紐約市

特殊高中入學測驗（SHSAT）

（2027年入學）

本指南的資訊確保在刊出時是準確的，但之後可能會有所變動。請到以下網站查閱最新資訊：
schools.nyc.gov/SHS、schools.nyc.gov/High和MySchools.nyc。

紐約市教育局的政策：在提供平等教育機會時，不考慮實際或被認爲的種族、膚色、宗教、年齡、信仰、族裔、原國籍、外國人身份、公民身份、殘障、性取向、性別（包括實際或被認爲的性別認同、性別表達、懷孕/與懷孕或分娩有關的健康狀況）或體重；並且保持一個沒有基於以上受保護類別的任何理由的騷擾（包括性騷擾和報復）的環境。任何學校都不可因學生英語的流利程度或被認爲的流利程度而拒絕學生的入學、註冊或就讀。關於是否遵守這項政策的質疑信函請寄往以下地址：Director, Office of Equal Opportunity, 65 Court Street, Brooklyn, New York 11201。電話 **718-935-3320**/免費電話：**877-332-4845**。

NYC Public Schools

T-40126 (Chinese-Traditional)

目錄

1.0 為特殊高中入學測驗作準備 3

1.1 了解測驗是怎樣的 3

1.2 參加模擬測驗 3

1.3 檢查樣本試題中你的答案 4

如何為英語部分備考 6

如何為數學部分備考 18

2.0 為測驗日作好準備 26

2.1 攜帶哪些物品進入考場 26

2.2 不得攜帶哪些物品 26

2.3 測驗日的具體情況 27

2.4 測驗開始時 27

2.5 學生不端行爲 27

3.0 我參加了特殊高中入學測驗，接下來會怎樣？ 29

3.1 對於測驗不當情況進行投訴 29

1.0 為特殊高中入學測驗作準備

家長應與子女一同閱讀本章節，讓子女能為測驗做好準備。

1.1 了解測驗是怎樣的

- ▢ **查看紐約市特殊高中入學測驗（SHSAT）門戶網站的下列內容，讓自己熟悉測驗的形式：(https://nycshsat.myassessmentsupport.com)**
  - 關於測驗的說明
  - 在《如何準備特殊高中入學測驗》指南中的備考小建議
  - 完整長度的機考樣本試題
  - 每個樣本試題的答案和說明
  - 特定的9年級樣本試題（如你打算用9年級學生身份參加這個測驗）
- ▢ **熟悉每個部分的相關指示，這樣你就可以：**
  - 全面了解在測驗的每個部分，你要做些什麼：閱讀理解、修訂/校訂A部分和B部分、數學填空題和數學多項選擇題
  - 集中時間回答問題，而不用在測驗當天才閱讀有關說明
  - 如果有需要，可以查看翻譯版的說明。查看翻譯版本的說明可以在紐約市特殊高中入學測驗門戶網站上找到。
- ▢ **在紐約市特殊高中入學測驗門戶網站熟悉「學生準備工具」，這樣你就可以：**
  - 充分瞭解如何應對每個類型的測驗內容並進行互動
  - 充分瞭解如何使用工具以及熟悉數碼版測驗的整個過程

1.2 參加模擬測驗

- ▢ **制訂計劃。**
  - 紐約市特殊高中入學測驗門戶網站（https://nycshsat.myassessmentsupport.com）有樣本試題，你可以按照自己想用的方式使用；建議使用至少一套樣本試題，練習在限時情況下參加整個測驗。
    - 獲得英語學習生（ELL）特別照顧的學生應選擇其家庭語言的模擬測驗鏈接，以便在譯成該語言的說明及詞彙表彈出視窗的輔助下進行模擬測驗。
  - 你不需要登錄或下載申請表就可以做模擬測驗，你的答案不會被保存。將提供你答對和答錯的撮要。
  - 你可以在屏幕右側的展示中找到針對模擬測驗中每道測驗題的解釋，或者你可以在紐約市特殊高中入學測驗門戶網站找到包括所有說明的PDF文件。
  - 你有180分鐘時間完成測驗；符合資格的英語學習生或經核准獲得加時特別照顧的學生有360分鐘時間完成測驗。
  - 你可以從想先做的測驗部分開始，因此請你提前決定測驗時你的做題順序。
  - 你可以按照自己的喜好，在英文和數學部分之間分配時間。

