「培力英檢」與大學英語文課程對應

聽力例題說明

「培力英檢」指標	(A2-1) 聽懂生活及學習情境中日常溝通時的基本問題。
播音內容	When did you start learning German at the language center?
A.	About five years ago. （正答）
B.	Every Wednesday afternoon.
C.	For one hour at least.
說明	這題是在學習情境中與人溝通會遇到的基本問題，問「你什麼時候開始在語言中心學德文？」，三個選項都和時間相關，但是選項 B 和頻率有關，C 和上課時間的長度有關，只有 A 和開始的時間有關。

「培力英檢」指標	(A2-2) 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。
播音內容	M:　　Hello. This is the History Department. How can I help you? W:　　Hi, I'm trying to reach Professor Simon, but he doesn't seem to be in his office. M:　　Professor Simon is in a meeting. Can I take a message? W:　　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. M:　　Okay, Amber, I'll let him know when he's out of the meeting. W:　　Thank you very much. Question: What will the man tell the professor?
A.	A student wants to join a class.
B.	A student handed in her homework.
C.	A student will be absent. （正答）
說明	播音內容是生活與學習情境的簡短電話交談，評量聽懂主旨大意的能力。 題目問「男生將轉達什麼訊息給教授？」來電的女生請接電話的男生轉達 I won't be able to go to class tomorrow because I have a fever，正確答案選項 C，關鍵字為 absent。

「培力英檢」指標	(A2-3) 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）。
播音內容	Gosh! That mid-term exam was more difficult than I expected.
A.	I'm sure you passed it. （正答）
B.	When will the test be?
C.	It won't be difficult.
說明	這題的主題和期中考的難度有關，評量依據發音、語調，推測說話者的

	感受的能力。播音內容說：「天哪！這次期中考比我預期的還要難。」說話者語調驚嘆的表達，由此推測說話者在意能不能通過考試。

「培力英檢」指標	(B1-1) 理解內容具體言談的主旨大意、關鍵資訊與重要細節。
播音內容	W: I never expected a biology major to come here. Aren't you supposed to be studying fish somewhere else? Like an aquarium? M: I go there all the time, but today I'm here to collect data for an assignment. W: By looking at fish sold at stands? M: 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?
A.	
B.	
C.	
D.	(正答)
說明	播音內容是生活與學習情境的簡短對話，這一題評量理解內容具體言談的主旨大意的能力。 從對話中 biology major、fish sold at stands 與 what fish are caught and sold in this area 等關鍵線索，可以推測是主修生物的大學生與魚販在攤位前的對話，符合選項 D 的圖片內容。

「培力英檢」指標	(B1-1) 理解內容具體言談的主旨大意、關鍵資訊與重要細節。 (B1-2) 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）。
播音內容	W1:　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? W2:　Okay with me. How about splitting the textbook up into three parts? We can each make notes on one part. M:　But there are eight sections. How are we going to split those in three? W1:　We could try to find a fourth person and take charge of two chapters each. W2:　I think we three work well together, and having a fourth person might disturb the group harmony. M:　I suppose you're right. Look, Chapter 1 is Introduction to Finance. We can skip that. W2:　Sure. It contains pretty basic stuff. W1:　Then Chapters 2 and 3 seem to form a neat topic area together. I'll prepare notes on those. M:　The next two chapters are on analysis. If you can take those, Anne, I can cover the remaining three chapters about stocks and bonds. W2:　Are you sure? That seems a lot for one person. M:　No problem. I wrote a report on the stock market, so I can have the notes done in a few days. W1:　Okay. We're ready to go. W2:　Let's get to it!
問題	What are the three speakers mainly talking about?
A.	Giving a speech in class.
B.	Finding extra material.
C.	Dividing responsibilities. (正答)
D.	Writing a report.
說明	(B1-1) 理解內容具體言談的主旨大意、關鍵資訊與重要細節。 這一篇對話討論的是學習情境的分工合作，這一題評量理解言談的主旨大意的能力。對話中，三個人陸續提到 split the textbook up into three parts、I'll prepare notes on those、I can cover the remaining three chapters 等，都和 work together for the final exams 分工合作準備期末考有關。
問題	What can be inferred about Mark?
A.	He's familiar with the latter sections. （正答）
B.	He prefers exams to oral reports.
C.	He thinks the course is too easy.
D.	He invests in stocks himself.
說明	(B1-2) 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

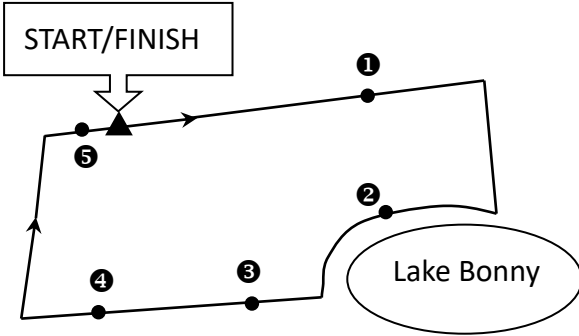|	的動作）。 這一題評量根據上下文做出推測的能力，理解對話中男學生的最後兩次發言前後提到 remaining three chapters 與 stocks 後，可以推測 Mark 熟悉課本後三章的內容。

