

三、測驗分項介紹

聽力能力測驗

BESTEP

 測驗題型

聽力測驗採紙筆測驗方式進行，測驗題型包含「問答」、「短篇言談」與「長篇言談」三部分，實際作答時間約 35 分鐘（未含試前、試後說明時間），題型說明如下：

題型	第一部分 問答	第二部分 短篇言談	第三部分 長篇言談
說明	3 選 1 單選題	3 選 1 單選題 4 選 1 單選題	4 選 1 單選題 5 選 2 複選題
題數	10 題	10 題	15 題
總題數	35 題		
作答時間	約 35 分鐘		
滿分	140 分		



 分數說明

CEFR		分數	說明
C1 (含) 以上		130 ~ 140	見 B2 能力說明。
B2	B2+	115 ~ 129	<ul style="list-style-type: none"> ✓ 能聽懂較抽象的言談內容 (例如課堂授課、討論、演講), 理解其主旨、關鍵資訊與細節。 ✓ 能理解並整合不同資訊來源 (包含較抽象的言談內容及與其相關的圖文) 的重點, 做出適當的推論。
	B2	100 ~ 114	<ul style="list-style-type: none"> ✓ 能聽懂較抽象的言談內容 (例如課堂授課、討論、演講), 理解其言外之意, 推測說話者的看法或態度。 ✓ 能聽懂較抽象的言談內容 (例如課堂授課、討論、演講), 理解其言談的脈絡, 進行適當的詮釋。
B1	B1+	85 ~ 99	<ul style="list-style-type: none"> ✓ 能聽懂生活及學習情境裡內容具體的言談內容 (例如課堂授課、討論、廣播) 中字面的意義, 理解其主旨、關鍵資訊與部分細節。 ✓ 能聽懂生活及學習情境裡內容具體的言談內容 (例如課堂授課、討論、廣播) 的上下文, 推敲其含意並做出正確的推測。
	B1	70 ~ 84	<ul style="list-style-type: none"> ✓ 能聽懂生活及學習情境裡內容具體的言談內容 (例如課堂授課、討論、廣播), 理解其言外之意, 推測說話者的看法或態度。
A2	A2+	55 ~ 69	<ul style="list-style-type: none"> ✓ 能聽懂生活及學習情境裡熟悉主題且語速慢的日常溝通。 ✓ 能聽懂生活及學習情境裡熟悉主題且語速慢的簡短言談內容 (例如公告、指示), 大致理解主旨、關鍵資訊。
	A2	40 ~ 54	<ul style="list-style-type: none"> ✓ 能聽懂生活及學習情境裡熟悉主題且語速慢的簡短言談內容 (例如公告、指示), 大致理解重點訊息間的關係, 並做基本的推測。
A1		30 ~ 39	未能達成 A2 或 A2 以上能力說明中的語言任務。
未達 A1		0 ~ 29	



例題與解析

第一部分：問答

本部分共 10 題，皆為 3 選 1 之單選題。每題請掃描 QR code 聆聽音檔播出的句子，再從三個回答中，選出一個最適合的答案。

- ◆ 本部分內容主要為大學校園、課堂、實習或職場情境中的基本問題。問題包含 Wh 問句、Yes/No 問句、或直述句。
- ◆ 主要評量考生能否聽懂學習情境裡熟悉主題的日常溝通。
- ◆ 答題時仔細聆聽問題、掌握選項與問題之間的關聯，再選出最適當的回應。

試做例題

1. A. Yes, but only on weekdays.
B. Yes, if you return it today.
C. Yes, on the shelf in the back.

掃描 QR code
聆聽音檔



研讀解析

Is the department library open during summer vacation?

系上圖書館暑假期間是否開放？

A. Yes, but only on weekdays.

A. 是的，但僅限於平日。

B. Yes, if you return it today.

B. 是的，如果你今天就將它歸還。

C. Yes, on the shelf in the back.

C. 是的，在後面的架子上。

正解：A

測驗重點：聽懂生活及學習情境中日常溝通時的基本問題。

解題線索：题目的關鍵字是 open (開放) 和 during summer vacation (暑假期間)，須理解詢問重點是時間，並掌握選項中和時間相關的字彙。選項 A 除了包含時間的關鍵字 on weekdays (平日)，語意上也是最符合問題邏輯的回應，可知選項 A. Yes, but only on weekdays. (是的，但僅限於平日。) 為最適合的答案。

試做例題

2. A. Thanks. I'll have the same.
B. Thanks. I'm much better.
C. Thanks. I was very lucky.

掃描 QR code
聆聽音檔



研讀解析

Congratulations on getting accepted into the top university in the U.S.!

