

BESTEP 培力英檢

Your Stepping Stone to Success

培力英語能力檢定測驗

BEST Test of English Proficiency

官方 **說寫** 測驗指南

Official Guide to the Speaking and Writing Tests

本書特色

- ▶ 含完整模擬試題、作答樣例及音檔
- ▶ 測驗題型、評量重點、分數說明一網打盡
- ▶ 學習策略、考前叮嚀一應俱全

指導單位：



主辦單位：**ITTC** 財團法人語言訓練測驗中心
THE LANGUAGE TRAINING & TESTING CENTER

前言

教育部於 110 年推出「大專校院學生雙語化學習計畫」(The Program on Bilingual Education for Students in College，簡稱 BEST 計畫)，旨在建構大專校院雙語化教學與學習環境，強化大學生的英語力，並推動全英語授課 (EMI)，以提升整體高教國際競爭力。同時，為帶動大專校院英語教學、學習與評量三者間之良性互動，並對接明確的語言能力標準，以達追蹤學生學習歷程、了解課程與評量關聯之效，教育部補助財團法人語言訓練測驗中心 (LTTC) 研發辦理「培力英語能力檢定測驗」(BEST Test of English Proficiency)，簡稱「培力英檢」(BESTEP)。本測驗係國內首度專為大專校院學生研發之學術導向英語能力檢測，含聽、讀、說、寫四項完整的評量，將於 112 年 9 月先推出口說與寫作測驗，同年 12 月接續推出聽力與閱讀測驗，完整建置「培力英檢」聽讀說寫評量。

在正式推出「培力英檢」口說與寫作測驗前，LTTC 特別編製《官方說寫測驗指南》(Official Guide to the Speaking and Writing Tests)，引導讀者快速掌握測驗全貌。為此，本指南收錄了口說、寫作試題各兩套：一套試題搭配作答樣例、評析及考前叮嚀，供讀者熟悉題型、難易度以及不同考生之作答實例；另一套試題則供讀者做模擬考練習。本指南除了可以作為「培力英檢」口說與寫作測驗之考前準備，也提供「學習策略」，協助學習者持續累積英語實力。

本指南得以問世，要感謝教育部、本測驗諮詢委員會的指導以及支持。未來，LTTC 將持續不懈開發相關資源，透過講座、研習、出版品等積極與教師及學習者溝通互動，以實踐「培力英檢」推動教學、學習與評量間正向循環之理念。

財團法人語言訓練測驗中心

「培力英檢」研發團隊

民國一一二年三月謹識

Preface

The Ministry of Education (MOE) launched The Program on Bilingual Education for Students in College, referred to as the BEST program, with the goals of building a bilingual teaching and learning environment in colleges and universities, strengthening the English proficiency of college- and university-level students, and promoting EMI courses to enhance the overall international competitiveness of higher education in Taiwan. The MOE also seeks to foster positive interactions between English teaching, learning, and assessment programs at colleges and universities. This entails aligning these programs with specific language standards, tracking students' learning progress, and providing an understanding of how a learning institution's courses affect performance on assessments. To address these needs, the MOE has provided funding for the Language Training & Testing Center (L TTC) to develop and administer the BEST Test of English Proficiency, referred to in short as BESTEP. The test represents the first locally developed English for Academic Purposes (EAP)-oriented test for college students in Taiwan, encompassing the skills of listening, reading, speaking, and writing. The speaking and writing tests will be launched in September 2023; the listening and reading tests, in December of the same year.

The current *Official Guide to the Speaking and Writing Tests* provides prospective test-takers with a concise overview of the BESTEP speaking and writing tests prior to their official release. The guide contains two test batteries for each test. One is accompanied by sample answers, analyses, and suggestions to familiarize the reader with the task types, task difficulty, and level-based test performances, and the other serves as a practice test. In addition to aiding in test preparation, the guide offers skill-specific learning tips intended to inspire lifelong learning in English.

We would like to thank the Ministry of Education and the BESTEP Advisory Committee, without whose direction and support the publication of the guide would not have been possible. We at the L TTC are committed to the continuous development of learning resources and dialogue with stakeholders through talks, workshops, and publications to bring to fruition the BESTEP vision of synergy in teaching, learning, and assessment.

The L TTC BESTEP Research and Development Team

March 2023

目次

一、導讀	5
<hr/>	
二、測驗整體介紹	
測驗目的	8
測驗特色	8
成績用途	8
測驗對象	9
測驗項目總覽	9
能力指標與測驗標的	10
<hr/>	
三、測驗分項介紹	
口說能力測驗	
測驗題型	16
分數說明	17
例題與作答樣例	18
考前叮嚀與學習策略	27
寫作能力測驗	
測驗題型	31
分數說明	32
例題與作答樣例	33
考前叮嚀與學習策略	43
<hr/>	
四、模擬試題	
口說能力測驗	
試題	48
錄音內容	51
參考答案	52
寫作能力測驗	
試題	54
答案紙	59
參考答案	63
<hr/>	

一、導讀

BESTEP

導讀

本指南內容專為「培力英檢」考生設計，力求以簡明方式完整呈現測驗內涵，方便考生在短時間內掌握應考所需資訊、規劃備考方向。

指南首先介紹「培力英檢」整體架構，接著分別就口說、寫作各部分提供完整的題型介紹、例題與作答樣例和學習策略，最後附上一套以正式測驗規格編寫，難易度、長度都與正式測驗相同的口說、寫作模擬試題，連同例題共為兩套完整練習題。

各部分內容

測驗整體介紹

測驗特色、成績用途、檢測對象、測驗項目總覽

測驗分項介紹

測驗題型、分數說明、例題與作答樣例、
考前叮嚀與學習策略

模擬試題

口說能力測驗、寫作能力測驗

使用說明

步驟一

掌握架構，精研例題

- ✓ 先熟悉測驗架構，了解各部分題型。
- ✓ 細讀例題與作答樣例，了解考生實際可能遇到的問題，反思精進之道。
- ✓ 口說作答樣例附 QR Code，掃描後可以直接聆聽音檔，參考不同級數表現，知彼知己。
- ✓ 詳閱考前叮嚀與學習策略，並於日常生活與學習中實踐。

步驟二

限時作答 · 演練口說寫作模擬試題

- ☑ 口說測驗請先掃描 QR Code 播放測驗音檔，在音檔播出的考試規定時間內依各部分作答要求作答，建議可同時錄下自己的回答，請朋友或師長聆聽並給予回饋。
- ☑ 寫作測驗可使用本指南第 59 頁寫作測驗答案紙樣例，在考試規定時間內依各部分作答要求作答，建議可請朋友或師長閱讀作答內容並給予回饋。

二、測驗整體介紹

BESTEP

測驗整體介紹

以下分別針對測驗特色、成績用途、檢測對象、測驗項目總覽(含總分、施測方式等)做介紹。

測驗目的

本測驗主要目的為評量大專校院學生英語文能力及回饋英語教學。

- 了解學生經過學校英語課程輔導後的英語文能力發展。
- 協助學生在修習 EMI 課程前了解自己的英語文能力。
- 協助學校掌握學生銜接進入 EMI 課程的先備英語文能力等。

測驗特色

- 首次針對國內大專校院學生研發之學術英語 (EAP) 導向之能力檢測。
- 著重評量通用學術英語及相關學習情境之英語溝通能力。
- 對接 CEFR¹ 國際通用之語言能力架構，測驗程度跨 CEFR A2 至 B2。
- 有效區分學生程度，不須分級報考。

成績用途

- 了解學生英語能力現況、追蹤英語或學術英語課程學習成效。
- 學生畢業前的英語能力證明。
- 升學與求職英語能力證明。

¹ 教育部為推動英語學習採用 CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment，歐洲語言學習、教學、評量共同參考架構)，提供機關學校及民眾衡酌語言能力及測驗需求之參考運用【Council of Europe 網址：http://www.coe.int/t/dg4/linguistic/cadre1_en.asp】。

測驗對象

全國大專校院在學學生。

測驗項目總覽

測驗項目	口說	寫作
總題數	8 題	5 題
題型	第一部分：回答問題 第二部分：表達意見 第三部分：摘要報告	第一部分：回答問題 第二部分：表達意見 第三部分：整合式寫作
總測驗時間 (含試前、試後說明)	約 1 小時	約 1 小時
作答時間	約 15 分鐘	50 分鐘
考試方式	於視聽或電腦教室以一人一機錄音方式多人同步測驗	於一般教室進行紙筆測驗
總分 ※ 請參閱「三、測驗分項介紹」分數說明	360 分	360 分
評分方式	每位考生的作答均由 2 位以上的合格評分老師依據本測驗口說 / 寫作能力測驗分數說明評閱。	

