

4 SCIENTIFICALLY PROVEN WAYS TO STUDY BETTER THIS YEAR

1. STICK TO PRINT

Tablets and other eLearning media are convenient and portable, but research suggests that traditional print materials still have the upper hand when it comes to studying. Some researchers argue that adopting interactive habits like scrolling, clicking, and pointing enhances the academic experience, but more than [90% of students](#) polled said they prefer a hard copy or print over a digital device when it comes to studying and school work. Furthermore, a psychology lecturer finds that [students required more repetition](#) to learn new material if they were reading on a computer screen versus reading printed material.

2. LISTEN TO MUSIC

While some experts argue the ability to concentrate during silence or listening to music while studying is left up to personal preference, many agree that playing certain types of music, such as "obscure 18th century composers," can help students engage parts of their brain that help them pay attention and make predictions. Not to mention, listening to music may improve your mood and change your whole outlook about studying in general.

3. EXERCISE FIRST

The [benefits of exercise on the brain](#) have been well established in the fields of health, fitness, and psychology. Studies show our brainpower gets a boost following even a short workout, as our bodies are pumping oxygen and nutrients to the brain. According to Dr. Douglas B. McKeag, breaking a sweat shortly before cracking the books can make you more alert, open, and able to learn new information during your post-workout study session.

4. RELAX

Stress hinders learning. UC Irvine researchers find that stress lasting as briefly as a couple of hours can engage corticotropin-releasing hormones that disrupt the process of creating and storing memories. Taking study breaks to exercise or drawing a few deep breaths will help your studying if they lower your stress level.

WHEN AND WHERE TO STUDY

While you might think late-night study sessions are disadvantageous to your academic success, research suggests they are not necessarily a bad idea. Additionally, some psychologists even encourage students to break with their daily college-life routines, especially when it comes to studying for a midterm or final exam.

Active and passive voice

Passive forms are made up of **the verb *be*** with a **past participle**:

	<i>be</i>	past participle	
<i>English</i>	<i>is</i>	<i>spoken</i>	<i>all over the world.</i>
<i>The windows</i>	<i>have been</i>	<i>cleaned.</i>	
<i>Lunch</i>	<i>was being</i>	<i>served.</i>	
<i>The work</i>	<i>will be</i>	<i>finished</i>	<i>soon.</i>
<i>They</i>	<i>might have been</i>	<i>invited</i>	<i>to the party.</i>

If we want to show the person or thing doing the action, we use ***by***:

*She was attacked **by** a dangerous dog.*
*The money was stolen **by** her husband.*



Past simple

We use the past tense to talk about:

- something that happened **once in the past**:

*I **met** my wife in 1983.*

*We **went** to Spain for our holidays.*

*They **got** home very late last night.*

- something that happened **several times in the past**:

*When I was a boy, I **walked** a mile to school every day.*

*We **swam** a lot while we were on holiday.*

*They always **enjoyed** visiting their friends.*

- something that was **true for some time in the past**:

*I **lived** abroad for ten years.*

*He **enjoyed** being a student.*

*She **played** a lot of tennis when she was younger.*

- we often use **expressions with ago** with the past simple:

*I **met** my wife **a long time ago**.*



Past simple questions and negatives

We use **did** to make questions with the past simple:

Did she play tennis when she was younger?

Did you live abroad?

When **did you meet** your wife?