恭喜你錄取美國一流的大學！

- A. Thanks. I'll have the same.
B. Thanks. I'm much better.
C. Thanks. I was very lucky.

- A. 謝謝。我也要一樣的。
B. 謝謝。我好多了。
C. 謝謝。我很幸運。

正解：C

測驗重點：根據適切的發音、語調等明顯的線索，做基本的推測（例如：說話者的感受）。

解題線索：可從說話者的語調以及關鍵字 congratulations（恭喜），推測說話者的目的在表達祝賀之意。只有選項 C. Thanks. I was very lucky.（謝謝。我很幸運。）為最適合的回應。

第二部分：短篇言談

本部分共 10 題，每題包含一段對話及一個 3 選 1 或 4 選 1 之單選題。請掃描 QR code 聆聽音檔所播出的一段對話及一個相關的問題後，再從三或四個回答中，選出一個最適合的答案。

- ◆ 本部分內容主要為大學校園、課堂、實習或職場情境中的對話，例如：課堂討論、職場溝通等。
- ◆ 主要評量考生能否掌握學習情境裡內容具體的言談內容、理解其主旨、關鍵資訊與部分細節、以及能否依據言談內容做出正確的推測。
- ◆ 答題時仔細聆聽，適時做筆記，答題線索可能分散在對話各部分，有時也須整合圖表與對話內容以找出正確答案。

試做例題

1. A. A student wants to join a class.
B. A student handed in her homework.
C. A student will be absent.



研讀解析

Man: (RING) Hello. This is the History Department. How can I help you?

Woman: Hi, I'm trying to reach Professor Simon, but he doesn't seem to be in his office.

Man: Professor Simon is in a meeting. Can I take a message?

Woman: Yes. This is Amber Romero. I'm in his Asian History course. I won't be able to go to class tomorrow because I have a fever.

Man: Okay, Amber, I'll let him know when he's out of the meeting.

Woman: Thank you very much.

Question: What will the man tell the professor?

男生將轉達什麼訊息給教授？

- A. A student wants to join a class.
- B. A student handed in her homework.
- C. A student will be absent.

- A. 一位學生想要加入課程。
- B. 一位學生交了她的作業。
- C. 一位學生不克出席。

正解：C

測驗重點：大致理解與生活及學習相關簡短言談的主旨大意、關鍵資訊。

解題線索：對話中的關鍵句是來電的女生請男生轉達 I won't be able to go to class tomorrow because I have a fever. (我明天沒辦法去上課，因為我發燒了。) 須聽懂關鍵字 fever (發燒) 和 won't be able to go to class (無法到班上課)。理解以上訊息後，對應到選項的關鍵字 absent (缺席)，即可知選項 C. A student will be absent. (一位學生不克出席。) 為最適合的答案。

試做例題



研讀解析

Woman: I never expected a biology major to come here. Aren't you supposed to be studying fish somewhere else? Like an aquarium?

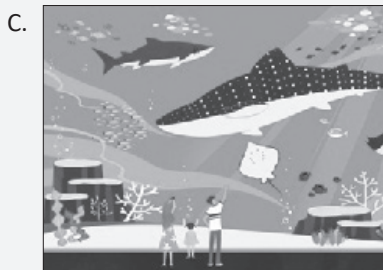
Man: I go there all the time, but today I'm here to collect data for an assignment.

Woman: By looking at fish sold at stands?

Man: Exactly. I want to know what fish are caught and sold in this area. For example, what percentage is caught in the ocean, in local rivers, or from fish farms.

Question: Where are the speakers?