口說 Speaking

CEFR Level	能力指標 Descriptors
A2	<ol style="list-style-type: none"> 1. 能針對學習情境相關的訊息或經驗，以簡單的英語說明或描述。 Can describe or talk about information or experiences related to academic learning in simple English. 2. 能針對學習情境熟悉主題，以簡單的英語與人交換資訊和想法。 Can share/exchange information and opinions about familiar academic topics in simple English.
B1	<ol style="list-style-type: none"> 1. 能針對學習情境相關的訊息或經驗，以清楚、達意的英語說明或描述。 Can describe or talk about information or experiences related to academic learning in clear, intelligible English. 2. 能在學習情境中參與熟悉主題的討論，以清楚、達意的英語與人交換資訊與想法。 Can exchange information and ideas about familiar topics related to academic learning in clear, intelligible English. 3. 能針對學習情境相關的訊息，以清楚、達意的英語進行簡單報告、說明重點、表達看法。 Can give a brief presentation on academic learning-related information in clear, intelligible English to explain key points and express opinions.
B2	<ol style="list-style-type: none"> 1. 能就學術主題，以流利、適切的英語進行語意連貫、結構明確的報告。 Can give a coherent and well-structured presentation on academic topics in fluent, appropriate English. 2. 能參與學術主題討論，以流利、適切的英語進行有效的溝通。 Can communicate effectively in discussing academic topics in fluent, appropriate English. 3. 能整合不同來源的資訊，以流利、適切的英語說明重點、清楚陳述意見。 Can present key points about integrated information and express personal opinions in fluent appropriate English.

CEFR Level	測驗標的 Test focuses
A2	<p>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： Can use keywords, phrases, and simple sentences to complete the following speaking tasks:</p> <ol style="list-style-type: none"> 1. 說明、描述個人學習經驗。 Describe personal learning experience. 2. 詢問與回答個人學習相關的資訊。 Inquire about and respond to information related to familiar academic topics. 3. 針對熟悉主題表達看法（例：喜歡 / 不喜歡、同意 / 不同意等）。 Express opinions on familiar topics (e.g., like/dislike, agree/disagree).
B1	<p>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： Can express ideas clearly and complete the following speaking tasks:</p> <ol style="list-style-type: none"> 1. 說明或描述與學習相關的資訊與經驗。 Describe or talk about information or experiences related to academic learning. 2. 針對學習過程中熟悉主題表達看法，與人交換意見（例：提供建議）。 Express opinions and exchange ideas on familiar topics related to academic learning (e.g., giving advice). 3. 依據提示的圖文資訊，說明圖文的內容重點並表達看法。 Explain key points in textual and visual inputs and express opinions on the key points and related issues/topics.
B2	<p>達 B2 考生能以流利、適切的英語符應一般學術領域的要求，完成以下口說任務： Can express ideas coherently and fluently in English on general academic issues/topics and complete the following speaking tasks:</p> <ol style="list-style-type: none"> 1. 針對學術相關主題進行描述、比較、評估、推論等。 Describe, compare, evaluate, and make inferences about academic topics. 2. 進行學術相關主題的報告，表達立場、闡述意見，並回答問題。 Give presentations on academic topics, state a position, present an argument, and answer related questions. 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。 Integrate information from textual and visual inputs, summarize key points clearly and accurately, and support arguments with sufficient details and evidence.

寫作 Writing

CEFR Level	能力指標 Descriptors
A2	<ol style="list-style-type: none"> 1. 能針對學習情境相關的訊息，以關鍵的英文字詞、片語回答問題。 Can answer questions related to academic learning with key words and phrases in English. 2. 能針對學習情境相關的訊息，以簡易的英文句子回應或表達看法。 Can respond to, or express opinions about, information related to academic learning using simple English sentences. 3. 能針對個人學習經驗，以簡單英文書寫短文描述。 Can write a short passage describing personal learning experiences in simple English.
B1	<ol style="list-style-type: none"> 1. 能針對學習情境相關的訊息，以完整、達意的英文句子回答問題。 Can answer questions related to academic learning in clear, intelligible English sentences. 2. 能針對學習情境中的熟悉主題，以清楚、達意的英文撰寫短文或簡函，表達看法或交換意見。 Can write a short passage or letter on familiar learning-related topics in clear, intelligible English to share opinions. 3. 能針對學習情境相關的訊息，以清楚、達意的英文撰寫短文說明重點、表達看法。 Can write a short passage on academic information in clear, intelligible English to explain key points and express opinions.
B2	<ol style="list-style-type: none"> 1. 能整合訊息，以流利、達意的英文摘寫大意。 Can write a summary in fluent, intelligible English by integrating information (from different sources). 2. 能整合不同資訊來源 (包含圖表、文本)，寫出組織分明、語意連貫的短文，並提出論點。 Can write a coherent and well-structured short passage which integrates information from different sources (e.g., graphs and texts) and presents clear arguments. 3. 能針對學術主題，撰寫組織分明、語意連貫並有合理佐證的短文、報告與信函。 Can write a coherent, well-structured, and well-supported short passage/report/letter on academic topics.

CEFR Level	測驗標的 Test focuses
A2	<p>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： Can use key words, phrases, and simple sentences to complete the following writing tasks:</p> <ol style="list-style-type: none"> 書寫簡短的訊息，詢問與回答個人學習相關的資訊。 Inquire about and respond to input related to academic learning in short messages. 簡短說明、描述個人學習經驗。 Briefly describe personal learning experiences. 針對學習相關的主題，撰寫短文表達自己的看法（例：喜歡 / 不喜歡、同意 / 不同意等）。 Express opinions on topics related to academic learning (e.g., like/dislike, agree/disagree) in short passages.
B1	<p>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： Can use complete sentences to express ideas clearly and complete the following writing tasks:</p> <ol style="list-style-type: none"> 說明或描述與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）。 Deliver information related to academic learning and describe personal experiences (e.g., write emails, exchange information with friends or classmates). 針對學習過程中熟悉主題表達看法，與人交換意見（例：提供建議）。 Express opinions and exchange ideas on familiar topics related to academic learning (e.g., giving advice). 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。 Write short passages that summarize key points in textual and visual inputs and express opinions on the key points and related issues/topics.
B2	<p>達 B2 考生能以流利、達意的英文符應一般學術領域的要求，完成以下寫作任務： Can express ideas fluently and coherently in English on general academic issues/topics and complete the following writing tasks:</p> <ol style="list-style-type: none"> 整合圖文資訊，摘要描述重點、比較關鍵訊息。 Integrate information from textual and visual inputs, summarize key points, and compare key information. 針對學術相關主題撰寫短文，表達立場、闡述意見，並提出適當的援引佐證。 Write short passages on academic topics that state a position, present an argument, and use appropriate evidence for support. 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。 Write formal, well-structured letters (e.g., applications) and study plans.

三、測驗分項介紹

BESTEP

三、測驗分項介紹

口說能力測驗


BESTEP

測驗題型

口說測驗於視聽或電腦教室中進行，以一人一機多人同步錄音。題型包含「回答問題」、「表達意見」與「摘要報告」共三部分，作答時間約 15 分鐘。口說測驗題型說明、準備與回答時間說明如下：

題型	第一部分 回答問題	第二部分 表達意見	第三部分 摘要報告
說明	針對學習情境相關的主題，回答問題	針對學習情境相關的主題，表達看法或論點	依據學術相關的圖文資訊，摘要說明圖文資訊的重點
評量能力	A1-B1	A2-C1	A2-C1 或以上
佔比 (總分 360)	80 分	130 分	150 分
題數	6 題	1 題	1 題
準備時間	無	1.5 分鐘	2.5 分鐘
回答時間	每題 15 秒 共 1.5 分鐘	1.5 分鐘	2.5 分鐘



 分數說明

CEFR		分數	說明
C1 (含) 以上		330 ~ 360	見 B2 能力說明。
B2	B2+	310 ~ 325	<ul style="list-style-type: none"> ✓ 能就學術主題，以流利、適切的英語進行語意連貫、結構明確的報告。 ✓ 能參與學術主題討論，以流利、適切的英語進行有效的溝通。
	B2	280 ~ 305	<ul style="list-style-type: none"> ✓ 能整合不同來源的資訊，以流利、適切的英語說明重點、清楚陳述意見。
B1	B1+	260 ~ 275	<ul style="list-style-type: none"> ✓ 能針對學習情境相關的訊息或經驗，以清楚、達意的英語說明或描述。 ✓ 能在學習情境中參與熟悉主題的討論，以清楚、達意的英語與人交換資訊與想法。
	B1	230 ~ 255	<ul style="list-style-type: none"> ✓ 能針對學習情境相關的訊息，以清楚、達意的英語進行簡單報告、說明重點、表達看法。
A2	A2+	180 ~ 225	<ul style="list-style-type: none"> ✓ 能針對學習情境相關的訊息或經驗，以簡單的英語說明或描述。 ✓ 能針對學習情境熟悉主題，以簡單的英語與人交換資訊和想法。
	A2	150 ~ 175	
A1	A1+	130 ~ 145	未能達成 A2 或 A2 以上能力說明中的語言任務。
	A1	120 ~ 125	
未達 A1		0 ~ 115	

例題與作答樣例

每部分皆提供兩組作答樣例，供考生參考、對照不同級分（例如 A2 vs. B1）的表現。請注意作答樣例為考生應試時的真實回答，因此樣例中保留原有錯誤，各部分評析僅選擇重點錯誤做說明。

第一部分：回答問題

例題

共 6 題，問題經由耳機播放 2 次，不印在試卷上。題目播出 2 次後，請立即回答。每題回答時間 15 秒。

You will hear six questions. Each question will be played twice. Please answer each question immediately after you hear it for the second time. You will have 15 seconds to answer each question.

