

TOEFL Speaking 26

Words and Phrases List

Introductory Phrases	
#1-2	<ul style="list-style-type: none"> • I think that • I believe that, • Personally, • I guess, • This is actually an interesting topic, • I have to say that
#3	<ul style="list-style-type: none"> • One interesting thing I learned from the reading was • The reading passage mentions • The reading passage goes into detail • I had never heard of (topic) until now, and it's kind of interesting
#4	<ul style="list-style-type: none"> • Right off the bat, the man says that he doesn't like • The woman is perfectly fine with • The man isn't crazy about • The woman has a problem with
#5	<ul style="list-style-type: none"> • The woman in the conversation has a serious problem • Basically, the problem is that • The biggest problem in this situation is that
#6	<ul style="list-style-type: none"> • The professor goes into a ton of detail about • Basically, the professor talks about • In the lecture, the professor came up with two really good examples

Conclusion Phrases	
#1-2	<ul style="list-style-type: none"> • So, that's why • These are the reasons why • This is why
#3	<ul style="list-style-type: none"> • That's why the man thinks • So, these are the main reasons why the woman • So, just to sum up
#4	<ul style="list-style-type: none"> • And, yeah, this is what the lecture says about • So, that's how the professor explained • So, the main points of the lecture come down to
#5	<ul style="list-style-type: none"> • So, yeah, that's why I think the second solution is way better than the first • So, just to wrap up, I would definitely...
#6	<ul style="list-style-type: none"> • That's how the professor explains • So, as you can see,

Useful Idioms and Phrases		
	Usage	Examples
a piece of cake	Usually used in independent speaking questions, this idiom implies that something is simple and easy.	<i>This question is a piece of cake.</i>
to make a long story short	This idiom has the same meaning as <i>to sum up</i> or <i>in conclusion</i> . Usually, only at the end of your response.	To make a long story short , I definitely believe that all high school students should wear school uniforms.
right off the bat	This idiom is useful when reporting on the reading or listening passage. It means <i>in the beginning</i> or <i>at first</i> .	Right off the bat , the woman says that she isn't crazy about the announcement.
in a nutshell	Similar to <i>to make a long story short</i> , this is an expression that introduces a conclusion or summary.	So, in a nutshell , I definitely believe that all high school students should wear school uniforms.
a big deal	Usually used with (not), this idiom implies that the subject is important and meaningful.	<i>It depends on who you ask, but many think that forcing students to wear school uniforms is a big deal.</i>
comes down to	More of a phrasal verb than an idiom, this expression, precedes the most important or essential point.	<i>Whether or not students should wear school uniforms comes down to the opinion of the students.</i>
on top of that	This phrase is used to add another point or reason, similar to the expression <i>in addition to</i> .	<i>It's less comfortable. On top of that, school uniforms do not take into account the different personalities of each student.</i>
a no brainer	Similar to a piece of cake, this idiom is used to express that something is easy and simple.	<i>For me, this question is a no brainer, clearly high school students should not wear school uniforms.</i>
believe it or not	This is a useful expression to use before expressing an opinion some might disagree with.	Believe it or not , I do think that high school students should wear school uniforms...

Useful Phrases for Pronunciation

	Usage	Pronunciation	Examples
tons of	This is a less common way to say “a lot of”.	TONZA	<i>There are tons of reasons why I feel this way, but the most important is that...</i>
a lot of	A common phrase for “many”. Can be used to talk about number of reasons.	ALOTTA	<i>There are a lot of reasons why I feel this way, but the most important is that...</i>
kind of	This makes something less specific, more general and weaker.	KINDA	<i>I kind of understand the man’s point of view, but I still think he’s wrong.</i>
that’s why	This expression will be used to introduce your conclusion.	THA TSWY	<i>That’s why I think all high school students should wear school uniforms.</i>
sort of	Similar to <i>kind of</i> , This makes words less specific, more general, and weaker.	SORTA	<i>I sort of understand the man’s point of view, but I still think he’s wrong.</i>
kinds of	Different from <i>kind of</i> , this expression is similar in meaning to <i>types of</i> .	KINDZA	<i>They are a little ugly, okay, but, there are many kinds of uniforms.</i>
talks about	Often used when responding to questions with a listening passage.	TALK SBOUT	<i>The professor in the lecture talks about the problems with school uniforms.</i>
types of	Usually placed before a noun, indicating differences within the noun.	TYPSA	<i>They are a little ugly, okay, but, there are many types of uniforms.</i>
when I was	Used when introducing personal examples for independent questions.	WHE NAI WUZ	<i>When I was in high school, we didn’t have to wear school uniforms.</i>
to be honest	Phrase to emphasize that an opinion is true, similar to the adverb <i>honestly</i>	TABE ONEST	<i>To be honest, I really do think that uniforms are much better for high school students.</i>