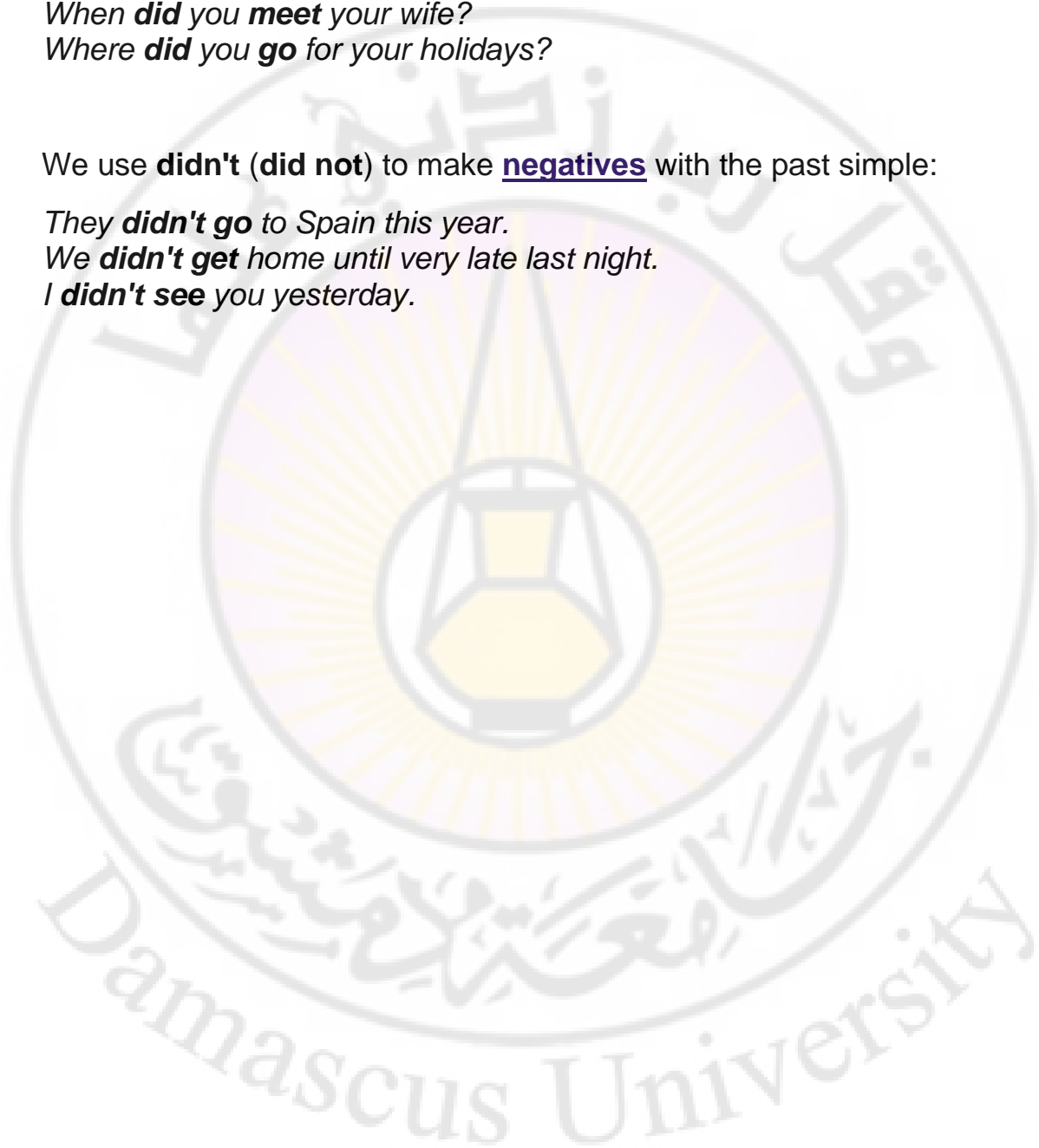
Where **did you go** for your holidays?

We use **didn't** (**did not**) to make negatives with the past simple:

They **didn't go** to Spain this year.

We **didn't get** home until very late last night.

I **didn't see** you yesterday.



Past continuous

The past continuous is made from **the past tense of the verb *be*** and the ***-ing* form** of a verb:

I was
You were
He was
She was
It was
We were
You were
They were

working
playing
living
talking
etc.

We use the past continuous to talk about the **past**:

- for something which **happened before and after another action**:

*The children **were doing** their homework when I got home.*

Compare: *The children **did** their homework when (= after) I **got** home.*

This use of the past continuous is very common at the beginning of a story:

*The other day **I was waiting** for a bus when ...*
*Last week, as **I was driving** to work, ...*

- for something that **happened before and after a specific time**:

*It was eight o'clock. **I was writing** a letter.*

Compare: *At eight o'clock I wrote (= started writing) some letters.*

- to show that something **continued for some time**:

*My head **was aching**.*
*Everyone **was shouting**.*

- for something that **happened again and again**:

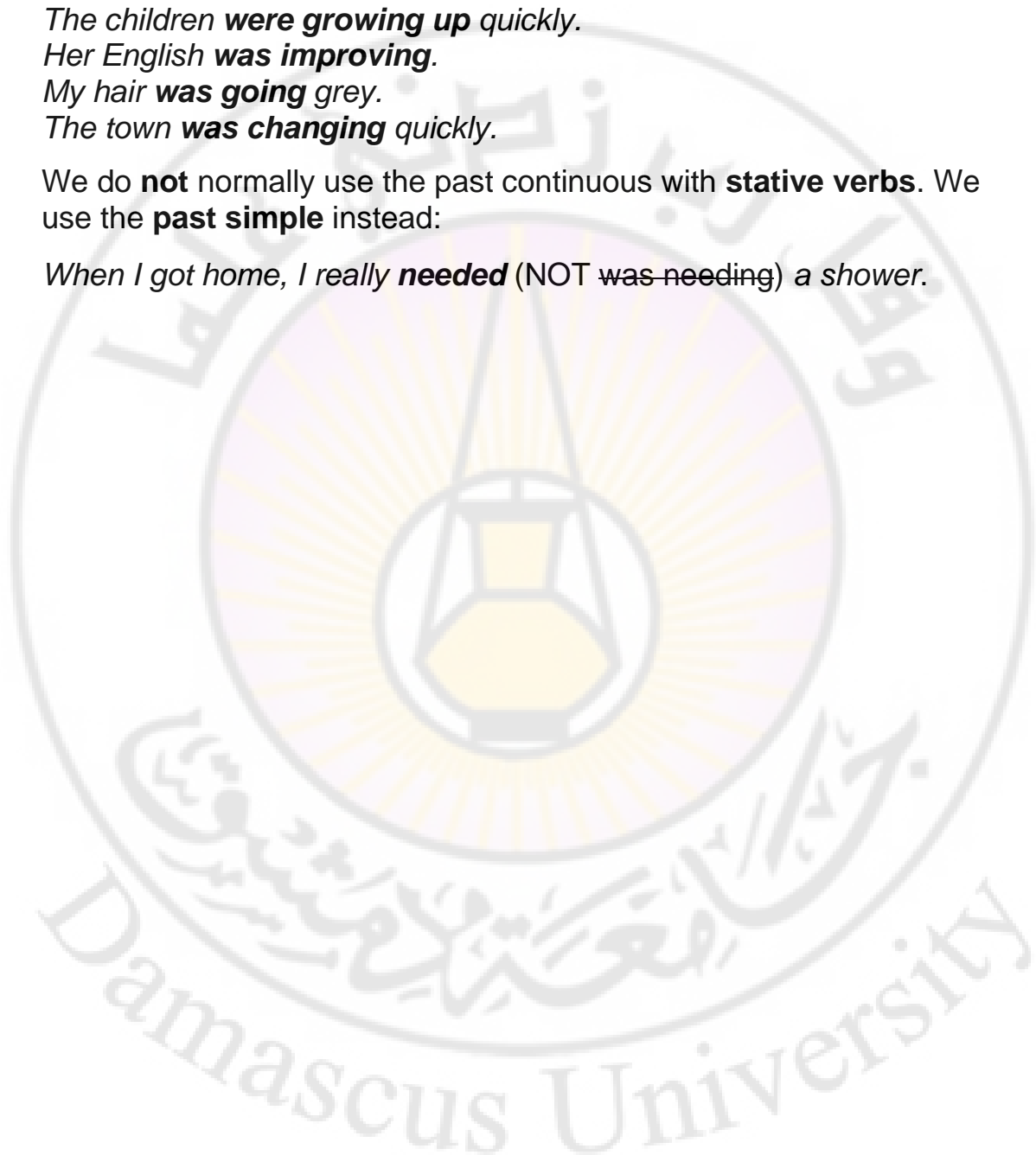
*I **was practising** every day, three times a day.
They **were meeting** secretly after school.
They **were always quarrelling**.*

- with verbs which show **change or growth**:

*The children **were growing up** quickly.
Her English **was improving**.
My hair **was going** grey.
The town **was changing** quickly.*

We do **not** normally use the past continuous with **stative verbs**. We use the **past simple** instead:

*When I got home, I really **needed** (NOT ~~was needing~~) a shower.*



Present continuous

The present continuous is made from the **present tense of the verb *be*** and the ***-ing* form** of a verb:

<i>I am</i>	<i>working</i>
<i>You are</i>	<i>playing</i>
<i>He is</i>	<i>talking</i>
<i>She is</i>	<i>living</i>
<i>It is</i>	<i>eating</i>
<i>We are</i>	<i>staying</i>

*They **are***

sleeping

We use the present continuous to talk about:

- **activities at the moment of speaking:**

*I'm just **leaving** work. I'll be home in an hour.
Please be quiet. The children **are sleeping**.*

- **future plans or arrangements:**

*Mary **is going** to a new school **next term**.
What **are you doing next week**?*

Present continuous questions

We make questions by putting **am, is** or **are** in front of the **subject**:

***Are you** listening?
Are they coming to your party?
When **is she** going home?
What **am I** doing here?*

Present continuous negatives

We make negatives by putting **not** (or **n't**) after **am, is** or **are**:

*I'm **not** doing that.
You **aren't** listening. (or You're **not** listening.)
They **aren't** coming to the party. (or They're **not** coming to the party.)
She **isn't** going home until Monday. (or She's **not** going home until Monday.)*