說話者在什麼地方？



正解：D

測驗重點：理解內容具體言談的主旨大意、關鍵資訊與重要細節。

解題線索：本段對話中的 biology major (主修生物的學生) 說 today I'm here to collect data for an assignment (今天我來這裡是為了蒐集完成作業所需要的資料)，女生問他 By looking at fish sold at stands? (藉由觀察攤販賣的魚嗎?)，而男生說是的。由 stands (攤販) 可知，選項 D 的圖片為最符合題意的場景。

第三部分：長篇言談

本部分共 15 題，包含數個題組，每個題組有一篇長篇對話或談話和二至四個相關的問題，問題為 4 選 1 之單選題或 5 選 2 之複選題。請先掃描 QR code，依照音檔的指示閱讀題目與聆聽一段對話或談話後，再從四個或五個回答中，選出最適合的答案。

- ◆ 本部分內容主要為大學校園、課堂、實習或職場情境中的多人對話或單人談話，例如：小組課堂討論、講師授課、電話留言等。
- ◆ 主要評量考生能否聽懂學術相關言談內容，理解其主旨、關鍵資訊與細節，以及能否掌握言談的脈絡，依據言談內容進行推測與適當的詮釋。
- ◆ 言談內容較長，答題時仔細聆聽，適時筆記主要概念和關鍵細節，有時也須整合圖表與言談內容以找出正確答案。

題組 1

試做例題

1-1. How does Anne respond to the idea of having another group member?

- A. She's fine either way.
- B. She asks for Mark's opinion.
- C. She supports it.
- D. She rejects it.

掃描 QR code
聆聽音檔



1-2. What can be inferred about Mark?

- A. He's familiar with the latter sections.
- B. He prefers exams to oral reports.
- C. He thinks the course is too easy.
- D. He invests in stocks himself.

研讀解析

這則對話中可聽見三個角色 Anne、Mark 和另一位女同學在討論如何分工合作做筆記來準備期末考。

Woman 1: Hey, Anne. Hey, Mark. I was thinking maybe we could work together for the final exams. You know, why go it alone when your best friends are right here?

Woman 2: Okay with me. How about splitting the textbook up into three parts? We can each make notes on one part.

Man: But there are eight sections. How are we going to split those in three?

Woman 1: We could try to find a fourth person and take charge of two chapters each.

Woman 2: I think we three work well together, and having a fourth person might disturb the group harmony.

Man: I suppose you're right. Look, Chapter 1 is Introduction to Finance. We can skip that.

Woman 2: Sure. It contains pretty basic stuff.

Woman 1: Then Chapters 2 and 3 seem to form a neat topic area together. I'll prepare notes on those.

Man: The next two chapters are on analysis. If you can take those, Anne, I can cover the remaining three chapters about stocks and bonds.

Woman 2: Are you sure? That seems a lot for one person.

Man: No problem. I wrote a report on the stock market, so I can have the notes done in a few days.

Woman 1: Okay. We're ready to go.

Woman 2: Let's get to it!

1-1.

How does Anne respond to the idea of having another group member?

Anne 如何回應再新增一名組員的提議？

- | | |
|---------------------------------|------------------|
| A. She's fine either way. | A. 她無所謂。 |
| B. She asks for Mark's opinion. | B. 她詢問 Mark 的意見。 |
| C. She supports it. | C. 她支持這個提議。 |
| D. She rejects it. | D. 她拒絕這個提議。 |

正解：D

測驗重點：根據適切的發音、語調或言談的用字遣詞，推測說話者的看法、態度或說話者之間的關係。

解題線索：考生須聽出對話中的關鍵句是 Anne 所說的 I think we three work well together, and having a fourth person might disturb the group harmony. (我覺得我們三個人可以合作無間，如果有第四個人的話可能會擾亂組內和諧)。須聽懂關鍵字 disturb (擾亂)、harmony (和諧)。理解上述 Anne 對提議的疑慮後，

對應到選項的關鍵字 reject (拒絕)，即可知選項 D. She rejects it. (她拒絕這個提議。) 為最適合的答案。

1-2.

What can be inferred about Mark?

關於 Mark 我們可以推論出什麼？

- A. He's familiar with the latter sections.
- B. He prefers exams to oral reports.
- C. He thinks the course is too easy.
- D. He invests in stocks himself.

