「培力英檢」與大學英語文課程對應參考表

聽力【對應時請特別注意主題(topics)、言談類型(discourse genres)、認知層次(cognitive levels)等面向之資訊】

CEFR	「培力英檢」能力說明	已有相同或類似之能力說明	目前課綱未列入但擬列入或配合本校課程設計調整後列入	不適用（請簡短說明理由）
A2	達 A2 考生具基礎英語能力，能聽懂生活及學習情境裡熟悉主題的簡短言談內容（例如公告、指示），並完成以下聽力任務：	---	---	---
	1. 聽懂生活及學習情境中日常溝通時的基本問題。			
	2. 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。			
	3. 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）。			
B1	達 B1 考生英語能力趨成熟，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），並完成以下聽力任務：	---	---	---
	1. 理解內容具體言談的主旨大意、關鍵資訊與重要細節。			
	2. 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）。			
	3. 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。			
B2	達 B2 考生能聽懂較抽象的言談內容（例如課堂授課、討論、演講），並完成以下聽力任務：	---	---	---
	1. 理解較長言談內容的主旨大意、關鍵資訊與重要細節。			
	2. 理解並整合所聽到的較長言談內容與所看到的圖文重點，做出適當的推論。			
	3. 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。			
	4. 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。			

「培力英檢」與大學英語文課程對應參考表

閱讀【對應時請特別注意主題(topics)、篇章類型(discourse genres)、認知層次(cognitive levels)等面向之資訊】

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A2	達 A2 考生具基礎英文能力，能閱讀生活及學習情境裡熟悉主題的簡短句子、文章（例如信件、公告），並完成以下閱讀任務：	---	---	---
	1. 從上下文推測詞彙的意義。			
	2. 大致理解與生活及學習相關簡短文章的主旨大意、關鍵資訊與重要細節。			
	3. 根據簡短文章中明顯的線索，做基本的推測。			
B1	達 B1 考生英文能力趨成熟，能閱讀生活及學習情境裡內容具體且組織清楚的文章（例如雜誌、網頁短文），並完成以下閱讀任務：	---	---	---
	1. 從內容具體文章的上下文推測詞彙的意義。			
	2. 理解內容具體文章的主旨大意、關鍵資訊。			
	3. 根據內容具體文章中的線索，做正確的推測。			
	4. 根據內容具體文章之上下文，推測作者的看法或態度。			
B2	達 B2 考生能閱讀較抽象的主題且較長的文章（例如期刊、專題報導），並完成以下閱讀任務：	---	---	---
	1. 理解較長的文章的主旨大意、關鍵資訊。			
	2. 理解並整合不同類型的資訊（例如圖表、文本），做適當的推論。			
	3. 根據上下文推測作者的看法、態度、及寫作目的。			
	4. 掌握較長的文章論述的脈絡（例如因果關係、作者立場、先後順序等），整合及分析內容，做出適當的詮釋。			

「培力英檢」與大學英語文課程對應參考表

口說 【對應時請特別注意主題(topics)、語言功能(language functions)、語言表現(linguistic performance)等面向之資訊】

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A2	達 A2 考生具基礎英語能力，能使用關鍵字、片語、簡單的句子完成以下口說任務：	---	---	---
	1. 說明、描述個人經驗。			
	2. 詢問與回答個人相關的資訊。			
	3. 針對熟悉主題表達看法（例：喜歡/不喜歡、同意/不同意等）。			
B1	達 B1 考生英語能力趨成熟，能使用清楚、達意的英語完成以下口說任務：	---	---	---
	1. 說明或描述與生活及學習相關的資訊與經驗。			
	2. 針對熟悉主題表達看法，與人交換意見（例：提供建議）。			
	3. 依據提示的圖文資訊，說明圖文的內容重點並表達看法。			
B2	達 B2 考生能以流利、適切的英語完成以下口說任務：	---	---	---
	1. 針對較抽象的主題進行描述、比較、評估、推論等。			
	2. 進行較抽象的主題的報告，表達立場、闡述意見，並回答問題。			
	3. 整合不同的圖文資訊，清楚正確的說明重點，並以細節鋪陳表達觀點，強化論述。			