「培力英檢」 指標	(B1-3) 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。 (B2-1) 理解較長言談內容的主旨大意、關鍵資訊與重要細節。
播音內容	W1: 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? M: 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. W1: 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? W2: 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! M: 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! W2: 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. W1: You said earlier that the movie wasn't informative. Could you say more about that? W2: 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. W1: 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? M: Well, it's visually stunning, and the action sequences are amazing. And

	the underlying story of the fight between good and evil is universal.
	W2: 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?
	M: Honestly, no. I was on the edge of my seat the whole time.
	W1: Very interesting! So what did the rest of you think?
問題	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. （正答）
D.	It provided insight into politics.
說明	(B1-3) 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。 對話中教師與兩位學生在課堂討論對電影的看法，這一題評量根據言談的用字遣詞，推測說話者的看法的能力。課堂討論中，根據 Daphne 第三次發言 I think *RRR* oversimplified the real situation: the Indians were portrayed as …. The truth is that ….，由其中的用詞 oversimplified 與 The truth is that，得知她認為電影過度簡化真實情況，並且與史實不符。
問題	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. （正答）
C.	How long it took to produce.
D.	What influence it had.
說明	(B2-1) 理解較長言談內容的主旨大意、關鍵資訊與重要細節。 這一題評量的是掌握長篇言談的重要細節的能力，從對話的第一句話 I asked you to watch the Indian movie *RRR* that came out a few years ago. ，得知第一位說話者是老師，上週要求學生看一部幾年前發行的電影，所以答案是 B：電影何時上映。

「培力英檢」指標	(B2-2) 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。 (B2-3) 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。
播音內容	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.
問題	Where will the refreshment stations be set up if Andrew's suggestion is followed?
A.	❶ and ❹.
B.	❷ and ❺.（正答）
C.	❸ and ❺.
D.	❸ and ❹.
說明	(B2-2) 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。 語音留言中描述賽跑路徑上兩個飲食補給站的位置 along the curved part of the road by the lake、just before the finish line，這一題評量整合言談內容與圖文資訊並加以推論的能力，學生聽懂語音留言的重點後，再從圖片中找到這兩個飲食補給站的位置。
問題	What does the speaker indicate about a minority of the runners?
A.	They'll run longer distances than others.（正答）
B.	They'll start earlier than others.
C.	They'll swim across the lake afterwards.
D.	They'll have snacks beforehand.
說明	(B2-3) 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。 這一題評量的是依據言談的用詞，推斷說話者的看法的能力，從語音留言中提到 about ten percent of the participants have opted for the half-marathon 與 They'll be running four laps, rather than just one，可以得知少數跑者將會選跑較長的里程。

「培力英檢」指標	(B2-3) 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。 (B2-4) 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。

播音內容	
	W1: 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?
	M: 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.
	W1: 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?
	W2: 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!
	M: 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!
	W2: 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.
	W1: You said earlier that the movie wasn't informative. Could you say more about that?
	W2: 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.
	W1: 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?
	M: Well, it's visually stunning, and the action sequences are amazing. And the underlying story of the fight between good and evil is universal.
	W2: 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?
	M: Honestly, no. I was on the edge of my seat the whole time.
	W1: Very interesting! So what did the rest of you think?
問題	What do John and Daphne agree on with regard to the movie? ***Choose 2 answers.***
A.	It doesn't have strong female characters. （正答）

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. （正答）
說明	(B2-3) 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。 對話中教師與兩位學生在課堂討論對電影的看法，這一題評量從說話者的用字遣詞，推測說話者的看法與態度，並歸納不同說話者看法之異同的能力。Daphne 第一次發言時提及 the women seemed to be totally unimportant!，John 馬上表示認同 Yes, it was very much a film about men, with very weak roles for the women.，由此可知和 A 選項 It doesn't have strong female characters.相同；接近對話結尾，John 提到 it's visually stunning，Daphne 也說 I have to admit that the costumes and photography were beautiful，由此可知和 E 選項 It has a compelling visual design.相符。
問題	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. （正答）
說明	(B2-4) 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 這一題評量掌握言談脈絡，進行適當的詮釋的能力。課堂討論中，John 的第一次發言提到 I know the plot and characters were all made up，接著老師馬上說 In fact, it's based on two real people，並再次強調 So the plot is fictional, but not the two main characters.，由此三句可推斷，老師為了導正男學生的錯誤認知而補充說明。