答案。

Learning to Embrace the Gap Year

(1) The traditional academic plan for college-bound students in the United States is to complete high school in June and begin college courses in August or September, but some experts wonder whether this plan is appropriate for all students. (2) Young adults are still exhausted from attending secondary school. (3) They are sent to college with little to no transition time. (4) They struggle with a lack of direction, have minimal life experience, and are not adequately prepared to succeed. (5) Many students are simply starting college before they are ready.

(6) A gap year is when a student takes a one- year hiatus from schooling for nonacademic activities. (7) This break in the academic track gives young adults a chance to explore possible program options, gain volunteer experience, and achieve personal growth. (8) Through a variety of opportunities, gap year participants can develop new skills and interests. (9) The break can also help prepare students for the challenges of college coursework by giving them additional time to mature. (10) Succeeding at the college level can be challenging at first, but when determined students adjust and employ good study habits, they will thrive.

(11) Earning money can be a tempting choice, and some young adults may find that they no longer desire a college degree after entering the workforce. (12) While gap year critics do have a valid concern, a 2010 Wall Street Journal article cited research that found that "90% of students who took a gap year had returned to college within a year." (13) And the Gap Year Association, a worldwide accredited nonprofit that promotes the benefits of a gap year, maintains that "taking a structured gap year invariably serves to develop the individual into a more focused student with a better sense of purpose and engagement in the world."

(14) The choice to take a gap year may not be for all students, but it could be the best path for some. (15) Students need to know that this is a good choice that will be supported if it is what they want. (16) Taking a gap year could help students become more successful as adults in their community.

1. Which sentence should follow sentence 5 to introduce the main claim of the passage?

A. Taking a gap year away from formal education to determine their personal aspirations is the answer for these students.

B. For some students, the benefits of taking a gap year after high school could significantly increase their chances of achieving collegiate success.

C. When students are academically and emotionally prepared, they are guaranteed to experience greater success in their higher education endeavors.

D. Students who take the time to mature and gain knowledge outside of the classroom will experience more satisfaction, purpose, and accomplishment in their life.

2. Which revision of sentence 8 uses the **most** precise language?

E. Through different experiences and discoveries, gap year participants can develop new skills and interests.

F. Through a range of opportunities and training, gap year participants can develop new skills and interests.

G. Through internships, work, travel, or volunteerism, gap year participants can develop new skills and interests.

H. Through a variety of jobs, programs, and charities, gap year participants can develop new skills and interests.

3. Which sentence should be added before sentence 11 to introduce the ideas in the third paragraph (sentences 11 - 13)?

A. Some gap year opponents worry that young adults who take a break from academia for activities such as a job may never return.

B. In addition to helping students become better prepared for college, a gap year could be useful to those with financial constraints.

C. Students complain that there is not enough time between high school and college to earn money for college.

D. There is growing concern among some experts that a gap year may be too expensive for many students to even consider.

Sample 1 Explanation

(B) Option B is the best sentence to follow sentence 5 and supports the main claim. This sentence clearly states the claim in that the gap year can lead to success in college for some, but not all, students (as revealed in sentence 14). This idea is developed throughout the passage by explaining what a gap year is and how it benefits students.

Sample 2 Explanation

(G) Option G uses the most precise language and is the correct response. The imprecise reference in sentence 8 to "a variety of opportunities" is replaced with the more specific and precise reference to what these opportunities entail. They may be "internships, work, travel, or volunteerism."

Sample 3 Explanation

(A) Option A is the correct sentence to add before sentence 11. The third paragraph introduces, and then refutes, a counterclaim about gap years in that they may encourage young people to forgo college entirely. This sentence clearly introduces this counterclaim that the paragraph elaborates on and then refutes with evidence.

修改/编辑 B 部分概述

本部分评估的语言技能基于《纽约州下一代英语语言艺术学习标准》(New York State Next Generation English Language Arts Learning Standards)（7 年级）中的语言部分，以及可能在较低年级介绍的技能或标准。每个问题都要求您阅读一个句子、一系列句子或一个带编号句子的段落。然后，要求您解决与语言或标点符号惯例有关的问题。示例包括

- 选择错误的最佳更正方式
- 识别有错误的句子
- 通过合并句子或修改部分句子来改进写作

修改/编辑 B 部分技巧

阅读方框中的文字并做笔记，或者使用荧光笔工具标记您观察到的问题，同时注意时间。

- 是否有字词、短语或句子因语言用法或标点符号错误而难以阅读？
- 文章中是否有任何部分可以写得更加清楚、简洁或精确？
- 当您发现问题时，快速突出显示相应文字。这可能有助于您选择答案选项。