- ▢ **用手錶或時鐘管理你的時間。你將有180分鐘的測驗時間（有加時特別照顧的學生有360分鐘時間）。測驗當日不允許使用智能手錶。**
- ▢ **回答問題時，可以從英文部分或者數學部分開始。**
  - 請記住，你自己決定從哪個部分開始！
  - 小心地答題，但要以自己感覺適當的速度，保持繼續做題。
  - 不要在任何一道題目上花超過幾分鐘的時間。
- ▢ **在屏幕上選擇你的答案。**
  - 小心遵照指示去選擇你的答案。
  - 你在可以移到下一題之前必須選擇一個答案。
  - 在閱讀理解及修改與編輯部分，你可以返回段落題組（一篇文章及其相關問題）中的題目。一旦你離開該段落題組，便無法再回到這些題目。
- ▢ **憑經驗猜出的答案可能會是正確答案。**
  - 方法是去掉絕對錯誤的答案選擇，然後從剩下的選擇中選出答案。

1.3 檢查樣本試題中你的答案

- ▢ **在你完成樣本試題後，查看撮要報告，報告會註明你答對或答錯的問題。**
  - 閱讀對正確答案的解釋，了解你可能會犯哪些類型的錯誤。
  - 檢查並看看你的錯誤是否存在規律。
    - **英文例子：**你是否做錯許多有關中心思想或作者的寫作目的的題目？
    - **數學例子：**你是否由於計算錯誤而做錯許多題？
  - 尋找機會，針對你覺得有難度的領域多做練習！

這一頁特意留白

關於本測驗

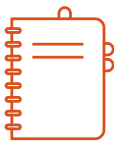
自 2026 年秋季起，SHSAT 將改為電腦適性測驗 (CAT) 形式。CAT 測驗會根據您目前的表現選擇您將看到的題目。例如，當您答對難度適中的題目時，將會收到難度較高的題目；反之，則會收到難度較低的題目。所有學生要回答的各科題目數量均相同。

測驗時間為三個小時。ELA 和數學部分各有 50 題。

在數學和 ELA 部分，您必須回答每道題目才能繼續下一題。

為測驗日做好準備

規劃您的方法。



- 您將由哪個科目開始？
- 您會如何詳細管理時間？

規劃您的工具。



- 請完成學生準備工具 (Student Readiness Tool) 教程，以便熟悉所有的工具選項。
- 請使用練習題來練習各項工具的功能。
- 了解哪些工具對您有幫助並且不會拖慢您的速度。
- 決定測驗當天每個部分要使用哪些工具。

規劃您的時間。



- 規劃您將在各科目上花費多少時間。測驗時間為 3 個小時。
  - 記住，您必須先完成第一科目才能繼續作答下個科目。一旦提交，便無法返回該科目修改。
  - 決定您在規劃時間即將結束，但還沒完成該部分時要採取的行動。您會以相同速度繼續作答，還是快速回答其餘題目以便切換到另一個部分？
- 規劃您將在數學和 ELA 題目上需要花多少時間。務必算入閱讀文章所需要的時間。
- 不要花太多時間在同一道題目上。如果不確定答案，請猜出最有可能的選項然後繼續回答下一道題目。
- 決定是否在測驗工具列上將時鐘設為可見，或在測驗當天隱藏時鐘。

如何準備英文語言藝術部分

英文語言藝術部分包含 50 道問題，用於評估閱讀理解和修訂/編輯技能。這些問題與**紐約州下一代英文語言藝術學習標準**一致。接下來的頁面提供回答閱讀理解和修訂/編輯問題的提示。

在提交答案前，您隨時都能返回每個閱讀理解、修改和編輯段落題組（一篇文字及其相關問題）中的已作答題目以更新答案。一旦繼續作答新的段落題組，便無法返回之前的段落題組。對於 ELA 部分的獨立題目，一旦進入下一題便無法返回。