(以下文字為錄音內容，不會印在試題紙上。)

1. Please tell me about your major.
2. Why did you choose your major? Please explain.
3. Your younger cousin Rita is considering majoring in the same field as you do. What advice will you give her?
4. Have you given a presentation before? What was the presentation about?
5. Your teacher asks you to work with a classmate for your next presentation. Invite your classmate Ray to join you.
6. Ray is afraid of speaking in front of the whole class. Discuss with him how to divide work on your presentation so that you can both do what you're best at.

例題說明與評量重點

例題說明

本大題包含 6 題，第 1 至 3 題為同一主題，均為考生在大學的 major（主修），第 4 至 6 題為同一主題，均為課堂上台報告。作答時考生須說明、描述個人學習經驗與相關資訊，並表達自己的看法。

評量重點

- ◆ 是否符合題目之要求。

- ◆ 是否掌握基本句型結構和詞彙。
- ◆ 表達是否清楚、有條理。
- ◆ 發音語調是否清晰、自然。

作答樣例與評析

A2 作答樣例

掃描 QR Code
聆聽 A2 程度考生作答樣例



1. Major is... material. I study materials.
2. I think material science will be xxx(develop?) in the future, yes.
3. You should study hard in your high school stu- high school life because in the college, the subject is more harder.
4. Yes I have a presentation for a movie.
5. Hi Ray just join me, and I will teach you how to do. So don't be nervous, alright?
6. Just see them like a watermelon. They are not real people. So just show yourself. Be confidence. You will be great.

評析

- ◆ 表達內容部分切題，大致掌握基本句型結構以及基本詞彙（例如 subject, nervous, confidence 等）。
- ◆ 第 6 題未提及分工。部分句型（例如形容詞比較級變化）有誤，但不影響語意表達。說話速度較慢，時有停頓。發音語調時有錯誤（例如 developed 等）。

B1 作答樣例

掃描 QR Code
聆聽 B1 程度考生作答樣例



1. I major in political science. And it is about study uh politics in each country around the world- every country around the world, yeah.
2. Because I think political science is related to everyone in the society. We- we- we elected, and we vote, we choose our president, our king and queen.
3. You need to pay more attention in those big things happen in the world like- like about for example the war in Ukraine and Russia, you need to pay attention to this.
4. Yes I have. I have a presentation about hate speech before. It's about explaining to my

classmate what is hate speech-

5. Hey Ray would you like to be a teammate- would you like to be my teammate? We can did- we can actually do a great job. Hmm.

6. Okay Ray since you're afraid of talking in front of people or give a speech in front of people, you can do like- you can do a work of making presentation, making paper, and I can-

評析

- ◆ 表達內容全數切題。能掌握基本句型結構，能掌握基本詞彙（例如 political science, society, president, pay attention to, give a speech 等）。表達尚稱流利，發音語調大致清晰適切。
- ◆ 較複雜的句子（例如關係子句）有誤，但不影響語意表達。

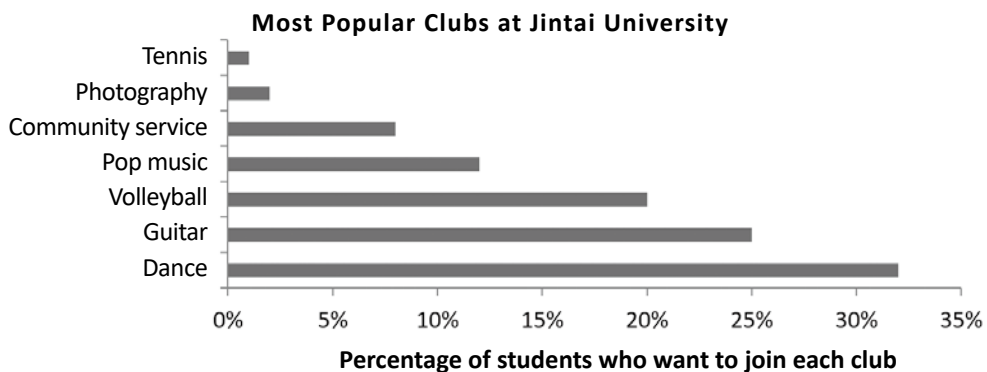


第二部分：表達意見**例題**

下面有一張圖表及三個相關的問題，聽到提示開始作答的鈴響後，請在 1.5 分鐘內完成作答。現在請先利用 1.5 分鐘的時間看圖表及問題，準備時請勿發出聲音。

On your test paper, you will see a chart and three related questions. First, you will have 1½ minutes to prepare your answers based on these materials. After that, you will hear a tone. You will then have 1½ minutes to record your answers. Please begin your preparation now.

The chart below shows the results of a survey on the most popular clubs at Jintai University.



You have 1½ minutes to answer the following three questions.

- Are the most popular clubs at Jintai University also popular in your university?
Please explain.
- Have you joined a club like any of the clubs in the chart? Why or why not?
- What is your opinion of joining a club in university?

例題說明與評量重點**例題說明**

本大題包含一張圖表與三個問題，考生回答問題時須先解讀圖表資訊，再連結到自身經驗及想法。逐題說明如下：

- ◆ 第 1 題詢問「你校內最受歡迎的社團和 Jintai 大學一樣嗎？請說明。」考生須先理解圖表中 Jintai 大學最受歡迎的社團有哪些，再和自己就讀的大學之情形加以比較並描述。

- ◆ 第 2 題詢問「你曾參加圖表中所提社團嗎？為什麼？」考生須連結到自身參加（或未參加）社團的經驗並加以說明。
- ◆ 第 3 題詢問「你對於大學生參加社團的看法為何？」考生須針對本主題表達立場、闡述自己的意見。

評量重點

- ◆ 是否針對三個問題之要求，完整回答。
- ◆ 是否適切運用語法、詞彙。
- ◆ 表達是否清楚、有條理。
- ◆ 發音語調是否清晰、自然。

作答樣例與評析

掃描 QR Code
聆聽 B1 程度考生作答樣例



B1 作答樣例

Well I think- I think pop mus- pop music club is also popular in our university. And- and I know some of my friends have already joined pop music club and they are all- they are all interested in pop music. And I'm happy- um I'm happy for them because they- because they feel- they feel very- they feel a sense of achievement when they give a performance or when they perform um a song.

To me, I never join a club like these clubs in the chart. But I recent- I had recently joined cooking club in our university. And I feel that I made- I made the right decision. I cook different, a va- a variety of- uh a variety of cuisine like spaghetti. I can also make for my family when I go home. I learn a quite of skills and a lot of knowledge about how to use a cooker and how to open-

評析

- ◆ 回答內容部分切題，未針對第 3 題的要求陳述個人對於大學生參加社團的意見。
- ◆ 能掌握基本句型結構，包含副詞子句 *because*, *when* 和名詞片語 *how to use* 等句構。能掌握基本詞彙，使用 *a sense of achievement*, *give a performance*, *a variety of cuisines* 等詞彙描述社團相關活動。發音語調大致清晰適切，表達尚稱流利。較複雜句型結構偶有錯誤，但不影響語意表達。

掃描 QR Code
聆聽 B2 程度考生作答樣例



B2 作答樣例

First that the popular clubs in Jintai university are guitar and dance club and these two club is also popular in our- our university. I have join a club like uh like guitar and dance, uh...

I have join a finger style guitar club in our university but this club, compared to the dance club, this club is more smaller. Uh I want to learn how to playing finger style guitar so I join this club.