规划好工具。



- 决定将在本部分中使用哪些工具。您是否会使用电子记事本或草稿纸？您是否会使用荧光笔工具？在进行测试前练习如何使用不同的工具。

规划好时间。



- 在测试当天之前，规划好将用于本部分的时间。请记住，与 ELA 部分的其他部分不同，前往下一道题目后，无法返回更改上一道题目的答案。

修改/编辑 B 部分样题

Sample 1: Select the sentence that needs a revision.

Which sentence in the paragraph should be revised to correct an inappropriate verb tense?

(1) For 14 years, James and his dad have had a tradition of attending Yankees games together, but James is leaving for college next week, and he is agonizing over the fact that attending school in Pennsylvania and working there over the summer meant no more games with his dad. (2) One night, as James is packing his clothes into boxes, he hears a soft knock on his bedroom door. (3) As soon as he opens the door, James sees what is in his dad's hands and feels a rush of joy. (4) His dad is holding a bus ticket for a trip home on a weekend in the spring so that father and son can attend a Yankees game together!

A. Sentence 1
B. Sentence 2
C. Sentence 3
D. Sentence 4

要确定本段的最佳修改方式，请阅读本段的第 1 句。如果不需要修改，请继续阅读每个句子和答案选项，直到找到正确答案。

Sample 1 Explanation

(A) The sentence is written in the present tense; the verb "meant" shifts incorrectly into past tense. This verb should instead appear in the future tense, "will mean," since the verb refers to how things will be in the future. The corrected sentence will then read, "For 14 years, James and his dad have had a tradition of attending Yankees games together, but James is leaving for college next week, and he is agonizing over the fact that attending school in Pennsylvania and working there over the summer will mean no more games with his dad." The present tense, "means," could also be used, as James appears to be coming to this realization in present time. The use of "means" would make the corrected sentence read as follows: "For 14 years, James and his dad have had a tradition of attending Yankees games together, but James is leaving for college next week, and he is agonizing over the fact that attending school in Pennsylvania and working there over the summer means no more games with his dad."

Sample 2: Identify a sentence with an error.

Which sentence in the paragraph contains an error in its construction and should be revised?

(1) In 2007, visitors to San Francisco, many of whom were attending an international design conference, had booked almost all of the city's hotel rooms. (2) Looking for a way to earn some extra money, three air mattresses were rented out by roommates Joe Gebbia and Brian Chesky. (3) The 27-year-olds put the mattresses in the loft of their apartment and charged $80 a night, for which guests received a bed, breakfast, and internet access. (4) Soon the entrepreneurs realized that they could capitalize on their idea in a much bigger way, and they established Airbnb, a company that offers around 6 million rental listings in more than 100,000 cities worldwide.

E. sentence 1
F. sentence 2
G. sentence 3
H. sentence 4



工具提示：看到错误时，考虑用荧光笔进行标记。行阅读器蒙版也可以帮助您专注于每一行文字。

要识别句子，请仔细阅读，同时注意时间；不要只是走马观花。错误可能会出现在段落的任何位置。

请注意，错误与**结构**有关，即与如何在句子中放置字词和短语来表示观点之间的关系有关。

Sample 2 Explanation

(F) In sentence 2, the modifier "Looking for a way to earn some extra money" incorrectly modifies "three air mattresses" when it should modify "roommates Joe Gebbia and Brian Chesky." This error in construction can be corrected by making "roommates Joe Gebbia and Brian Chesky" the subject of the main clause and using the active voice. The corrected sentence will read "Looking for a way to earn some extra money, roommates Joe Gebbia and Brian Chesky rented out three air mattresses."

Sample 3: Improve the writing by combining sentences or revising part of a sentence.

What is the **best** way to combine these sentences to clarify the relationship between ideas?

(1) In 2019, 15-year-old Cori "Coco" Gauff defeated Venus Williams in the first round of Wimbledon.

(2) Wimbledon is the world's most prestigious tennis tournament.

(3) Gauff made history as the youngest player in almost 30 years to win a women's singles match at Wimbledon.

A. Making history at the world's most prestigious tennis tournament in 2019, 15-year-old Cori "Coco" Gauff defeated Venus Williams, in the first round, making Gauff the youngest player in almost 30 years to win a women's singles match at Wimbledon.