盤點您的工具		
螢光筆		突出顯示您想要標記為重要的文本。
答案排除器		劃掉您知道不正確的答案選項。
記事本		做筆記以便在回答 ELA 部分時參考。
鉛筆		使用滑鼠在題目或文章上書寫，助您回答題目。您可以還原、重做或刪除鉛筆痕跡。
行閱讀器屏蔽		遮蓋某些行周圍的文字以便集中焦點。
書籤		只適用於段落題組：在段落題組中標記您想再次檢查的任何問題，以便在進入下一段落題組前返回檢查。
註釋詞 彈出定義	underline	帶有虛線下劃線的單詞已為您提供定義。點擊帶有下劃線的單詞便可閱讀彈出定義。

閱讀理解的概述

本部分評估您閱讀和理解文學和資訊類文本的能力，其中可能包括下面列出的任何文本類型。

資訊類型可能包括	文學類型可能包括
說明性/解釋性文本	詩詞
議論文	冒險故事
應用文，其形式為： • 個人散文 • 演講稿 • 觀點文章 • 關於藝術或文學的文章 • 傳記 • 回憶錄 • 新聞稿 • 為廣大讀者撰寫的歷史、科學、技術或經濟文章	歷史小說 懸疑故事 神話 科幻小說 寫實小說 創意非虛構寫作

閱讀理解技巧

仔細閱讀文本，同時注意時間；不要略讀。

- 仔細閱讀文本，以確保您對主要思想和重要細節有準確且基於文本的理解。
- 閱讀時留意您的理解程度；若某句句子或段落難以理解，請嘗試快速重讀它。

做筆記或突出顯示文本。

- 在閱讀整段文本時，記下**簡短**的筆記來識別重要細節、總結想法等。您可使用電子記事本或草稿紙和鉛筆來做筆記。

仔細閱讀問題。

- 仔細閱讀問題，以便清楚了解問題的內容。例如，您是否需要只專注於一個還是多個段落中的細節？
- 如有需要重新閱讀文本相關的內容。

在閱讀答案選項之前，嘗試確定答案。

- 先思考答案，然後閱讀每個選項。接著閱讀每一個選項，先排除最不可能的選項，然後選擇最符合您想法的選項。您可使用答案消除器來標記錯誤的答案選項。
- 回答問題時只依據文本內容 (以及相關的圖像或圖形)。不要依賴您對該主題的既有知識。

規劃您的工具。



- 練習您會用到的工具：螢光筆、答案消除器、記事本、行閱讀器、鉛筆。
- 註釋詞：文本中已為您提供定義的單詞將標有下劃線。
- 書籤提示：對於閱讀理解部分和修改與編輯的 A 部分，您只能返回檢查各個段落題組中的題目。您可以使用書籤功能標記想要返回檢查的題目。

規劃您的時間。



- 請在測驗日前規劃您要在每個段落題組 (一篇文字及其相關問題) 花的時間。請記住，提交段落題組後，便無法返回變更當中的答案。

閱讀理解問題範例

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：閱讀時，可以使用螢光筆畫重點。

工具提示：文中的註釋詞帶有下劃線，表示當您點擊該詞時會向您顯示其定義。

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：複習您畫重點的部分，但請記住，答案也可能來自未畫重點的部分。



工具提示：當您確定某個答案選項不正確時，可使用答案消除器。

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.

修訂/編輯 A 部分的概述

A 部分的問題評估您閱讀文本及做決定以提高整體寫作質素的能力。這些文本中所呈現的主題將包括歷史和當前時事；人物、地點和科技；以及生物科學、物理科學和社會科學中的現象。每句句子都加上了編號，以便您可以快速找到及引用文章的特定部分。

文本可能包含錯漏，例如

- 語言誤用
- 遺漏或不必要的支持細節
- 缺少或不恰當的轉接詞、片語或句子
- 遺漏或不清楚的引言或結論陳述
- 混亂或不合邏輯的組織
- 與語言和書寫標準相關的其他錯誤

修訂/編輯 A 部分的提示

首先，在注意時間的同時仔細閱讀文本；不要略讀。

- 為了充分利用時間，請先閱讀文本。仔細閱讀文本後再閱讀問題。
- 您需要了解作者的目的、主要思想和文本的支持細節，以便回答有關如何更好地展開和組織文本的問題，這需要仔細閱讀。
- 您可能會注意到句子和段落看起來令人困惑、不合邏輯、不必要、雜亂無章或整體而言難以閱讀。