Stative verbs

We do not normally use the continuous **with stative verbs**. Stative verbs include:

- verbs of **thinking and feeling**:

<i>believe</i> <i>dislike</i> <i>know</i> <i>like</i>	<i>love</i> <i>hate</i> <i>prefer</i> <i>realise</i>	<i>recognise</i> <i>remember</i> <i>suppose</i> <i>think (= believe)</i>
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- verbs of the senses:

<i>appear</i> <i>feel</i>	<i>look</i> <i>seem</i>	<i>smell</i> <i>sound</i>
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- others:

<i>agree</i> <i>be</i>	<i>belong</i> <i>disagree</i>	<i>need</i> <i>owe</i>
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We normally use the simple instead:

I understand you. (NOT *I am understanding you.*)

This cake tastes wonderful. (NOT *This cake is tasting wonderful.*)

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Present perfect

The **present perfect** is formed from the present tense of the verb **have** and the past participle of a verb.

We use the present perfect:

- for something that **started in the past** and **continues in the present**:

*They've **been married** for nearly fifty years.*
*She **has lived** in Liverpool all her life.*

- when we are talking about our **experience up to the present**:

*I've **seen** that film before.*
*I've **played** the guitar ever since I was a teenager.*
*He **has written** three books and he is working on another one.*

We often use the adverb **ever** to talk about experience up to the present:

*My last birthday was the worst day I **have ever had**.*

and we use **never** for the negative form:

***Have** you **ever met** George?*
*Yes, but I've **never met** his wife.*

- for something that **happened in the past** but is **important in the present**:

*I can't get in the house. I've **lost** my keys.*
*Teresa isn't at home. I think she **has gone** shopping.*

Be careful!

We do not use the present perfect with adverbials which refer to a finished past time:

Be careful!

yesterday

last week/month/year

in 2017

when I was younger



The present tense is the **base form** of the verb:

*I **work** in London.*

But with the third person singular (*she/he/it*), we add an **-s**:

*She **works** in London.*

Present simple questions

Look at these questions:

***Do** you **play** the piano?*

*Where **do** you **live**?*

***Does** Jack **play** football?*

*Where **does** he **come from**?*

***Do** Rita and Angela **live** in Manchester?*

*Where **do** they **work**?*

We use *do* and *does* to make questions with the present simple. We use *does* for the third person singular (*she/he/it*) and *do* for the others.

We use *do* and *does* with question words like *where*, *what* and *when*:

***Where do** Angela and Rita **live**?*

***What does** Angela **do**?*

***When does** Rita usually **get up**?*

Present simple negatives

Look at these sentences:

*I like tennis but I **don't like** football. (don't = do not)*

*I **don't live** in London now.*

*I **don't play** the piano but I play the guitar.*

*They **don't work** at the weekend.*

*John **doesn't live** in Manchester. (doesn't = does not)*

*Angela **doesn't drive** to work. She goes by bus.*

We use *do* and *does* to make negatives with the present simple. We use *doesn't* for the third person singular (*she/he/it*) and *don't* for the others.

Present simple and present time

We use the present simple to talk about:

- something that is **true** in the present:

I'm nineteen years old.

I'm a student.

*He **lives** in London.*

- something that **happens regularly** in the present:

*I **play** football every weekend.*

- something that is always true:

*The human body **contains** 206 bones.*

*Light **travels** at almost 300,000 kilometres per second.*

We often use adverbs of frequency like *sometimes*, *always* and *never* with the present simple:

*I **sometimes** go to the cinema.*

*She **never** plays football.*

Present simple and future time

We also use the present simple to talk about:

- something that is **fixed** in the future:

*The school term **starts** next week.*

*The train **leaves** at 19.45 this evening.*

*We **fly** to Paris next week.*

- something in the future **after time words** like *when*, *after* and *before* and **after** *if* and *unless*:

*I'll talk to John **when** I **see** him.*

*You must finish your work **before** you **go** home.*

***If** it **rains** we'll get wet.*

*He won't come **unless** you **ask** him.*

The word audiology is made up of two roots: Audio and Logy. 'Audio' refers to 'hear' and 'logy' to 'the study of'. In essence, audiology is the study of hearing - as the inner ear is also required for balance, this is also included in the study. In medical terms it is the branch of science dedicated to the study of hearing, balance and their associated disorders.

Audiology is a branch of science that studies hearing, balance, and related disorders. Audiologists treat those with hearing loss and proactively prevent related damage. By employing various testing strategies, audiologists aim to determine whether someone has normal sensitivity to sounds.