And in my opinion join a club in the university has many advantages, such as we can make friends from our departments or learn new skills. And I absolutely agree that everyone should join a club when they're in the university. Join a club can make their know different uh different field uh knowledge of different field. And they can broaden uh her- they can broaden their [heritage] by learning different skills or knowing other people- knowing people from the other department. But for the people, they are-

評析

- ◆ 回答內容符合三個題目的要求，表達充分。語法有變化，會使用常見句構補充說明，詞彙足以完整表達個人意見（例如 compared to, in my opinion, advantages 等）。發音語調清晰適切。
- ◆ 語法、用字偶有錯誤（例如 broaden their horizons 口誤為 heritage），但不影響語意表達。



第三部分：摘要報告

例題

下面有一篇文章、一張圖表以及兩個相關的指示，聽到提示開始作答的鈴響後，請在 2.5 分鐘內完成作答。現在請先利用 2.5 分鐘的時間看文章及圖表，準備時請勿發出聲音。

On your test paper, you will see a passage, a chart, and two instructions. First, you will have 2½ minutes to prepare your presentation based on these materials. After that, you will hear a tone. You will then have 2½ minutes to record your presentation. Please begin your preparation now.

The passage and the chart below are about learning styles. The information contained in each does not entirely support the other.

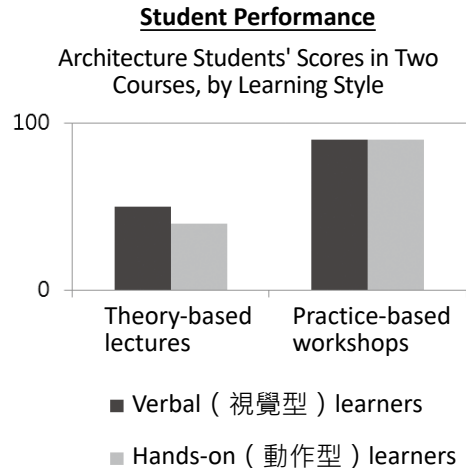
You have 2½ minutes to give your presentation. You should:

1. discuss the key difference between the passage and the chart;
2. explain whether you agree or disagree with the passage. You may draw examples from your own experience.

Editorial

Study in Your Own Way for Best Results

Each of us has a unique learning style. We learn best when we study according to that style. For example, in a course that focuses on theory, students who prefer reading input have a great advantage. However, when it comes to workshops, hands-on learners do much better than verbal learners.



例題說明與評量重點

例題說明

本大題包含一篇短文、一張圖表與兩個要求，考生須先依據提示的圖文資訊以及題目要求，解讀並說明圖文的內容重點，並表達看法。逐題說明如下：

- ◆ 第 1 題要求「討論文章與圖表的關鍵差異」，考生須先理解短文與圖表的內容，再

整合比較兩者資訊或論點不同的地方。

- ◆ 第 2 題要求「說明你是否同意該短文的觀點。你可以用自己的經驗為例。」考生須針對本主題表達立場、闡述自己的意見，亦可連結到自身經驗。

評量重點

- ◆ 是否根據圖文資訊的重點，提出充分、妥切的論述。
- ◆ 是否適切運用語法、詞彙。
- ◆ 表達是否清楚、有條理。
- ◆ 發音語調是否清晰、自然。

作答樣例與評析

B2 作答樣例

Okay from the passage it says that everyone has their different study style and on theory basis lecture students who prefer reading input is- is do much better and however, when the practice basis workshop hands on will do much better than verbal learners.

But however in the graph it shows that verbal learners and hands on learners ac- actually do the same at practice base workshop so it- it basically deny the- the essay.

But for me, actually I'm pretty agree with the essay because I think a lot of things you need to do it, you need to write it and not just learning by your eyes or just say it. You have to on your hands so you can actually take the skill, especially in science experiment, so you actually do it to reach the end and you remember, uh oh how do I- how can I do this thing not just by looking through it. It- it- you can't remember just by looking through actua- uh at least for me I'm not genius like that yes so I have to do the things and remember that by my body, yeah I'm the practice basis learner, yeah I'm hands on learner so I actually can agree with the passage not the graph. But one of my friends say, yeah, he's such a genius he can remember things by just looking at it maybe one time or two times, so uh ge-

評析

- ◆ 清楚說明短文內容，正確描述圖表、說出矛盾點。表達充足，整體而言充分、適切比較圖文重點。能掌握表達所需句型結構和詞彙，使用 that 子句和 however, so, because 等連接詞。第 2 題立場同意文章內容，舉例自己屬於 hands-on learners，並對比朋友屬於 verbal learners 的例子，整體語意邏輯大致清楚連貫。發音語調

掃描 QR Code
聆聽 B2 程度考生作答樣例



大致清晰適切。

- ◆ 部分句構和文法有誤（例如 *you need to write it and not just learning by your eyes or just say it*），語意表達雖不夠精確，但不影響理解。

C1 作答樣例

掃描 QR Code
聆聽 C1 程度考生作答樣例



The passage on the left said that student who prefer reading have a great advantage on theory base lectures while hands on learners do much better than um do better on practice based workshops. However, the graph on the right shows that verbal learners do, good at, theory base lecture. But it didn't support the passage because hands on learners didn't do so much better than verbal learners on practice base workshops...

And I disagree uh I disagree with the passage because while learning theory base lecture I think it is also important on doing some hands on jobs. For example, while I'm learning embryology, it is really an theory based lectures, I use to reread notes again and again, but I didn't do well on my tests. After changing my learning style from reread my notes to making some questions and answer those questions from myself, I really improve, my score really have a great improve. So I think it is not, only on result on, what learners is good at which lectures, it still have to depend on, it still have to depend on your personal learning style.

評析

- ◆ 清楚說明短文主旨。直指圖文核心、清楚說出矛盾點。表達充足，整體而言充分、妥切比較圖文重點。
- ◆ 第 1 題靈活運用 *while, however* 等詞呈現圖文對比，精確表達語意，第 2 題善用 *for example, but, after* 等詞承接語意，用字較廣且靈活（例如 *embryology, reread notes*），語意表達精確。另針對第 2 題表達和文章內容不同的立場，詳述自己改變學習策略後成績進步的學習經驗，整體語意邏輯清楚連貫。發音語調清晰適切。

考前叮嚀與學習策略

考前叮嚀

第一部分 回答問題

- 題目不印在試卷上，共 6 題，問題經由耳機播放 2 次。
- 每題回答時間 15 秒，題目播出 2 次後，請立即回答。
- 聽到鈴聲時應停止作答，避免錯過下一題的題目。
- 請在作答時間內儘量表達。

第二部分 表達意見

- 題目印在試卷上，含一張圖表及三個相關的問題。
- 請先用 1.5 分鐘閱讀圖表及問題，準備時可利用試卷作筆記擬稿。
- 準備時間結束前會聽到一聲鈴響，請根據指示在 1.5 分鐘內完成作答。
- 請在作答時間內儘量表達，回答三個問題。

第三部分 摘要報告

- 題目印在試卷上，含一篇短文、一張圖表以及兩個回答重點。
- 請先用 2.5 分鐘閱讀以上資訊，準備時可利用試卷作筆記擬稿。
- 準備時間結束前會聽到一聲鈴響，請根據指示在 2.5 分鐘內完成摘要報告。
- 請在作答時間儘量表達，完成兩個回答重點。

學習策略

加強單字的記憶及運用



加深單字的記憶及加速單字的提取是達到流利表達不可或缺的基礎。很多學習者會使用單字卡 (flashcards) 來背單字。使用單字卡時，要注意兩個要點：首先，和英文單字相對應的「中文定義」建議可以改用「英文短句」取代，而且最好是利用自己熟悉的生活情境所造出的短句，單字被賦予更多意義就更容易進入長期記憶。另一個要點是要記得做「間隔性複習」，也就是複習單字的時間要安排適當的間隔，如三天後、五天後做複習，透過持續、重複的提取練習，單字的記憶才會更加鞏固，往後在口語表達時，單字的提取也會更快速、流暢。除了透過單字卡，也可以考慮寫一本單字日誌，將每一天學到的新單字用圖像組織圖的方式做紀錄，將單字用語意組織圖的方式畫出關聯性，透過圖像化大幅度加強單字的記憶深度。