B. At the world's most prestigious tennis tournament, Wimbledon, 15-year-old Cori "Coco" Gauff made history in 2019 by defeating Venus Williams in the first round, making the teenager the youngest player in almost 30 years to win a women's singles match.

C. In 2019, 15-year-old Cori "Coco" Gauff made history when she defeated Venus Williams in the first round of Wimbledon, becoming the youngest player in almost 30 years to win a women's singles match at the world's most prestigious tennis tournament.

D. In 2019, history was made at the first round of Wimbledon, the world's most prestigious tennis tournament, when 15-year-old Cori "Coco" Gauff defeated Venus Williams to become the youngest player in almost 30 years to win a women's singles match.

要合并句子，请自问

1. 是否有重复的字词/观点，可以精简为只出现一次?
2. 不同的观点之间有何联系?它们是否表示因果关系、对立观点、顺序等?

Sample 3 Explanation

(C) This revision clarifies the idea that Gauff made history by becoming the youngest player in decades to win a women's singles match at Wimbledon and that she did so when she beat Venus Williams. The revision also explains that Wimbledon is the "world's most prestigious tennis tournament" in a way that is clear and logical.

如何为数学部分做好准备

数学部分包括 50 道文字题和计算题。数学题涉及《纽约州下一代数学学习标准》中提及的数学技能、数学术语和一般概念的应用。SHSAT 数学项目要求您运用熟悉的数学技能解决复杂的多步问题。

在数学部分中，必须先回答每个问题，才能前往下一个问题。前往下一个问题后，无法返回上一个问题。

盘点工具		
荧光笔		突出显示您要注意的重要文字。
答案消除器		划掉您认为不正确的答案选项。
记事本		记笔记或做数学题。每进入一道新题，记事本都会自动刷新。
铅笔		使用鼠标在测试题目或章节上进行绘制，帮助回答问题。您可以撤消、重做或删除铅笔标记。
行阅读器蒙版		覆盖某些行周围的文字，以重点突出相关行。
方程式编辑器		您将使用方程式编辑器输入某些问题的答案。熟悉此工具，以便轻松使用。

以下几页概述了帮助您为 SHSAT 数学部分做好准备的各种技巧。其中包括：

- 提高数学技能的技巧
- SHSAT数学部分考试要求应掌握的技巧
- 解数学题的技巧

8 年级试卷中的数学题基于纽约州 7 年级的学习标准。9 年级试卷中的数学题以 8 年级的标准为基础。

提高数学技能的技巧

复习数学资料。

- 使用数学课本，在学校或当地图书馆寻找其他数学资料，或请老师推荐适合您使用的资源。

每天练习解数学题。解基础题和难题。

- 基础题强化数学技能，如简化分数和应用统计概念。
- 更具挑战性的问题需要建立含多个步骤的复杂方程式。它们还可能需要使用各种数学技能。例如，您可以使用分数、解方程并运用统计知识来回答一个问题。

为数学部分做好准备时应注意的事项

复习数学术语、符号和公式。

- 您必须知道适合您所在年级的数学术语的含义，如“平行”和“垂直”，以及表示这些术语的符号。
- 学习各种 2 维和 3 维图形的周长、面积、体积和表面积等数学术语、符号和公式。使用数学课上的材料，并参考《纽约州下一代数学学习标准》（New York State Next Generation Mathematics Learning standards）。公式和参考资料还可以在纽约州教育局的网站上找到。
- 试卷中不提供术语、符号和公式的定义和解释。练习使用这些知识
  解题，直到将公式牢记于心并能轻松使用为止。
- 复习方程式编辑器面板上数学符号的含义和正确使用方法，如括号 ()、平方根和乘法点。

规划好工具。



- 决定将在数学部分中使用哪些工具。您是否会使用电子记事本工具或草稿纸?您是否会突出显示问题的重要部分?在学生准备就绪工具中熟悉工具和题目类型。

规划好时间。



- 在测试当天之前，规划好将用于数学部分的时间。请记住，前往下一个问题后就无法返回。

解数学题的技巧

仔细阅读每个问题。

- 仔细阅读，以便利用问题中的**所有**重要信息准确地建立复杂问题。
- 务必注意题目需要多少个答案选项或答案内容，才能算完整回答。
- 如示例 1 所示，采用荧光笔标记题目的信息，以确保在解题时包含所有信息。
- 使用答案消除器标记您认为不正确的答案。
- 将问题中的字词换成数学符号（如样题 1 和样题 2 所示）。决定将使用草稿纸还是电子记事本。如果您习惯用草稿纸做数学题，那么用草稿纸做可能会更快。您应该选择最适合自己的方法。