- A. 他對於後面的章節很熟悉。
- B. 他偏好考試而非口頭報告。
- C. 他認為課程過於簡單。
- D. 他自己投資股票。

正解：A

測驗重點：根據內容具體言談的上下文做出正確的推測（例如說話者下一步的動作）。

解題線索：考生須藉由對話中 Mark 首先提到 I can cover the remaining three chapters about stocks and bonds. (我可以負責剩下關於股票和債券的三個章節。)，以及 No problem. I wrote a report on the stock market, so I can have the notes done in a few days. (沒問題。我做過關於股市的報告，所以我幾天內就可以把筆記完成。)，推知 Mark 由於做過相關主題研究，對統整接下來的章節可以駕輕就熟。對應到選項的關鍵字 familiar (熟悉)、latter sections (後面的章節)，即可知選項 A. He's familiar with the latter sections. (他對於後面的章節很熟悉。) 為最適合的答案。

題組 2

試做例題

2-1. Which aspect of the movie RRR does the teacher refer to at the beginning of the discussion?

- A. Who its directors were.
- B. When it was released.
- C. How long it took to produce.
- D. What influence it had.

掃描 QR code
聆聽音檔



2-2. Why does the teacher mention the background of the movie's characters?

- A. To show her passion for Indian movies.
- B. To test Daphne's knowledge about India.
- C. To explain the film's excellent ticket sales.
- D. To correct a misunderstanding John has.

2-3. What is likely Daphne's opinion of the movie RRR?

- A. It featured the wrong actors.
- B. It deserved the awards it was given.
- C. It distorted historical facts.
- D. It provided insight into politics.

2-4. What do John and Daphne agree on with regard to the movie? **Choose 2 answers.**

- A. It doesn't have strong female characters.
- B. The length is acceptable.
- C. It doesn't have realistic fight scenes.
- D. The musical elements are effective.
- E. It has a compelling visual design.

研讀解析

這則對話中可聽見在電影課堂上，老師帶領兩位學生 John 和 Daphne 討論一部叫《RRR》的電影。

Woman 1: For our film class this week, instead of the usual black and white classics, I asked you to watch the Indian movie RRR that came out a few years ago. So what are your thoughts? John?

- Man: Well, it might be a modern movie, but it was still set in the past! Actually, it taught me a lot about India in the 1920s. I know the plot and characters were all made up, but I still learned something about India's struggle for independence.
- Woman 1: In fact, it's based on two real people, both famous revolutionaries. However, there are no records of them meeting each other. So the plot is fictional, but not the two main characters. It imagines what would have happened if they'd ever met and become friends. [pause] Daphne?
- Woman 2: I'm not sure the movie taught me anything. First of all, it was too violent. Were all those fight scenes really necessary? Secondly, the women seemed to be totally unimportant!
- Man: Yes, it was very much a film about men, with very weak roles for the women. There was a lot of action in the film, but that was hardly avoidable due to the subject matter. All in all, I think it had a powerful story, well told. And I loved those Indian touches: Hollywood would never make an action film with singing and dancing!
- Woman 2: Well, that's not surprising: It was made for an Indian audience. And while I suppose it should be praised for bringing Bollywood-style movies to a wider audience... for me, the songs and dances were totally out of place. I couldn't take them seriously.
- Woman 1: You said earlier that the movie wasn't informative. Could you say more about that?
- Woman 2: I think RRR oversimplified the real situation: the Indians were portrayed as heroes and the British rulers as villains. The truth is that the relationship between the British Empire and its Indian subjects was way more complicated than the movie shows.
- Woman 1: But the movie's been hugely successful outside of India. It's made over US\$14 million in North America and been praised by some of Hollywood's biggest actors and directors. Why do you think that is?
- Man: Well, it's visually stunning, and the action sequences are amazing. And the underlying story of the fight between good and evil is universal.
- Woman 2: I have to admit that the costumes and photography were beautiful, but didn't you think it was way too long, at over three hours?
- Man: Honestly, no. I was on the edge of my seat the whole time.
- Woman 1: Very interesting! So what did the rest of you think?

2-1.

Which aspect of the movie RRR does the teacher refer to at the beginning of the discussion?