熟悉搭配詞用法



用對搭配詞是正確且自然使用語言的關鍵。要提升語言的自然度，就一定要了解搭配詞的概念以及運用。搭配詞，簡而言之，就是語言中經常一起出現、被一同使用的字詞，例如：雨很大，我們會說 **heavy rain** 不會說 **strong rain**，所以 **heavy** 就是在形容雨很大時 **rain** 會使用的搭配詞；又或是我們要某人專心，我們會說 **pay attention**，不會說 **give attention** 或是 **make attention**。**pay attention** 就是會一起出現的搭配詞。如果要熟習搭配詞的運用，在學習單字時，建議連同該單字的常用搭配詞一起記下來。平時在思考表達方式時，如果不確定搭配詞是否使用正確，可以參考免費的字詞學習網站，例如：[Just the Word](#), [Online Oxford Collocation Dictionary](#), [Google Ngram Viewer](#)，以上三個網站的使用介面很友善，一鍵即可看到你查詢的單字最常使用的搭配詞。

練習歸納圖表重點



歸納圖表重點是校園和職場情境中不可或缺的能力。身處圖像表達的時代，當我們面對比較複雜、龐大的資訊，例如：因果關係、行動流程等，經常會藉由圖像配上簡單文字表達事情之間的關係與結構。而面對圖像化時代的來臨，我們也須要具備「解讀圖表」的能力，並進一步「歸納重點」。解讀並歸納圖表重點的第一步就是熟習圖表的種類，每一種圖表有其適合呈現的資訊。以常見的圓餅圖為例，圓餅帶有「完整」的意涵，並可以看出餅中不同部分的佔比，所以圓餅圖可以顯示整體中各部分的組合。了解圓餅圖適合溝通、呈現的資訊後，可以加速解讀圓餅圖想要傳達的訊息。其他常見圖表，例如：折線圖、垂直 / 水平長條圖等，也可以藉由分析其適合溝通、呈現的資訊，以加速解讀並歸納圖表重點的能力。平時也可以練習將文字資訊圖像化，透過「反向操作」，進而提升解讀圖表的能力。

練習比較圖文資訊



了解圖和文的關聯，也就是跨文本的比較能力，可以幫助我們在校園和職場情境中做高階思考。仔細想想，我們生活中其實常常都須同時處理圖表和文字的資訊；像是在進修機構或是健身房，我們要看著課表，同時閱讀報名、上課注意事項等資訊，又或是在火車站看著時刻表，同時要閱讀手中車票的資訊。要注意的是，我們看到的圖文資訊通常可以互為補充，但要留意圖文也可能提供不同或是相反的資訊。要比較圖和文的內容，我們可以先分別抓出各自的重點，若資訊比較複雜時，也可以用簡單的筆記寫下各自要點，接著可以思考圖文各自重點的異同。針對相同點，可以使用 both A and B、neither A nor B 來表達兩件事情的相同之處；針對相異處，則可以透過對比轉折詞，來分別說明重點，例如：in contrast, on the other hand, nevertheless。

三、測驗分項介紹

寫作能力測驗

BESTEP



測驗題型

寫作測驗採紙筆測驗方式進行，測驗題型包含「回答問題」、「表達意見」與「整合式寫作」三部分，作答時間共 50 分鐘。寫作測驗題型說明、建議作答字數與時間說明如下：

題型	第一部分 回答問題	第二部分 表達意見	第三部分 整合式寫作
說明	針對學習情境相關的主題，簡短的回答問題與描述	針對學習情境相關的主題，撰寫短文或信函，表達看法、交換意見	在學術情境下，摘要說明題目提供圖文資訊的重點，並論述自己對相關議題的觀點
評量能力	A1-B1	A2-C1	A2-C1 或以上
佔比 (總分 360)	80 分	130 分	150 分
題數	3 題	1 題	1 題
建議作答字數	約 25 字	約 80 字	約 120-150 字
建議作答時間	5 分鐘	15 分鐘	30 分鐘



分數說明

CEFR		分數	說明
C1 (含) 以上		330 ~ 360	見 B2 能力說明。
B2	B2+	310 ~ 325	<ul style="list-style-type: none"> ✓ 能整合訊息，以流利、達意的英文摘寫大意。 ✓ 能整合不同資訊來源（包含圖表、文本），寫出組織分明、語意連貫的短文，並提出論點。
	B2	280 ~ 305	<ul style="list-style-type: none"> ✓ 能針對學術主題，撰寫組織分明、語意連貫並有合理佐證的短文、報告或信函。
B1	B1+	260 ~ 275	<ul style="list-style-type: none"> ✓ 能針對學習情境相關的訊息，以清楚、達意的英文句子回答問題。 ✓ 能針對學習情境中的熟悉主題，以清楚、達意的英文撰寫短文或簡函，表達看法或交換意見。
	B1	230 ~ 255	<ul style="list-style-type: none"> ✓ 能針對學習情境相關的訊息，以清楚、達意的英文撰寫短文說明重點、表達看法。
A2	A2+	180 ~ 225	<ul style="list-style-type: none"> ✓ 能針對學習情境相關的訊息，以關鍵的英文字詞、片語回答問題。 ✓ 能針對學習情境相關的訊息，以簡易的英文句子回應或表達看法。
	A2	150 ~ 175	<ul style="list-style-type: none"> ✓ 能針對個人經驗，以簡單的英文書寫短文描述。
A1	A1+	130 ~ 145	未能達成 A2 或 A2 以上能力說明中的語言任務。
	A1	120 ~ 125	
未達 A1		0 ~ 115	

例題與作答樣例

每部分皆提供兩組作答樣例，供考生參考、對照不同級分（例如 A2 vs. B1）的表現。請注意作答樣例為考生應試時的真實回答，因此樣例中保留原有錯誤，各部分評析僅選擇重點錯誤做說明。

第一部分：回答問題

例題

請閱讀以下資訊，並用約 25 字回答問題，建議作答時間 5 分鐘。

Read the information below and answer the questions. Your response should be approximately 25 words in total. You should spend approximately 5 minutes on this task.

Graduation Dance Party!

June 25

18:00 – 21:00

Live music & cold drinks!

Admission NT\$150 per person

Free entrance for graduates

- Question 1. How long does the party last?
- Question 2. One important piece of information about the event is missing from the poster. Ask a question to get this information.
- Question 3. Describe a school event you recently attended. Use full sentences.

寫作

第一部分

例題說明與評量重點

例題說明

本大題包含一張海報與三個問題或要求，考生須根據海報提供的資訊回答相關問題，逐題說明如下：

- ◆ 第 1 題詢問「請問派對為時多久？」考生須讀懂問題，並從海報擷取所問資訊。
- ◆ 第 2 題要求「海報中缺少一項活動資訊。請提出一個問題詢問該項資訊。」考生須研判畢業舞會參加者所需資訊、核對海報是否有所遺漏，並以英文作出適切詢問。
- ◆ 第 3 題要求「請描述你最近參加過的一個校園活動。請使用完整句子作答。」考生須透過海報的提示 / 聯想，回溯自身參加校園活動的經驗，並以英文加以描述。

評量重點

- ◆ 是否針對三個問題要求充分作答。
- ◆ 是否能掌握基本的句構、詞彙。
- ◆ 拼字、標點是否正確。

作答樣例與評析

A2 作答樣例

1. The party last for 3 hours.

2. Where will the party hold?

3. I attended a little concert that was holded by our department, my friends and I organized a band and performed a song, though I sang out of tune, but that was still a really great experience.

評析

- ◆ 回答切題，詞彙大致足以表達。
- ◆ 語法掌握有待加強，可特別注意主被動語氣、動詞形式、人稱與動詞一致性、逗號使用、從屬子句之主句不明 (though..., but...) 問題。

B1 作答樣例

1. The party lasts for three hours.

2. What is the location of this dance party?

3. I attended the school marathon, which is held for both the students and teachers to do exercise together.

評析

- ◆ 回答切題、清晰，語法和用字大致正確。



第二部分：表達意見

例題

請依據下列指示寫一篇約 80 字的短文，建議作答時間 15 分鐘。



Write a short text based on the following prompt. Your response should be approximately 80 words in length. You should spend approximately 15 minutes on this task.

You are Alice Lin. Your department provides a wide variety of free language learning resources. However, you have noticed that only a few students ever use them. You have therefore decided to write an email to your department.

In your email, you should:

1. explain how you have benefitted from these resources;
2. give at least one suggestion on what the department can do to encourage its students to use them more.

New message	
To	deptoffice@nstu.edu.tw
Subject	Use of learning resources
Hello!	