大多数问题应通过计算得出答案。

- 先解题，**再**看答案选项，比先看答案选项，**然后**试图估计每个选项的准确性以得出正确答案更有效。

最好在纸上解题（而不是只在脑子里想），并把重点放在求解而不是选择上。

- 得到答案后，查看列出的选项。如果您的答案包含在选项中，并且您认为它是正确答案，请将其标出。如果不是，请重读题并再次解题。
- 如果您的答案不在答案选项之列，请考虑以其他方式书写答案。例如，$\frac{5}{9}(3+x)$ 等同于以下所有内容：$\frac{5(3+x)}{9}$ 和 $\frac{5}{3}+\frac{5}{9}x$ 和 $\frac{5}{3}+\frac{5x}{9}$。
- 如果您的答案仍然不在答案选项中，请猜测您认为最合适的答案。

Sample 1

+ x, x+1 = −15

The sum of two consecutive integers is −15. If 1 is added to the smaller integer and 2 is subtracted from the larger integer, what is the **product** of the two resulting integers?

Sample 2

J 2K J−5 K+5

Jenny starts a game with twice as many marbles as Keiko. Jenny gives Keiko 5 marbles, but she still has 10 more than Keiko. How many marbles did Jenny have to start with?

+10

A. ~~25~~

B. 30

C. 35

D. 40

J=2K

J−5=(K+5)+10



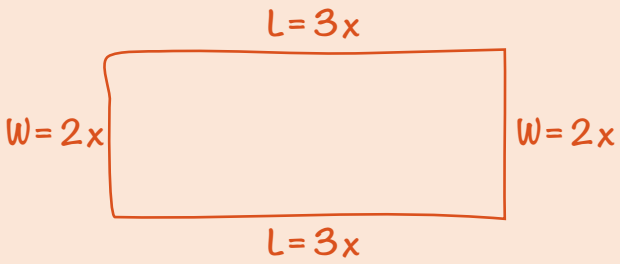
工具提示：使用答案消除器标记您认为不正确的答案。



工具提示：您可以使用铅笔工具或电子记事本，也可以使用草稿纸。

为没有数字或图表的题绘制数字或图表。	➤ 像下面的示例一样，绘制数字或图表，帮助您直观地理解题意。

Sample 3



The perimeter of a rectangle is 510 centimeters. The ratio of the length to the width is 3:2. What are the dimensions of this rectangle?

E. 150 cm by 105 cm
F. 153 cm by 102 cm
G. 158 cm by 97 cm
H. 165 cm by 90 cm

绘制图表并标注数字。

工具提示：决定是使用铅笔工具还是电子记事本做笔记，或者是否使用草稿纸绘制图表。

一次完成一个步骤。

➤ 有些问题要求您合并一系列步骤。像下面的示例一样，一次写出一个步骤来解多步题。

Sample 4

1 dollar = 7 lorgs
1 dollar = 0.5 dalt

Malik has 140 lorgs and 16 dalts. If he exchanges the lorgs and dalts for dollars according to the rates above, how many dollars will he receive?

A. $28
B. $52
C. $182
D. $282

$\frac{140}{x} = \frac{7}{1}$

$7x = 140$

$x = \$20$

第 1 步：将 Lorg 换算成美元。

$\frac{16}{x} = \frac{0.5}{1}$

$0.5x = 16$

$x = \$32$

第 2 步：将 Dalt 换算成美元。

$20 + 32 = \$52$

第 3 步：将 Lorg 和 Dalt 的换算值相加。

Sample 1 Explanation

If x is the smaller consecutive integer, then x +1 is the larger consecutive integer. Use their sum −15 to find x:

$x + (x + 1) = -15$
$2x + 1 = -15$
$2x = -16$
$x = -8$

The two consecutive integers are −8 and −7.
One is added to the smaller integer: −8 + 1 = −7.
Two is subtracted from the larger integer: −7 – 2 = −9.
Find the product: $-7 \times -9 = 63$.

Sample 2 Explanation

(D) Set up some equations.