- A. Who its directors were.
- B. When it was released.
- C. How long it took to produce.
- D. What influence it had.

老師在一開始的討論，提到《RRR》這部電影的哪一個面向？

- A. 它是由誰執導的。
- B. 它是何時發行的。
- C. 製作它花了多長時間。
- D. 它造成了什麼影響。

正解：B

測驗重點：理解較長言談內容的主旨大意、關鍵資訊與重要細節。

解題線索：考生須聽出對話中的關鍵句是老師所說的 I asked you to watch the Indian movie RRR that came out a few years ago. (我請你們看前幾年發行的印度電影《RRR》)。理解以上訊息後，對應到選項的關鍵字 release (發行)，即可知選項 B. When it was released. (它是何時發行的。) 為最適合的答案。

2-2.

Why does the teacher mention the background of the movie's characters?

- A. To show her passion for Indian movies.
- B. To test Daphne's knowledge about India.
- C. To explain the film's excellent ticket sales.
- D. To correct a misunderstanding John has.

老師為什麼提到電影中角色的背景？

- A. 為了表達她對印度電影的熱情。
- B. 為了測試 Daphne 對印度的了解。
- C. 為了解釋該電影票房表現優異。
- D. 為了糾正 John 的理解錯誤。

正解：D

測驗重點：理解言談脈絡(例如因果關係、說話者立場、先後順序等)並做適當的詮釋。

解題線索：考生須從對話中 John 提到 I know the plot and characters were all made up (我知道劇情和角色都是虛構的)，聽懂關鍵詞 made up (虛構的) 以理解 John 的言談重點。老師接著說 In fact, it's based on two real people (事實上，故事是以兩位真實人物為基礎)，In fact 是關鍵轉折詞，可得知老師要澄清 John 對於這部電影的誤解。理解此對話的脈絡後，再對應選項中的關鍵字 misunderstanding (誤解)，即可知選項 D. To correct a misunderstanding John has. (為了糾正 John 的理解錯誤。) 為最適合的答案。

2-3.

What is likely Daphne's opinion of the movie RRR?

- A. It featured the wrong actors.
- B. It deserved the awards it was given.
- C. It distorted historical facts.
- D. It provided insight into politics.

Daphne 對於《RRR》這部電影的看法可能為何？

- A. 它選錯了演員。
- B. 它所獲得的獎項實至名歸。
- C. 它扭曲了歷史事實。
- D. 它提供了對政治的洞察。

正解：C

測驗重點：根據言談的用字遣詞，推測說話者的看法、態度或說話者之間的關係。

解題線索：考生須聽出對話中的關鍵句是 Daphne 所說的 I think RRR oversimplified the real situation (我認為《RRR》過度簡化了現實情況)，她接著針對過往的 historical facts (歷史事實) 做進一步的說明，主要談到電影將印度人和英國統治者分別刻劃為英雄和反派，但事實上雙方之間的關係要複雜許多。理解以上訊息後，再對應到選項關鍵字 distort (扭曲)，可知選項 C. It distorted historical facts. (它扭曲了歷史事實。) 為最適合的答案。

2-4.

What do John and Daphne agree on with regard to the movie? **Choose 2 answers.**

- A. It doesn't have strong female characters.
- B. The length is acceptable.
- C. It doesn't have realistic fight scenes.
- D. The musical elements are effective.
- E. It has a compelling visual design.

John 和 Daphne 對於這部電影的哪方面意見相同？請選 2 個答案。

- A. 它沒有強悍的女性角色。
- B. 它的片長是可接受的。
- C. 它沒有真實的打鬥場面。
- D. 它的音樂元素很有效果。
- E. 它有令人驚豔的視覺設計。