「培力英檢」與大學英語文課程對應參考表

寫作【對應時請特別注意主題(topics)、語言功能(language functions)、語言表現(linguistic performance)等面向之資訊】

CEFR	「培力英檢」能力說明	已有相同或類似之能力說明	目前課綱未列入但擬列入或配合本校課程設計調整後列入	不適用（請簡短說明理由）
A2	達 A2 考生具基礎英文能力，能使用關鍵字、片語、簡單的句子完成以下寫作任務：	---	---	---
	1. 書寫簡短的訊息，詢問與回答個人相關的資訊。			
	2. 簡短說明、描述個人經驗。			
	3. 針對個人相關的主題，撰寫短文表達自己的看法（例：喜歡/不喜歡、同意/不同意等）。			
B1	達 B1 考生英文能力趨成熟，能使用完整的句子，清楚、達意地完成以下寫作任務：	---	---	---
	1. 說明或描述與生活及學習相關的資訊與經驗（例：撰寫簡函或電子郵件，與朋友、同學分享學習的經驗/資訊）。			
	2. 針對熟悉主題表達看法，與人交換意見（例：提供建議）。			
	3. 依據提示的圖文資訊撰寫短文，說明圖文的內容重點並表達看法。			
B2	達 B2 考生能以流利、達意的英文完成以下寫作任務：	---	---	---
	1. 整合圖文資訊，摘要描述重點、比較關鍵訊息。			
	2. 針對較抽象的主題撰寫短文，表達立場、闡述意見，並提出適當的援引佐證。			
	3. 撰寫較為正式、有組織的信函（例：赴外進修/交換申請函）、讀書計畫。			

Reference Table for Aligning BESTEP with University English Courses

Listening (When identifying interconnections, pay special attention to aspects such as topics, discourse genres, cognitive levels)

CEFR Level	BESTEP descriptors	Similar or identical competency descriptions already exist.	Not currently included in the curriculum but planned for inclusion or adjustment to align with the school's course design.	Not applicable (please provide a brief explanation).
A2	Can understand short discourses (e.g., announcements and instructions) in daily life and learning contexts on familiar topics and complete the following listening tasks:			
	1. Understand basic questions during everyday communication in daily life and learning contexts.			
	2. Generally understand the main idea and key information in short discourses related to daily life and learning.			
	3. Make basic inferences (e.g., discern how the speakers feel) based on obvious clues such as appropriate pronunciation and intonation.			
B1	Can understand straightforward discourses (e.g., class lectures, discussions, and broadcasts) in daily life and learning contexts, and complete the following listening tasks:			
	1. Understand the main idea, key information, and important details in straightforward discourses.			
	2. Make correct inferences (e.g., predict what the speakers are likely to do next) based on the context in straightforward discourses.			
	3. Make inferences about the speakers' opinions, attitudes, or the relationship between the speakers based on appropriate pronunciation, intonation or word choices in discourses.			
B2	Can understand discourses on more abstract topics (e.g., class lectures, discussions, and talks), and complete the following listening tasks:			
	1. Understand the main idea, key information, and important details in extended discourses.			
	2. Understand and synthesize main points from extended discourses and related graphs, and make appropriate inferences.			
	3. Make inferences about the speakers' opinions, attitudes, or the relationship between the speakers based on intonation or word choice in discourses.			
	4. Understand the context (e.g., causes and effects, the speakers' stances, and chronological order) and make appropriate interpretation.			