Jenny (J) has twice as many marbles as Keiko (K): $J = 2K$
Jenny gives Keiko 5 marbles, so now they each have: $J - 5$ and $K + 5$ marbles.
Jenny still has 10 more than Keiko:
J – 5 = (K + 5) + 10

To find how many marbles Jenny had to start with, solve $J = 2K$ for K and substitute that into the second equation:

In equation $J = 2K$, solve for K: $K = \frac{J}{2}$.
Substitute $\frac{J}{2}$ in for K.

$J - 5 = (K + 5) + 10$

$J - 5 = (\frac{J}{2} + 5) + 10$

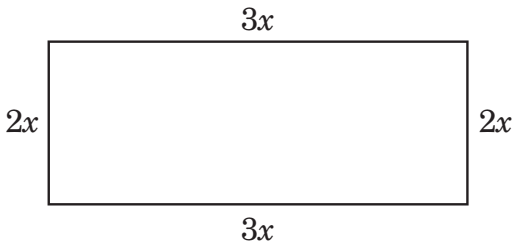
$J - 5 = \frac{J}{2} + 15$

$\frac{J}{2} = 20$

$J = 40$ marbles

Sample 3 Explanation

(F) Let $2x$ = the width and $3x$ = the length.
Draw the rectangle to help visualize.



Since $2w + 2l = P$, we get

$2(2x) + 2(3x) = 510$
$4x + 6x = 510$
$10x = 510$
$x = 51$
$2x = 102$cm and $3x = 153$ cm

Sample 4 Explanation

(B) Use proportions to make the conversions:

Lorgs to dollars:

$$\frac{140}{x} = \frac{7}{1}$$

$7x = 140$

$x = \$20$

Dalts to dollars:

$$\frac{16}{x} = \frac{0.5}{1}$$

$0.5x = 16$

$x = \$32$

Total dollars = 20 + 32 = $52

2.0 为测验日作好准备

2.1 携带哪些物品进入考场

你必须携带下列物品进入考场：

- 辅助技术（如果你的个别教育计划（IEP）和准考证上已注明）

学生可以带，但并非必须带：

- 你的特殊高中入学测验准考证
- 倾斜板
- 削尖的铅笔和橡皮
- 握笔器
- 亮显笔
- 静音且不带计算器功能的手表
- 食用时不发出声音的、已去除包装的零食（测验开始前或休息时，学生可以吃零食；学生不得在测验进行期间吃零食。）
- 水（装在软身的或塑料的容器内，若容器翻倒也不会发出声音）

2.2 不得携带哪些物品

不准

- ✗ 你自己的电脑（会给你提供测验使用的设备）
- ✗ 照相机/录象机
- ✗ 计算器
- ✗ 智能手表
- ✗ 平板电脑/iPad、电子书阅读器
- ✗ 耳机、非电子的耳机、智能眼镜、手机以及其他任何电子设备
- ✗ 外部书面材料
- ✗ 汽水、果汁或除了水之外的任何饮品；水是测验地点唯一允许的饮品

关于手机的说明

考场允许带手机，但：

1. 必须关机

2. 参加测验期间，你不可带上手机，即手机不得在你的口袋、手中或桌上

在测验开始之前，考场会指导你怎样存放你的手机。根据考场制定的规则，你会按指引把手机、相机和其他电子用品关掉，并存放好。

考场将提供

- 供你考试的电脑设备。
- 草稿纸，可用于做记录或数学计算，在测验结束时将收回。
- 只有英语学习生和符合资格的前英语学习生可以在测验时使用双语的词汇表。参看特殊高中入学测验（SHSAT）网站，了解英语学习生测验支援的更多信息。

2.3 测验日的具体情况

- 如果你在上学日参加测验，则在正常时间到校，除非你的学校让你在不同的时间到校。
- 如果你在周末参加测验，请务必按照特殊高中入学测验准考证上的时间准时到达考场。请注意，这是到达时间，不是测验开始时间。测验将在准考证上注明的时间之后尽快开始。在有些情况下，测验可能在准考证上注明的到达时间一小时之后或更长时间之后开始。
- 在周末考点，在测验开始之前，我们的考场工作人员可能会在每个测验教室给学生拍照或录像。这些影像只用于考试安保的目的。
- 拥有标准应试时间的学生有180分钟的时间答题。获得延长时间特别照顾的学生有360分钟的时间答题。在180分钟之后，获得这项特别照顾的学生会有一个休息时间，然后继续考试，90分钟之后又会有一次休息。