Sincerely,	
Alice Lin	
A  	Send

例題說明與評量重點

例題說明

本大題包含一個電子郵件情境與兩點寫作要求，考生須從大學生 Alice Lin 的觀點出發，設想自己就讀的系所提供多種免費語言學習資源，卻乏人問津的情形，並針對此事向系所投書，提出建議。

- ◆ 第 1 題要求舉自己從學習資源獲得的好處。
- ◆ 第 2 題要求針對系所可以如何鼓勵更多學生使用這些資源提出建議。

評量重點

- ◆ 是否針對兩點寫作要求充分發揮，無遺漏或不相關之處。
- ◆ 是否組織良好，表達通順、有條理，能使用適當的連接詞和轉折詞。
- ◆ 語法、詞彙是否適切有變化，足供表達。

作答樣例與評析

B1 作答樣例

Hello!

I wrote this letter to suggest about our department's free language learning resources.

I have benefited from this resources a lot. For example, it helped me to pass the LTTTC English Test. I knew this resources from our department's website, but I have to say, that is not obvious at all.

I also noticed that few of my classmates knowing this information, that is why I wrote this email to you. I want to propose some methods to promote this great resource.

First of all, the professors could inform the students. However, I think the most efficient way is to create a reward system, such as how many time you have learned and you can get some benefits. The benefits could be coupom, certification, or some discount, etc. Above is my suggestions. Thank you.

Sincerely,

Alice Lin.

評析

- ◆ 內容大致符合題目兩點要求，語言大致通暢，偶有拼字、單複數一致性、句構問題，但不影響理解。
- ◆ 語法較缺少變化，多數句子以“I ...”開頭。部分論點含糊（例如：第二段 that is not obvious at all 指涉不清）、缺乏說明（例如：第四段主題句 the professors could inform the students 此一論點未加解釋，下一句就直接以 However 跳到新的論點）。

B2 作答樣例

I am Alice lin, a member of the department. Recently, I took part in the language learning program held by the department. In the process, I benefitted a lot from the oral learning part and the pronouncation guide in this program. It does not only help me improve my oral speaking but also let me conquer the fear of speaking English to foreigners. Unfortunately, there are only few fellows have made used of the program. I, therefore, would like to provide some ideas to deal with the dilemma. Firstly, the department should widely advertise the information about this resources in case no one has the access to it. Secondly, provide the scholarship to the one who fully participates the program to provoke the motivation of learning of the students.

評析

- ◆ 內容符合題目兩點要求，表達充分。雖未分段，然組織良好，層次分明，善用轉折詞 recently、in the process、unfortunately、therefore、firstly、secondly 等增進文章的邏輯連貫性。
- ◆ 句型有變化，雖偶有如“there are only few fellows have made used of”句構不佳、詞彙使用不適切的句子（整句宜改為 few have made use of），或拼字和搭配詞錯誤（例如：pronouncation、provoke the motivation）的問題，然不妨礙理解。

第三部分：整合式寫作

例題

請依據下列指示寫一篇約 120–150 字的文章，建議作答時間 30 分鐘。

Write an essay based on the following prompt. Your essay should be 120–150 words in length. You should spend approximately 30 minutes on this task.

In class, your professor presents the two figures below during her talk on online learning.

She then gives you an assignment on the following topic:

Should online learning be part of regular school instruction?

In the assignment, you should write an essay in which you:

1. summarize the main points shown in the two figures;
2. state your own opinion on the topic, using the information from the two figures.

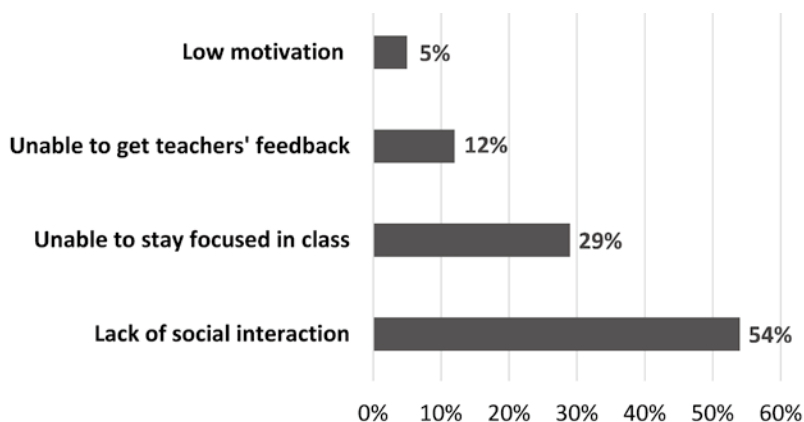


Figure 1. Students' main concerns with online learning

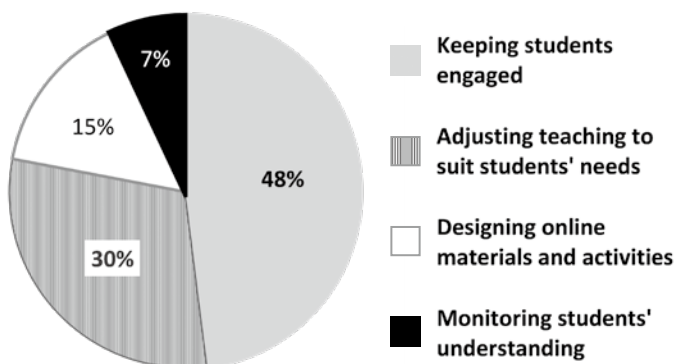


Figure 2. Main challenges for teachers of online teaching

例題說明與評量重點

例題說明

本大題包含一個課堂作業的情境、兩個圖表，與兩點寫作要求，考生須根據指定主題、圖表數據寫出一篇回應兩點要求的文章。

作答時須設想在課堂上討論「線上學習是否應納入正規教學」的情境：教授展示兩張圖表，長條圖顯示學生對線上學習的擔憂，圓餅圖呈現線上教學對教師帶來的挑戰，數據皆來自相關調查報告，學生須以此為題寫一篇文章，並達到以下要求：

- ◆ 第 1 題要求總結兩張圖表的要點。
- ◆ 第 2 題要求陳述自身對議題的看法並給出理由。

評量重點

- ◆ 是否符合題目兩個要求，亦即：兩張圖表描述及意見表達，且有充分發揮。
- ◆ 是否組織完整，表達流暢、清楚有條理，能靈活使用連接詞和轉折詞。
- ◆ 是否能適切使用語法、詞彙。

作答樣例與評析

B2 作答樣例

Based on the figure 1, we can understand students perspectives, the dominate concern is lack of social interation, and the second one is unable to stay focused in class. Shift to the figure 2, the teachers' challenges, we can notice that they tried hard to keep students engaged, indicating the most difficult problem for both is that they can not have face to face interaction, so students can not get promptly feedback from their teacher and other students, it might lead to lack of study motivation and cannot pay attention on the online class. As for teachers, they have to adjust and design the lecture to attract the students and can not get directly facial expression from students to know that they understand or not.

From my point of view, I think online learning should be part of regular school instruction. First of all, the online learning really save our time such as transportation and the time after class that you have no where to stay. However, I am not expect the whole courses in the semester are all on online, I think the class that you need to see the concret object and do-it-yourself such as Anatomy must be hold in the real classroom.

In conclusion, I think the online learning should be part of regular school instruction, but still have to depend the course's objective. Though the online course really give us more flexibility, we still need to learn from others with social interation. I think the oline learning will be the trend in the near future.

評析

- ◆ 內容大致符合題目兩點要求，字彙足以大略溝通想法，具連貫性，能以標示語如 *based on, from my point of view, first of all, however, in conclusion* 指引文章走向。
- ◆ 文章組織可再加強，簡述圖表時未能以主題句或結論句清楚帶出數據重點，表達意見時，主要看法 *"I think online learning should be part of regular school instruction."*、*"online learning will be the trend in the near future"* 未獲充分說明，以致論述較為零散，偶有拼字、用法錯誤。

C1 作答樣例

In the first figure, we can infer that the "lack of social interaction" and "Unable to stay focus" are the main issues, which decrease the attraction of online learning to students. In the meanwhile, the second figure shows that "keeping students engaged" and "Adjusting teaching to suit students' needs" are the important factors for teachers who teach online. To sum up, the core for both students and teachers of concerning for online teaching is the participation in online class.

In my point of view, with the development of technology worldwide and the wave of globalization, online learning is inevitably the main channel for both studying and teaching. Especially under the certain situation like the Covid-19 pandemic which makes school turned down and thus students have no where to learn. Despite the above advantages, however, there are some plight when teaching online. Take the lack of engaged to students for example, online learning means that traditionally interaction in class will no longer appear, which makes students feel like they are not part of the class. Therefore, the motivation of learning will go down with it. To deal with the dilemma, I believe that if the teachers add some interaction part in class like the online quiz game, which all students take part in will definately enhance the attration for students to learn online.

To sum up, online learning will become a necessary resource in regular school instruction. If the aforementioned disadvantages shown on the figures are able to be conquered

perfectly, online learning will bring both students and teachers gigantic amount of benefit.