Reference Table for Aligning BESTEP with University English Courses

Reading (When identifying interconnections, pay special attention to aspects such as topics, discourse genres, cognitive levels)

CEFR Level	BESTEP descriptors	Similar or identical competency descriptions already exist.	Not currently included in the curriculum but planned for inclusion or adjustment to align with the school's course design.	Not applicable (please provide a brief explanation).
A2	Can read short sentences and articles (e.g., letters and announcements) on familiar topics in daily life and learning contexts, and complete the following reading tasks:			
	1. Infer the meaning of words from the context.			
	2. Generally understand the main idea, key information, and important details of short texts related to daily life and learning.			
	3. Make basic inferences based on obvious clues in short articles.			
B1	Can read straightforward and well-organized articles in daily life and learning contexts (e.g., magazines and short web articles), and complete the following reading tasks:			
	1. Infer the meaning of words from the context in straightforward articles.			
	2. Understand the main idea and key information in straightforward articles.			
	3. Make correct inferences based on clues in straightforward articles.			
	4. Infer the authors' opinions or attitudes based on the context in straightforward articles.			
B2	Can read extended articles on more abstract topics (e.g., periodicals and special reports), and complete the following reading tasks:			
	1. Understand the main idea and key information of extended articles.			
	2. Understand and synthesize different types of information (e.g., graphs and texts) and make appropriate inferences.			
	3. Infer the authors' opinions, attitudes, and writing purposes based on the context.			
	4. Understand the context in extended articles (e.g., causes and effects, the authors' stances, and chronological order), synthesize and analyze the content, and make appropriate interpretation.			

Reference Table for Aligning BESTEP with University English Courses

Speaking (When identifying interconnections, pay special attention to aspects such as topics, language functions, linguistic performance)

CEFR Level	BESTEP descriptors	Similar or identical competency descriptions already exist.	Not currently included in the curriculum but planned for inclusion or adjustment to align with the school's course design.	Not applicable (please provide a brief explanation).
A2	Can use keywords, phrases, and simple sentences to complete the following speaking tasks:			
	1. Describe personal experiences.			
	2. Inquire about and respond to information related to personal experiences.			
	3. Express opinions on familiar topics (e.g., like/dislike, agree/disagree).			
B1	Can express ideas clearly to complete the following speaking tasks:			
	1. Describe or talk about information or experiences related to daily life and learning.			
	2. Express opinions and exchange ideas on familiar topics (e.g., giving advice).			
	3. Explain key points in textual and visual inputs and express opinions on the key points and related issues/topics.			
B2	Can express ideas coherently and fluently in English to complete the following speaking tasks:			
	1. Describe, compare, evaluate, and make inferences on more abstract topics.			
	2. Give presentations on more abstract topics, state a position, present an argument, and answer related questions.			
	3. Integrate information from textual and visual inputs, summarize key points clearly and accurately, and support arguments with sufficient details and evidence.			

Reference Table for Aligning BESTEP with University English Courses

Writing (When identifying interconnections, pay special attention to aspects such as topics, language functions, linguistic performance)

CEFR Level	BESTEP descriptors	Similar or identical competency descriptions already exist.	Not currently included in the curriculum but planned for inclusion or adjustment to align with the school's course design.	Not applicable (please provide a brief explanation).
A2	Can use key words, phrases, and simple sentences to complete the following writing tasks:			
	1. Inquire about and respond to input related to personal experiences in short messages.			
	2. Briefly describe personal experiences.			
	3. Express opinions on topics related to personal experiences (e.g., like/dislike, agree/disagree) in short passages.			
B1	Can use complete sentences to express ideas clearly to complete the following writing tasks:			
	1. Deliver information related to daily life and learning and describe personal experiences (e.g., write emails, exchange information with friends or classmates).			
	2. Express opinions and exchange ideas on familiar topics (e.g., giving advice).			
	3. Write short passages that summarize key points in textual and visual inputs and express opinions on the key points and related issues/topics.			
B2	Can express ideas fluently and coherently in English to complete the following writing tasks:			
	1. Integrate information from textual and visual inputs, summarize key points, and compare key information.			
	2. Write short passages on more abstract topics that state a position, present an argument, and use appropriate evidence for support.			
	3. Write formal, well-structured letters (e.g., applications) and study plans.			