2.4 测验开始时

开始做测验前，你将阅读屏幕上的一则声明，该声明表明你的身体状况良好可以参加测验，你是纽约市的居民，并且你参加的正是你年级水平的测验。选择这个屏幕上的方框表示你同意这则声明。

- 如果你觉得身体不适，你应立即告知监考官；你不应该选择声明屏幕上的方框，也不应该开始做测验。你一旦开始测验，就不能提出因病而要求补考的申请。
- 请确认，你所参加的测验对应的年级是正确无误的。
- 如果你在上学日参加测验，则在正常时间到校，除非你的学校让你在不同的时间到校。

当你被告知可以开始测验时，你必须阅读并遵照如何为每道问题选择答案的指示。

在解答英文或数学题目时，你可以在提供的草稿纸上书写，但你的答案必须在网上标注才能计入成绩。测验时间结束后，就不能再回答问题了。草稿纸上的内容将不计入成绩。

2.5 学生不端行为

为确保所有学生享有公平的应试环境，并维护特殊高中入学测验成绩的公正性，以下规定将严格执行。

- 学生应遵守第2.2节中关于电子设备的相关规定。任何拒绝收起或上交违禁设备的学生，将不得参加测验，且不会获得日后补考的机会。
- 在测验期间（包括休息时间），你不能以任何方式试图与其他学生交流。这包括但不限于：
  - 说话、书写和传递纸条
  - 把你的答案告诉其他学生
  - 看其他学生的答案
  - 记录考题
  - 持有手机、相机/录象机或其他电子用品（即便处于关机状态）

- 在测验期间（包括休息时间），你不得将你的测验设备用于测验以外的任何用途，也不得打开测验平台以外的任何应用程序。
- 在测验期间（包括休息时间），你不得使用任何禁用的电子设备，包括你的手机。
- 一旦测验结束，而且/或者你的监考官告诉你停止操作，你就不能再使用任何数码工具、输入答案、在草稿纸上书写或在屏幕上更改你的答案。
- 不得与考场外的任何人分享试题和答案。从别人那里收取测验题、答案或任何关于其他学生考试的信息，也属违反学生不当行为政策的行为。如果有人与你分享考题／答案，或者你知道此类信息正在传播，应立即向HSenrollment@schools.nyc.gov报告此违规行为。

学生如被发现从事任何这些行为，其测验将被作废。

- 如果是8年级学生，则直至下一学年之前被禁止再次参加该测验。
- 如果是9年级学生，则将不再有任何机会在9年级之后参加该测验。

纽约市公校系统保留因任何违反测验诚信行为（包括但不限于上述情况）而取消学生测验成绩的权利。此外，纽约市公校系统有权调查所有涉及不当行为的疑虑，无论该学生是否就读于纽约市公立学校；然而，若涉事学生就读于非纽约市公校系统的学校，则纽约市公校系统期望该学生就读的学校能全力配合，协助搜集有关所指控的不当行为的信息。

3.0 我参加了特殊高中入学测验，接下来会怎样？

3.1 对于测验不当情况进行投诉

纽约市公校系统努力确保所有学生参加的特殊高中入学测验是以公平和始终如一的方式举行的。但是，如果你认为在特殊高中入学测验期间受到了干扰或有测验异常情况的出现，请立即向监考人员报告情况。这可能包括：学生生病、技术问题、试题有误、过度的干扰或学生的不当行为。监考人员将努力弥补这一情形，而且可能在测验结束时需要获得你的书面声明。

你和你的家长/监护人亦可采取以下一种方式举报任何可疑的监考或测验异常情况：

1) 递交一份电子版申请至**HSEnrollment@schools.nyc.gov**，或

2) 以挂号邮件（有送达证明）邮寄一份书面申请至：

Office of Student Enrollment
52 Chambers Street, Room 415
New York, NY 10007

所有请求必须在测验举行日期后**一个星期**之内递交。

对于所有的举报，请一定要写上家长/监护人和学生姓名以及电话号码和/或电子邮箱联络信息。所有关于测验异常情况的举报，邮戳日期迟于测验日期之后一个星期以上的将不予受理。有关投诉均将按个别具体情况处理。

额外的补救：如果你对纽约市公校系统针对涉及测验异常情况或学生不当行为的相关情况的处理不满，则你可以根据《纽约州教育法310》就纽约市公校系统的决定向纽约州教育厅厅长提出上诉。要了解如何向教育厅厅长提交上述上诉，请参阅教育厅厅长的网站：**counsel.nysed.gov/appeals**。