然後，仔細閱讀每條問題，同時注意時間。

- 看回文本並重讀問題中提到的相關句子或段落。
- 您可能還需要略讀問題中所引用句子的前後字句。
- 考慮每個答案選項，根據需要 (在時間允許的情況下) 重讀文字。確定該選項是否是最好的修訂。
- 請務必注意需要多少個選項或答案才能完整回答該問題。

規劃您的工具。



- 決定本部分可使用的工具。您會使用電子記事本還是草稿紙？您會使用螢光筆工具嗎？在參加測驗之前練習使用不同的工具。

規劃您的時間。



- 請在測驗日前規劃您要在 A 部分花的時間。請記住，提交段落題組後，便無法返回變更當中的答案。

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.

修訂/編輯 B 部分的概述

本部分評估的語言技能是基於 7 年級版《紐約州下一代英文語言藝術學習標準》的語言部分，以及在之前年級中可能引入的技能或標準。每個問題都要求您閱讀一句句子、一列字句或帶有編號句子的段落。然後，您會被要求解決與語言或標點符號慣例相關的問題。示例包括

- 選擇針對錯誤的最佳修正方法
- 辨別有錯誤的句子
- 透過合併句子或修改部分句子來提高寫作水平

修訂/編輯 B 部分的提示

閱讀框中的文本並做筆記，或使用螢光筆工具標記您觀察到的問題，同時應注意時間。

- 是否有因語言使用或標點符號錯誤而難以閱讀的詞語、短語或句子？
- 文本中是否有任何部分可以寫得更清晰、簡潔、精確？
- 當您發現問題時，快速用螢光筆標示文字。這或許能幫助您選擇一個答案選項。

規劃您的工具。



- 決定本部分可使用的工具。您會使用電子記事本還是草稿紙？您會使用螢光筆工具嗎？在參加測驗之前練習使用不同的工具。

規劃您的時間。



- 請在測驗日前規劃您要在此部分花的時間。請記住，與 ELA 的其他部分不同，一旦您進入下一題，便無法返回變更之前題目的答案。

修訂/編輯 B 部分的範例題

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

要確定對本段落的最佳修改，請閱讀段落中的第 1 句。如果不需要進行修改，請繼續閱讀每個句子和答案選項，直到找到正確答案。

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：當您發現錯誤時，可考慮使用螢光筆來標記錯誤。行閱讀器屏蔽也可能有助您專注於每一行文本。

要辨別句子，請仔細閱讀並注意時間；不要只是略讀。錯誤可能出現在段落中的任何地方。

請注意，該錯誤與句子結構有關，也就是說，使用句子中的詞語與短語的排列方式來表達不同概念之間的關係。

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.

要合併句子時，您可以這樣問問自己

1. 是否有任何重複的詞語或觀點只可以使用一次？
2. 不同的想法之間是如何聯繫在一起的？它們是否代表因果關係、對立的觀點、序列等？

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.

如何準備數學部分

數學部分共有 50 題，當中包括應用題和計算題。數學問題涉及**紐約州下一代數學學習標準**的數學技能、數學術語和一般概念的應用。SHSAT 數學題目要求您將熟悉的數學技能運用到複雜及多步驟的問題中。

在數學部分，您必須回答每道題目才能繼續下一題。一旦進入下一題便無法返回。

盤點您的工具

螢光筆		突出顯示您想要標記為重要的文本。
答案排除器		劃掉您知道不正確的答案選項。
記事本		可用於做筆記或解數學題。每道題目記事本都會刷新。
鉛筆		使用滑鼠在題目或文章上書寫，助您回答題目。您可以還原、重做或刪除鉛筆痕跡。
行閱讀器屏蔽		遮蓋某些行周圍的文字以便集中焦點。
公式編輯器		您將使用公式編輯器輸入一些問題的答案。熟習此工具，以便輕鬆使用它。