評析

- 內容符合兩點要求，表達充分，發揮得當。圖表部分能清楚指出兩個圖表重點，並歸納出結論，足見資料分析與表述能力。
- 意見表達部分組織、邏輯良好，偶有拼字、用字不適切與句構缺失問題，例如：“under the certain situation like the Covid-19 pandemic which makes school turned down and thus students have no where to learn”、“there are some plight when teaching online”、“the lack of engaged to students”等，然不妨礙理解。

考前叮嚀與學習策略

考前叮嚀

第一部分 回答問題

- 題目含一篇文本以及三個相關的問題，請根據文本提供的資訊簡短回答問題。
- 建議作答時間 5 分鐘，請用共約 25 字簡要回答試卷上的三個問題。
- 第 2 題和第 3 題請用完整的英文句子回答。

第二部分 表達意見

- 題目含主題說明以及兩項回答重點，請根據提示寫一篇短文。
- 建議作答時間 15 分鐘，作答字數約 80 字。
- 請確實回答題目要求的兩項重點。

第三部分 整合式寫作

- 題目含兩張相關主題的圖表以及兩項回答重點，請先判讀圖表，再根據主題和重點寫一篇文章。
- 建議作答時間 30 分鐘，作答字數約 120–150 字。
- 請確實回答題目要求的兩項重點。

回應溝通情境的要求，達成任務



寫作測驗每部分都是一個溝通情境，例如意見投書、課後作業，達成溝通情境任務關鍵在於讀懂要求，並扣緊要求完成任務。平日練習可就身邊常接觸的訊息、公告，練習以 Wh- 問句自問自答，回答時先直接回答題目所問，如題目問 when、for how long 就回答時間，how、in what way 就回答方法，have you ever 就回答經驗，之後再針對答案作擴大說明或舉例，就可避免離題。同樣的回答方式也可使用手機等科技產品練習，如以短訊與朋友交談，或配合特定時節、活動或主題以英文撰寫短文、簡函、電郵給朋友。

充分運用詞彙、語法，有效表達



能否精確使用字彙和語法是有有效溝通和表達不可或缺的能力。字彙和語法的鍛鍊可分為「系統式」和「歸納式」，系統式鍛鍊可借助坊間字彙、文法學習書或網路資源，透過字首字根、同義反義字、領域分類整理（如描述圖表常用字彙）、文法規則、實用句型、常見錯誤等進行有系統的記誦和活用練習。歸納式鍛鍊則可利用新聞時事或課堂討論的特定主題在網路上以關鍵字搜尋相關訊息，並挑選適合自己程度的內容延伸閱讀，閱讀時針對作者報導、描述、討論、摘要、總結時的用字遣詞、句型、語言用法自行劃線、歸納筆記、照樣造句。

加強文章組織，均衡發展內容



英文寫作有一定的組織架構方法，段落組織一般依「主題句 - 支持句 - 結論句」架構，先在主題句中交代段落的主要論點，再以數句支持句擴大說明或舉例，最後以結論句總結。文章組織一般以「導論 - 主體 - 結論」架構，先在導論中提出全文主旨，接著在主體各段中分別開展主旨的各個面向，最後在結論中收束全篇內容。段落和文章架構方法皆來自「先講清楚論點，再針對論點進行發揮」的原則，掌握這個原則，寫文章時先安排全文、各段重點，並針對重點提供解釋、佐證 / 舉例、擴大說明等，文章組織就井然有序了。有了這些觀念後在閱讀時可以多觀察文章結構，並在寫作練習時加以實踐。

強化邏輯和連貫性，使文章通順可解



文章是否通順可解，取決於邏輯和連貫性。英文寫作會依不同文類和內容需求有不同的邏輯，如記敘文 (narrative essays) 行文常依時間順序邏輯或因果關係邏輯；論說文常依比較、分析、歸納邏輯；描述文 (descriptive essays) 常依空間關係邏輯等，寫作時可透過不同的轉折語讓這些邏輯關係更清楚，如說明順序的 first of all, next, afterwards, lastly, last but not least、提供額外資訊的 in addition, furthermore, moreover、說明因果關係的 due to, given that, therefore、舉例的 for example, to illustrate, to be more specific、提出相反或不同概念的 however, conversely, on the contrary 等。同時，要讓文章讀起來前後連貫，除了使用這些轉折詞，也可練習使用代名詞、重複關鍵字或句型、換句話說等方法製造上下文的連貫性。

四、模擬試題

BESTEP

四、模擬試題

口說能力測驗



掃描 QR Code 聆聽測驗音檔同步作答

培力英語能力檢定測驗

口說測驗

BEST Test of English Proficiency Speaking Test

作答說明：

1. 本測驗共三部分，時間共約 15 分鐘。
2. 測驗時，可以利用試卷空白處擬稿，但不得在試卷以外的物品上抄題或作記號。
3. 作答時，不需將題號及題目唸出，但請在作答時間內盡量的表達。

Instructions:

1. There are three parts to this test. The test will last approximately 15 minutes.
2. You may use your test paper to make notes and organize your ideas. DO NOT write anywhere else.
3. When you answer, DO NOT read the questions and question numbers. Use all of the time given when you answer.

請唸出下列句子。Please read the following sentence.

My test number is (考試號碼 /test number).

第一部分：回答問題

Part I: Answering Questions

共 6 題，問題經由耳機播放 2 次，不印在試卷上。題目播出 2 次後，請立即回答。每題回答時間 15 秒。

You will hear six questions. Each question will be played twice. Please answer each question immediately after you hear it for the second time. You will have 15 seconds to answer each question.

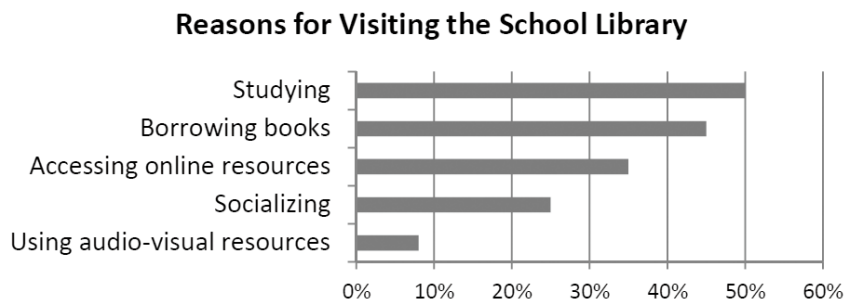
第二部分：表達意見

Part II: Expressing Opinions

下面有一張圖表及三個相關的問題，聽到提示開始作答的鈴響後，請在 1.5 分鐘內完成作答。現在請先利用 1.5 分鐘的時間看圖表及問題，準備時請勿發出聲音。

On your test paper, you will see a chart and three related questions. First, you will have 1½ minutes to prepare your answers based on these materials. After that, you will hear a tone. You will then have 1½ minutes to record your answers. Please begin your preparation now.

The chart below shows the results of a survey of students who visit the library at Jintai University.



You have 1½ minutes to answer the following three questions.

1. According to the chart, do students at your university use the library in similar ways? Please explain.
2. Do you prefer to study at your school library or somewhere else? Why?
3. What is your opinion of the library at your university?

第三部分：摘要報告

Part III: Giving a Short Presentation

下面有一篇文章、一張圖表以及兩個相關的指示，聽到提示開始作答的鈴響後，請在 2.5 分鐘內完成作答。現在請先利用 2.5 分鐘的時間看文章及圖表，準備時請勿發出聲音。

On your test paper, you will see a passage, a chart, and two instructions. First, you will have 2½ minutes to prepare your presentation based on these materials. After that, you will hear a tone. You will then have 2½ minutes to record your presentation. Please begin your preparation now.

The passage and the chart below are about online learning. The information contained in each does not entirely support the other.

You have 2½ minutes to give your presentation. You should:

1. discuss the key difference between the passage and the chart;
2. explain whether you agree or disagree with the passage. You may draw examples from your own experience with in-person or online courses.

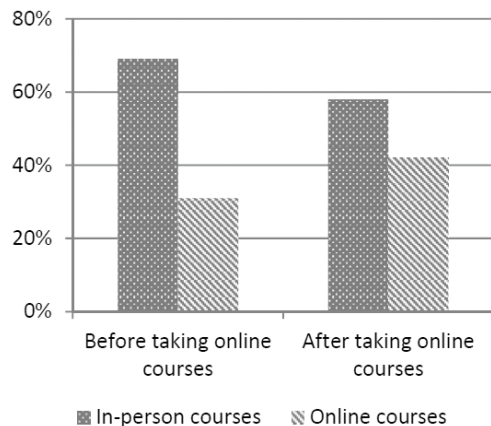
Editorial

Online Learning Is the Future

In recent years, the Internet has had an important impact on education. More and more teachers are teaching classes online. Studies show that many students who have taken online courses favor this new method. In fact, students prefer online courses more than in-person ones. Therefore, I suggest that universities should direct more resources toward online teaching than in-person teaching.