正解：A, E

測驗重點：理解較長言談內容的主旨大意、關鍵資訊與重要細節。

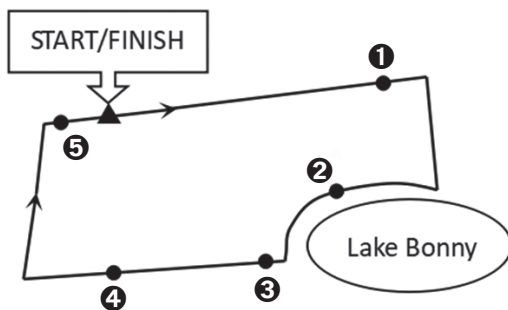
解題線索①：對話中的其中一組關鍵句是 the women seemed to be totally unimportant (電影中的女性角色似乎完全不重要) 和 Yes, it was very much a film about men, with very weak roles for the women. (是的，這確實是一部以男性為中心的電影，女性角色則戲份薄弱)。理解以上訊息後，對應到選

項的關鍵字 female (女性), 即可知選項 A. It doesn't have strong female characters. (它沒有強悍的女性角色。) 為其中一個適合的答案。

解題線索②: 對話中的另一組關鍵句是 it's visually stunning, and the action sequences are amazing. (這部電影視覺上令人驚豔, 動作場面也很精彩。) 和 I have to admit that the costumes and photography were beautiful (我必須承認這部電影的服裝和攝影很美)。理解以上訊息後, 對應到選項的關鍵字 visual (視覺), 即可知選項 E. It has a compelling visual design. (它有令人驚豔的視覺設計。) 為另一個適合的答案。

題組 3

試做例題



掃描 QR code
聆聽音檔



3-1. Where will the refreshment stations be set up if Andrew's suggestion is followed?

- A. ① and ④ .
- B. ② and ⑤ .
- C. ③ and ⑤ .
- D. ③ and ④ .

3-2. What does the speaker indicate about a minority of the runners?

- A. They'll run longer distances than others.
- B. They'll start earlier than others.
- C. They'll swim across the lake afterwards.
- D. They'll have snacks beforehand.

研讀解析

這則言談中可聽見說話者 Andrew 在電話留言中，和 Jane 討論如何規劃比賽跑道上補給站的位置。

Hi, Jane, this is Andrew. I've mapped out the race course and emailed it to you. There's just one thing I want to discuss. Right now there's only one refreshment station, which is along the curved part of the road by the lake. I'm wondering if we should set up another station, perhaps just before the finish line? I understand that the race course is only five kilometers, but about ten percent of the participants have opted for the half-marathon. They'll be running four laps, rather than just one. These runners will really appreciate more supplies of snacks and beverages. Please let me know what you think. Thanks.

3-1.

Where will the refreshment stations be set up if Andrew's suggestion is followed?

如果採用 Andrew 的建議，補給站會設置在什麼地方？

- A. ① and ④ .
- B. ② and ⑤ .
- C. ③ and ⑤ .
- D. ③ and ④ .

- A. ① 和 ④ 。
- B. ② 和 ⑤ 。
- C. ③ 和 ⑤ 。
- D. ③ 和 ④ 。

正解：B

測驗重點：理解並整合所聽到的較長言談內容與所看到的圖文重點，作出適當的推論。

解題線索：考生在聆聽言談前，要記得先快速掃讀圖片，有助於掌握答題重點。談話中，Andrew 提到 Right now there's only one refreshment station, which is along the curved part of the road by the lake. (現在只有一個補給站，在湖岸的彎路)；而 Andrew 另外提議 we should set up another station, perhaps just before the finish line (我們應該再設置另一個補給站，也許就在接近終點處的位置)。在湖岸的彎路是圖片中標示②的位置，而接近終點則是圖片中標示⑤的位置。由此可知，選項 B 為最適合的答案。

3-2.

What does the speaker indicate about a minority of the runners?

說話者針對少數跑者做了什麼說明？

- A. They'll run longer distances than others.
- B. They'll start earlier than others.
- C. They'll swim across the lake afterwards.
- D. They'll have snacks beforehand.