以下頁面概述了幫助您準備參加 SHSAT 數學部分的各種提示。它們包括以下內容：

- 提高數學技能的技巧
- SHSAT 數學部分的要求
- 解數學題的技巧

8 年級試卷上的數學問題是基於紐約州 7 年級的學習標準。9 年級試卷上的數學題以 8 年級的標準為基礎。

提高您數學技能的提示

查看數學資源。	➤ 使用您的數學教科書，在學校或當地圖書館尋找其他數學資源，或請您的老師推薦可供您使用的資源。
每天練習解答數學問題。解決基本問題和具有挑戰性的問題。	➤ 基本問題強化數學技能，例如簡化分數和應用統計概念。 ➤ 更具挑戰性的問題需要建立包含多個步驟的複雜方程式。它們可能還需要使用各種類型的數學技能。例如，您可以使用分數、求解方程式並運用統計知識來回答一個問題。

準備數學部分時要記住的事項

複習數學術語、符號和公式。

- 您必須了解適合您年級的數學術語之含義，例如「平行」(parallel) 和「垂直」(perpendicular)，以及代表這些術語的符號。
- 學習數學術語、符號和公式，例如周長、面積、體積以及各種二維和三維圖形的表面積。使用數學課教材，並參考《紐約州下一代數學學習標準》。您也可以前往紐約州教育部網站查看公式和參考資料。
- 測驗試卷上不會提供術語、符號和公式的定義和解釋。練習使用它們來解決問題，直到您將公式牢記於心且能輕鬆加以運用。
- 查看公式編輯器面板上的數學符號之含義和正確用法，例如括號 ()、平方根和乘法點。

規劃您的工具。



- 決定數學部分要使用的工具。您會使用電子記事本工具還是草稿紙？您會突出顯示問題的重要部分嗎？熟悉學生準備工具中的工具和項目類型。

規劃您的時間。



- 請在測驗日前規劃您要在數學部分花的時間。請記住，一旦您進入下一題，便無法返回。

用於解決數學問題的提示

仔細閱讀每條問題。

- 仔細閱讀，以便使用問題中的**所有**重要資訊來準確地解答複雜問題。
- 請務必注意完整回答問題所需的答案選項或答案數。
- 按照示例 1 的方式劃記部份問題，以確保解題時包含所有資訊。
- 使用答案消除器標記您認為不正確的答案。
- 把問題中的單詞轉換為數學符號 (如示例 1 和示例 2 中所述)。決定使用草稿紙還是電子記事本。如果您習慣用草稿紙來解決數學題，那麼使用草稿紙可能會更快。您應該選擇最適合您的方法。

大部分題目應透過計算答案來完成。

- 在查看答案選項**之前**解決問題，相較先查看答案選項**然後**嘗試估計每個答案的準確性，更有效能夠獲得正確答案。

最好在紙上解決問題 (而不是僅僅在腦裡)，並專注於解題而不是選擇答案。

- 當您求得答案時，請查看列出的選項。如果您的答案出現在選項中，並且您認為它是正確答案，請標記它。否則，請重新閱讀問題並再次解題。
- 若您的答案不在答案選項中，可考慮以其他方式寫出您的答案。例如 $\frac{5}{9}(3 + x)$ 等於以下所有內容：
  $\frac{5(3 + x)}{9}$ 和 $\frac{5}{3} + \frac{5}{9}x$ 和 $\frac{5}{3} + \frac{5x}{9}$。
- 若答案選項中仍沒有您的答案，請猜出最有可能的選項。

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：使用答案消除器標記您認為不正確的答案。

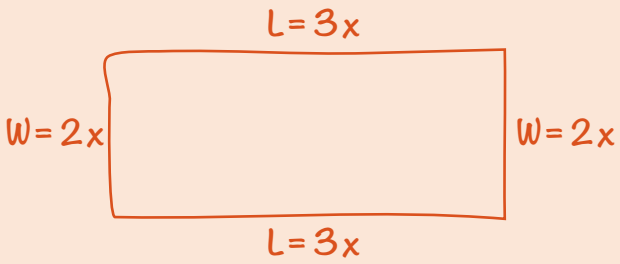


工具提示：您可使用鉛筆工具或電子記事本，或者使用草稿紙。

為沒有圖形或圖表的問題繪製圖形或圖表。

➤ 如下例所示繪製圖形或圖表，以幫助您形象化問題所描述的內容。

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

繪製圖表並標註圖形。

工具提示：決定您要使用鉛筆工具還是電子記事本做筆記，或是使用草稿紙繪製圖表。

一步一步來。

➤ 有些問題要求您組合一系列步驟。如下例所示，一次寫出一個步驟來解決多步驟問題。

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

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

$7x = 140$

$x = \$20$

步驟 1：把lorg轉換為元。

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

$0.5x = 16$

$x = \$32$

步驟 2：把dalt轉換為元。

$20 + 32 = \$52$

步驟 3：將lorg和dalt的轉換結果相加。

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.