Survey Results

Student Learning Preferences



請將下列句子再唸一遍。Please read the following sentence again.

My test number is (考試號碼 / test number) .

錄音內容

Part I: Answering Questions

You will hear six questions. Each question will be played twice. Please answer each question immediately after you hear it for the second time. You will have 15 seconds to answer each question.

- Question No. 1. How often do you have projects such as reports and group discussions?
- Question No. 2. When you work on a project, do you prefer working alone or in a group? Why?
- Question No. 3 Your friend, Joanne, has problems communicating with others. Give her some advice on how to work well on her group projects.
- Question No. 4. Have you ever missed a class before? What was the reason?
- Question No. 5. Some professors fail the students who miss too many classes. Please explain whether you think this is a good idea.
- Question No. 6. Your classmate Mike is often late for class. Give him some advice to help him pass the course.

參考答案

掃描 QR Code 閱讀「參考答案」。



請注意：

本指南提供之答案僅作為模擬考練習參考，如需參考評分標準相關資訊，請見指南「三、測驗分項介紹」。

四、模擬試題

寫作能力測驗

培力英語能力檢定測驗 寫作測驗

BEST Test of English Proficiency Writing Test

作答說明：

1. 本測驗共三部分，作答時間共 50 分鐘。
2. 請用黑色或藍色原子筆作答。
3. 測驗時，可以利用試題冊空白處擬稿，但不得在試題冊以外的物品上抄題或作記號。
4. 請在答案紙上作答，在試題冊上作答者不予計分。
5. 請勿隔行書寫。

Instructions:

1. There are three parts to this test. You have 50 minutes to complete it.
2. Use a black or blue pen.
3. You may write notes on the test booklet. DO NOT write notes anywhere else.
4. You MUST write your answers on the answer sheet. Any answers that are written on the test booklet will NOT be marked.
5. DO NOT leave alternate lines blank.

第一部分：回答問題

Part I: Answering Questions

請閱讀以下資訊，並用約 25 字回答問題，建議作答時間 5 分鐘。

Read the information below and answer the questions. Your response should be approximately 25 words in total. You should spend approximately 5 minutes on this task.

Language Partner Wanted!

Hi! My name is Marco. I am from Italy. I speak both English and Italian very well. I have been studying Chinese at the language center at NCSU for three months, and I would like to get some help. I hope we can help each other!

My email: marcointw@funmail.com

Question 1. How many languages can Marco speak without difficulty?

Question 2. Ask Marco one question about his language learning needs.

Question 3. Please explain whether you would like to become Marco's language partner. Use full sentences.

第二部分：表達意見

Part II: Expressing Opinions



請依據下列指示寫一篇約 80 字的短文，建議作答時間 15 分鐘。

Write a short text based on the following prompt. Your response should be approximately 80 words in length. You should spend approximately 15 minutes on this task.

You are Alex Wang. Your university frequently allows the public to hold non-university events on the school sports field. However, some of these events badly damage the grass. You have decided to write an email to your school's administrator.

In your email, you should:

1. express your concern about this issue;
2. give at least one suggestion on how to solve it.

New message	
To	admin@sports.uala.edu
Subject	Some suggestions
Dear Administrator,	
<hr/>	
<hr/>	
<hr/>	
Sincerely,	
Alex Wang	
A  	Send

第三部分：整合式寫作

Part III: Writing an Integrated Essay

請依據下列指示寫一篇約 120–150 字的文章，建議作答時間 30 分鐘。

Write an essay based on the following prompt. Your essay should be 120–150 words in length.

You should spend approximately 30 minutes on this task.

In class, your professor presents the two figures on the next page during her talk on international students in Taiwan's universities.

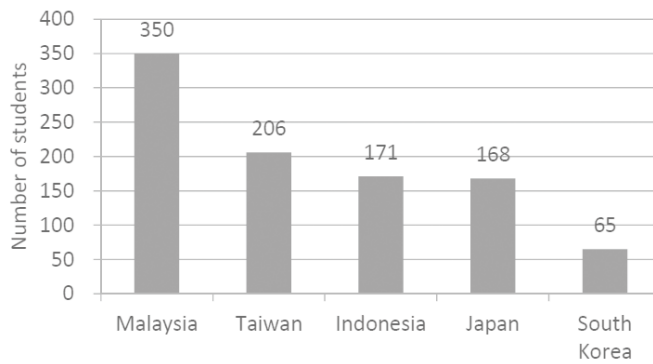
She then gives you an assignment on the following topic:

Why does Taiwan appeal to international students?

In the assignment, you should write an essay in which you:

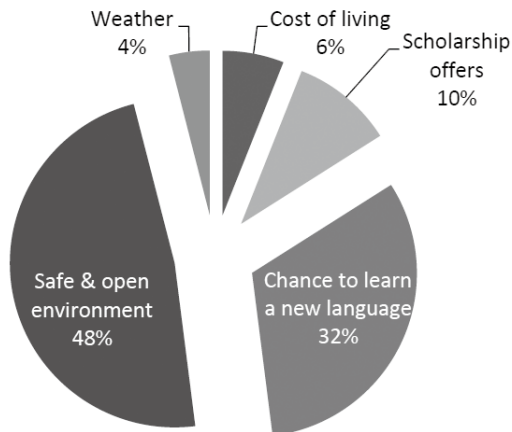
1. summarize the main points shown in the two figures;
2. state your own opinion on the topic, using the information from the two figures.

Figure 1. Which Asian Country Is Best for U.S. Students?



(Based on survey responses from 960 university students in the U.S.)

Figure 2. Factors Students Consider When Choosing a Destination Overseas



(Based on a global study)

- 測驗結束 The end of the test-

培力英語能力檢定測驗
BEST TEST OF ENGLISH PROFICIENCY
寫作答案紙
WRITING TEST ANSWER SHEET

考試號碼 : _____ 試卷別 : _____
Test number : _____ Form : _____

第一部分：回答問題
Part I: Answering Questions

請於對應之題號依序作答，勿超出框線。
Please write your answers in order in the spaces
provided inside the box.

1. _____

2. _____

3. _____

第二部分請於第 2 頁作答
Please write your response to Part II on page 2.

考試號碼
Test number : _____

第二部分：表達意見
Part II: Expressing Opinions

請由第 1 行開始並於框線內作答，勿隔行書寫。
Please write your response inside the box. Please begin on the first line and do not skip lines.

1 _____

5 _____

10 _____

15 _____

第三部分請由第 3 頁開始作答
Please write your response to Part III starting from page 3.

第三部分：整合式寫作
Part III: Writing an Integrated Essay

請由第 1 行開始並於框線內作答，勿隔行書寫。
Please write your response inside the box. Please begin on the first line and do not skip lines.

1

5

10

15

20

考試號碼 : _____
Test number : _____

25

30

35

40

參考答案

掃描 QR Code 閱讀「參考答案」。



請注意：

本指南提供之答案僅作為模擬考練習參考，如需參考評分標準相關資訊，請見指南「三、測驗分項介紹」。

培力英語能力檢定測驗：官方說寫測驗指南

BEST Test of English Proficiency: Official Guide to the Speaking and Writing Tests

主 編 財團法人語言訓練測驗中心 (LTTC)

編 輯 群 財團法人語言訓練測驗中心 (LTTC)

出 版 者 財團法人語言訓練測驗中心 (LTTC)

地 址 106032 臺北市辛亥路 2 段 170 號 (臺灣大學校總區內)

電 話 (02) 2362-6385

傳 真 (02) 2367-1944

網 址 www.lttc.ntu.edu.tw

美 編 財團法人語言訓練測驗中心 (LTTC)

排 版 財團法人語言訓練測驗中心 (LTTC)

出 版 日 期 2023 年 3 月

I S B N 978-986-06258-8-2 (平裝)

著作權所有 翻印必究

國家圖書館出版品預行編目 (CIP) 資料

培力英語能力檢定測驗：官方說寫測驗指南 =
BEST test of English proficiency : official
guide to the speaking and writing tests /
財團法人語言訓練測驗中心 (LTTC) 主編 . -- 臺北
市 : 財團法人語言訓練測驗中心 , 2023.03
面 ; 公分
ISBN 978-986-06258-8-2(平裝)

1.CST: 英語 2.CST: 讀本

805.1892

111021506