- A. 他們會跑比其他人更長的距離。
- B. 他們會比其他人更早開始。
- C. 他們之後會泳渡湖泊。
- D. 他們會在賽前吃點心。

正解：A

測驗重點：根據言談的用字遣詞，推測說話者的看法、態度或說話者之間的關係。

解題線索：考生須聽出談話中 Andrew 所說的關鍵句 about ten percent of the participants (大約有百分之十的參賽者) 以及 They'll be running four laps, rather than just one. (這些跑者會沿著路徑跑四圈，而不只是一圈)。百分之十的參賽者即為題目所問的 a minority of the runners (少數跑者)。理解以上訊息後，可推斷出最符合者為選項 B. They'll run longer distances than others. (他們會比別的參賽者跑更長的距離)。



考前叮嚀與學習策略

考前叮嚀

聽力測驗分三部分，全為選擇題，共 35 題，作答時間約 35 分鐘。試題冊上可以作筆記。

第一部分 問答

- 共 10 題。
- 作答時請聽收音機播出的英語句子，再從試題冊上的三個回答中，選出一個最適合的答案，並在答案紙上塗黑作答。
- 每題只播出一遍，題目將不印在試卷上。

第二部分 短篇言談

- 共 10 題。
- 作答時請聽收音機播出的一段對話及一個相關的問題後，再從試題冊上的三或四個回答中，選出一個最適合的答案，並在答案紙上塗黑作答。
- 每段對話與問題只播出一遍，題目將不印在試卷上。

第三部分 長篇言談

- 共 15 題。
- 包含數個題組，每個題組有一篇長篇對話或談話，和二至四個相關的問題。
- 每個題組播放前，請先閱讀試題冊上的題目，聽完收音機播出的對話或談話後，再從試題冊上的四或五個回答中，選出最適合的答案，並在答案紙上塗黑作答。
- 每段對話或談話只播出一遍，題目和選項皆可在試卷上閱讀。

學習策略

熟悉慣用語及回應模式



聽力的基礎建立在對一般口語及對答的理解，練習時可以從常見的慣用語及回應模式著手。一般溝通應答的英語常常包含簡短片語和慣用語，例如 *get along with*、*show up* 等。熟悉這些慣用語，能為聽力理解能力打下良好基礎。此外，也可多熟悉英語會話中常見的應答方式。以常見的兩種問句形式為例，是非問題 (*yes/no questions*) 的回答常是直接或間接的 *yes/no*，例如：*Is there a copy shop on campus? (Yes, there is.) It's right next to the library.*；以疑問詞帶出的問題 (*wh- questions*)，回答則會包含明確的資訊，例如：*What is your major? I major in economics.*。熟悉這些基本知識，將有助於培養聽力基本功。

分階段反覆聆聽，提升對內容的理解能力



要能理解較長的學術言談內容，逐步提升聽力理解能力是關鍵。可以制定有系統的聽力練習計劃，設立不同階段的目標：第一次聆聽時，專注於掌握大意和主要觀點；第二次聆聽時，專注於關鍵資訊和細節；第三次聆聽時，注意論點、細節間的呼應以及語氣或言外之意。這樣的分階段反覆練習，有助於加深對內容的理解、內化聽力理解的技巧。

做筆記和摘要，提升聽力理解的深度



在聆聽學術相關內容時，做筆記及摘要有助於理解和記憶。聆聽過程中可以記錄主要人物、地點、時間和動作等關鍵訊息，並使用縮寫和符號提高筆記效率，例如「↑」表示「增加」、「↓」表示「減少」、「∴」表示「因為」、「∴」表示「所以」。同時，可以特別注意講者使用的標示語，例如 *First*、*Next*、*Finally*，這些詞彙有助於理解言談結構。完成筆記後，立即進行摘要，將內容簡潔整理成段落，並重新聆聽，自我檢視是否有漏聽或誤解。

邊聽邊看，鍛鍊聽力綜合應用能力



欲提升聽力理解和綜合應用能力，可以練習將聽到的內容與視覺資訊結合，加以綜合分析。首先，可以選擇一段包含視覺資訊的影音資料，例如新聞節目或學術簡報。在聆聽過程中，留意並記錄講者的論點和關鍵資訊，以及講者搭配的圖表、數據或圖片。例如，如果講者談論氣候變化的影響，可留意講者提到的具體數據和隨後出現的圖表或圖片。接著，根據記錄，比較、整合講者所述與視覺資料，找出它們之間的關聯。聆聽過程中，可以思考視覺資訊如何補充或支持講者的論點。最後，可以嘗試將整合後的資訊用自己的話講出來，檢視自己的整體理解。