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

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

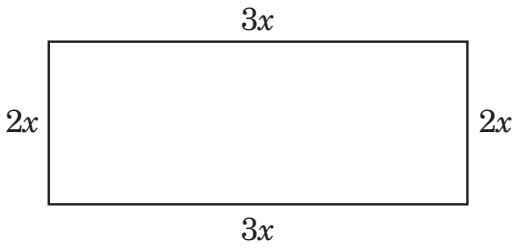
$J - 5 = \frac{J}{2} + 15$

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

$J = 40$ 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 為測驗日作好準備

2.1 攜帶哪些物品進入考場

你必須攜帶下列物品進入考場：

- 輔助技術（如果你的個別教育計劃（IEP）和准考證上已註明）

學生可以帶，但並非必須帶：

- 你的特殊高中入學測驗准考證
- 傾斜板
- 削尖的鉛筆和橡皮
- 握筆器
- 亮顯筆
- 靜音且不帶計算器功能的手錶
- 食用時不發出聲音的、已去除包裝的零食（測驗開始前或休息時，學生可以吃零食；學生不得在測驗進行期間吃零食。）
- 水（裝在軟身的或塑料的容器內，若容器翻倒也不會發出聲音）

2.2 不得攜帶哪些物品

不准

- ✗ 你自己的電腦（會給你提供測驗使用的設備）
- ✗ 照相機/錄像機
- ✗ 計算器
- ✗ 智能手錶
- ✗ 平板電腦/iPad、電子書閱讀器
- ✗ 耳機、非電子的耳機、智能眼鏡、手機以及其他任何電子設備
- ✗ 外部書面材料
- ✗ 汽水、果汁或除了水之外的任何飲品；水是測驗地點唯一允許的飲品

關於手機的說明

考場允許帶手機，但：

1. 必須關機

2. 參加測驗期間，你不可帶上手機，即手機不得在你的口袋、手中或桌上

在測驗開始之前，考場會指導你怎樣存放你的手機。根據考場制定的規則，你會按指引把手機、相機和其他電子用品關掉，並存放好。

考場將提供

- 供你考試的電腦設備。
- 草稿紙，可用於做記錄或數學計算，在測驗結束時將收回。
- 只有英語學習生和符合資格的前英語學習生可以在測驗時使用雙語的詞彙表。參看特殊高中入學測驗（SHSAT）網站，瞭解英語學習生測驗支援的更多資訊。

2.3 測驗日的具體情況

- 如果你在上學日參加測驗，則在正常時間到校，除非你的學校讓你在不同的時間到校。
- 如果你在週末參加測驗，請務必按照特殊高中入學測驗准考證上的時間準時到達考場。請注意，這是到達時間，不是測驗開始時間。測驗將在准考證上註明的時間之後儘快開始。在有些情況下，測驗可能在准考證上註明的到達時間一小時之後或更長時間之後開始。
- 在週末考點，在測驗開始之前，我們的考場工作人員可能會在每個測驗教室給學生拍照或錄像。這些影像只用於考試安保的目的。
- 擁有標準應試時間的學生有180分鐘的時間答題。獲得延長時間特別照顧的學生有360分鐘的時間答題。在180分鐘之後，獲得這項特別照顧的學生會有一個休息時間，然後繼續考試，90分鐘之後又會有一次休息。

2.4 測驗開始時

開始做測驗前，你將閱讀屏幕上的一則聲明，該聲明表明你的身體狀況良好可以參加測驗，你是紐約市的居民，並且你參加的正是你年級水平的測驗。選擇這個屏幕上的方框表示你同意這則聲明。