Reasons to Pursue an Audiology Career

There is nothing better than having a patient break down and cry with joy when they tell " you about having the first real conversation with their 3-year-old grandchild because they could finally hear them, or seeing a baby's face light up when their cochlear implant gets activated and they hear their mom and dad's voice for the first time," Kristin Samuelson, an audiologist and a clinical assistant professor at Arizona State University's College of Health Solutions, wrote in an email. "I could go on all day with stories like that ... it just never gets ".old and I've done this for 31 years

Samuelson, who has a clinical doctorate in the field and is director of audiology at the ASU Speech and Hearing Clinic, emphasizes the "devastating effects of untreated hearing loss" such as social isolation and notes that appropriate treatment of deafness may reduce the risk of cognitive decline for seniors. "Research in this area is on-going and it is the 'hot topic' at our national conferences," she says.

?Is an audiologist the same as an ENT?

Although audiologists and ENT doctors often deal with similar problems, an ENT doctor deals with more advanced medical issues while an audiologist is an expert in diagnosing hearing ..loss and using technological solutions to help you manage it and live with it

Who is an Audiologist?

Audiology combines the best available technology with medical science to come up with solutions to hearing or balance disorders people have. People who practice audiology are called audiologists. Audiologists are responsible for managing and rehabilitation of disorders related to hearing as well as balance.

Audiologists have a Doctorate in Audiology from an accredited university. They are trained to care for patients ranging from new born babies to elderly people. The wide age spectrum includes a multitude of possible problems that they need to resolve. They work with a multidisciplinary team to provide these individualized solutions for their patients.

Diagnostic Tests

There are a number of diagnostic tests that can be employed by an audiologist to help better understand the disorder that a patient is suffering from. Some of these include auditory brainstem evoked response and auditory steady state response testing, otoacoustic emissions, acoustic immittance measures, visual reinforcement and play audiometry for children.

The type of diagnosis made will depend on the symptoms that the patient is complaining about. Not all diagnostic tests are done on all patients. It is the job of the audiologist to narrow down the testing options based on what he learns from the patient, their family history and other physical indications and symptoms.

Treatment Options

The results of the diagnostic tests will help the audiologist to understand the disorder that a patient is suffering from so that they may plan the treatment. Most hearing related issues are resolved with auditory rehabilitation consultation, which includes the use of hearing aids.

Cochlear implant pre-evaluation and post-implantation care is also a regular treatment for hearing loss. The audiologist will also help the patient with communication skills counselling as well as helping the care givers of the patient and other family members counselling. Needless to say the audiologic evaluation is the basis of the treatment.

Audiology and Technology

Since its inception, the field of audiology has been dependant on the type of technology available to it. Measuring hearing loss, the impact of the loss on the patient's ability to communicate, the rehabilitation with hearing aids, all need technology based gadgets.

Over the last few decades, both the technology available has improved and the solutions being offered by audiologists. The new gadgets make recording hearing loss easier and more accurate. They allow screening for hearing loss in newborn babies – this has enabled treatment of hearing loss in early infancy and fitting of hearing aids within weeks of being born.

1- Black and white:

A **black and white** [issue](#) or [situation](#) is one which [involves](#) issues which [seem simple](#) and therefore [easy](#) to make [decisions](#) about.

*But this isn't a simple black and white affair, Marianne.
She saw things in black and white.*

2- whit noise:

White noise is sound, [especially](#) of a continuous [kind](#), that [seems](#) to have no [pattern](#) or [rhythm](#).

The hiss of an empty radio channel will give white noise.

3- As white as a sheet:

If someone [looks white as a sheet](#) or **as white as a sheet**, they look very [frightened](#), [shocked](#), or [ill](#).

He appeared in the doorway, white as a sheet, eyes wide with horror.

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4- Awesomesauce:

used to say that something is extremely good, or that you are extremely pleased:

The video has gone viral! Awesomesauce!

5- You do you:

used to say that someone should do what they think is best, what they enjoy most, or what suits their personality

6-play it by ears:

to deal with things as they happen, rather than following a plan or previous arrangement

7-you nailed it:

to execute a task exceptionally well

And then you nailed it in the final.

8-keep the change:

An instruction to a taxi driver, waiter etc. to keep the change from the amount handed over as a tip.

9- tell me about it:

used to say that you understand what somebody is talking about and have had the same experience.

10-workation:

A vacation that one spends getting work done.

11- mic drop:

a gesture in which a person drops (or imitates the action of dropping) a handheld microphone to the ground as the finale to a speech or performance