- 如果你覺得身體不適，你應立即告知監考官；你不應該選擇聲明屏幕上的方框，也不應該開始做測驗。你一旦開始測驗，就不能提出因病而要求補考的申請。
- 請確認，你所參加的測驗對應的年級是正確無誤的。
- 如果你在上學日參加測驗，則在正常時間到校，除非你的學校讓你在不同的時間到校。

當你被告知可以開始測驗時，你必須閱讀並遵照如何為每道問題選擇答案的指示。

在解答英文或數學題目時，你可以在提供的草稿紙上書寫，但你的答案必須在網上標註才能計入成績。測驗時間結束後，就不能再回答問題了。草稿紙上的內容將不計入成績。

2.5 學生不端行爲

為確保所有學生享有公平的應試環境，並維護特殊高中入學測驗成績的公正性，以下規定將嚴格執行。

- 學生應遵守第2.2節中關於電子設備的相關規定。任何拒絕收起或上交違禁設備的學生，將不得參加測驗，且不會獲得日後補考的機會。
- 在測驗期間（包括休息時間），你不能以任何方式試圖與其他學生交流。這包括但不限於：
  - 說話、書寫和傳遞紙條
  - 把你的答案告訴其他學生
  - 看其他學生的答案
  - 記錄考題
  - 持有手機、相機/錄像機或其他電子用品（即便處於關機狀態）

- 在測驗期間（包括休息時間），你不得將你的測驗設備用於測驗以外的任何用途，也不得打開測驗平台以外的任何應用程式。
- 在測驗期間（包括休息時間），你不得使用任何禁用的電子設備，包括你的手機。
- 一旦測驗結束，而且/或者你的監考官告訴你停止操作，你就不能再使用任何數碼工具、輸入答案、在草稿紙上書寫或在屏幕上更改你的答案。
- 不得與考場外的任何人分享試題和答案。從別人那裡收取測驗題、答案或任何關於其他學生考試的資訊，也屬違反學生不當行為政策的行為。如果有人與你分享考題／答案，或者你知道此類資訊正在傳播，應立即向HSenrollment@schools.nyc.gov報告此違規行為。

學生如被發現從事任何這些行爲，其測驗將被作廢。

- 如果是8年級學生，則直至下一學年之前被禁止再次參加該測驗。
- 如果是9年級學生，則將不再有任何機會在9年級之後參加該測驗。

紐約市公校系統保留因任何違反測驗誠信行為（包括但不限於上述情況）而取消學生測驗成績的權利。此外，紐約市公校系統有權調查所有涉及不當行為的疑慮，無論該學生是否就讀於紐約市公立學校；然而，若涉事學生就讀於非紐約市公校系統的學校，則紐約市公校系統期望該學生就讀的學校能全力配合，協助搜集有關所指控的不當行為的資訊。

3.0 我參加了特殊高中入學測驗，接下來會怎樣？

3.1 對於測驗不當情況進行投訴

紐約市公校系統努力確保所有學生參加的特殊高中入學測驗是以公平和始終如一的方式舉行的。但是，如果你認為在特殊高中入學測驗期間受到了干擾或有測驗異常情況的出現，請立即向監考人員報告情況。這可能包括：學生生病、技術問題、試題有誤、過度的干擾或學生的不當行爲。監考人員將努力彌補這一情形，而且可能在測驗結束時需要獲得你的書面聲明。

你和你的家長/監護人亦可採取以下一種方式舉報任何可疑的監考或測驗異常情況：

1) 遞交一份電子版申請至**HSEnrollment@schools.nyc.gov**，或

2) 以掛號郵件（有送達證明）郵寄一份書面申請至：

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

所有請求必須在測驗舉行日期後**一個星期**之內遞交。

對於所有的舉報，請一定要寫上家長/監護人和學生姓名以及電話號碼和/或電子郵箱聯絡資訊。所有關於測驗異常情況的舉報，郵戳日期遲於測驗日期之後一個星期以上的將不予受理。有關投訴均將按個別具體情況處理。

額外的補救：如果你對紐約市公校系統針對涉及測驗異常情況或學生不當行為的相關情況的處理不滿，則你可以根據《紐約州教育法310》就紐約市公校系統的決定向紐約州教育廳廳長提出上訴。要瞭解如何向教育廳廳長提交上述上訴，請參閱教育廳廳長的網站：**counsel.nysed.gov/appeals**。