

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.

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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.*



Clinical psychology is the psychological specialty that provides continuing and comprehensive mental and behavioral health care for individuals, couples, families, and groups; consultation to agencies and communities; training, education and supervision; and research-based practice.

What is the difference between psychologist and a clinical psychologist?

A typical distinction is that general psychologists focus on healthier people, while clinical psychologists focus on people with more serious mental health issues.

How hard is it to become a clinical psychologist?

To become a clinical psychologist, it'll take eight to thirteen years of schooling before you are certified and practicing—four to six years in college for undergraduate programs, and four to seven years of graduate school for a doctoral degree in clinical psychology.

What is Clinical Psychology?

Clinical psychology is a field that applies psychological research and techniques in "clinical" settings. According to one simple clinical psychology definition, it's "the study of individuals, by observation or experimentation, with the intention of promoting change." Their field is "clinical" because it involves observing and working directly with patients in clinics and related settings. However, the practitioners of psychological clinical science may also work as part of a team of other health or social workers. Clinical psychologists meet with individuals, families and other groups in places like counseling centers, schools and .hospitals. They practice in community health clinics and veteran service centers

Most clients seek psychological services on their own accord. But clinical psychologists are sometimes appointed by courts or insurance companies to perform psychological assessment and evaluations that inform legal judgments. So clinical psychologists assess the mental health of inmates in prisons. Whatever the situation or clinical setting, they must be good listeners, highly skilled, and able to recognize mental and psychological disorders, and offer treatments. Their clinical work requires them to also be organized, as collecting data ...and maintaining accurate records of client sessions is part of the job

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- white 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.

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

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?

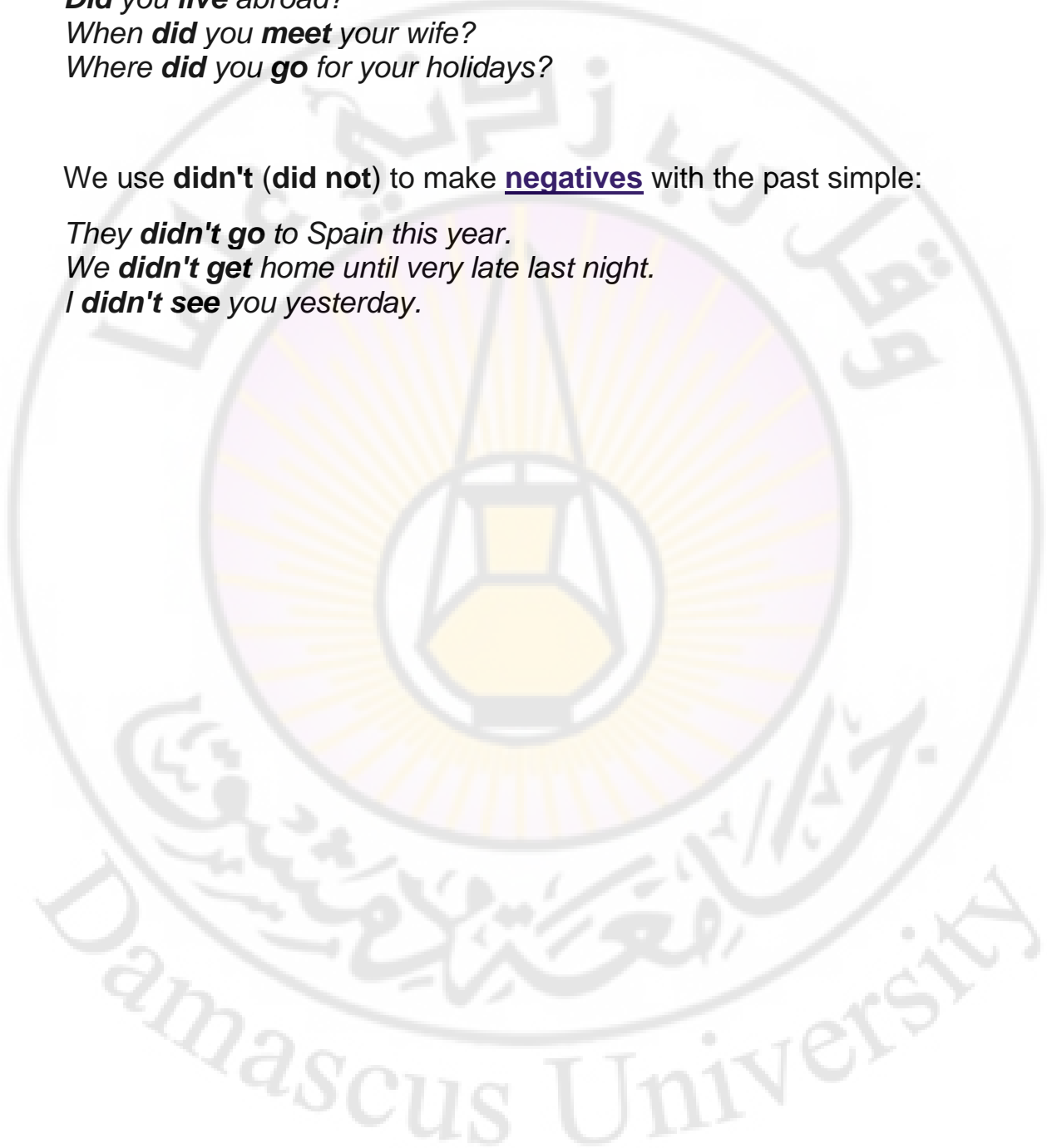
Where **did** you **go** for your holidays?

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.*

What Does Clinical Psychology Focus On?

Let's take a look at clinical psychology examples. Clinical psychology provides mental health services for people of all ages and from all walks of life. Methods and techniques may vary from practice to practice. But the focus of clinical psychology is on assessing clients' mental health through psychological assessment and testing, and providing appropriate interventions. In addition to these primary activities, clinical psychologists sometimes conduct research and act as consultants.

:Here is a closer look at the primary functions of a clinical psychologist:

Assessing

In helping restore mental health, clinical psychologists follow much the same progression that medical doctors follow in restoring physical health. They must first find out what the problem is and what's causing it. So the clinical psychologist assesses the client in order to .diagnose the mental health issue. This is done in multiple ways

***In a diagnostic interview**, the clinical psychologist asks questions that give the client opportunities to talk about himself or herself. These questions probe into what the client is .thinking, feeling and doing, and how the past influences the present.

*A **behavioral assessment** allows a clinical psychologist to observe and evaluate a client's behavior. This assessment may reveal a pattern of behavior that indicates the .presence of mental disorder and illness.

*Standardized **psychological tests** may be given in order to measure a mental disorder. These are formal tests often given in the form of checklists and questionnaires.

Intervening

Based on what the assessments reveal, the practitioner will recommend a psychological intervention, or treatment. There are different approaches to treatment. Some clinical psychologists favor one method over the others, but multiple approaches may be employed in treating a client. Regardless of which approach is used, treatments require multiple sessions. Occasional follow-up visits are often part of mental health maintenance plans after .treatments have concluded.

*The **cognitive behavioral** approach holds that many mental disorders stem from a person's negative thoughts and behaviors. These are often exposed through "talk therapy" with the mental health counselor which involves confronting potentially uncomfortable and painful past topics through honest dialogue. The goal is to help the client recognize emotional triggers and teach them how to respond to them positively.

*The **psychodynamic** approach also helps the client become aware of negative thoughts, but emphasizes the unconscious mind. Through psychoanalysis, the clinical psychologist .helps the client explore and sort out hidden conflicts from the past

*The **humanistic** approach is also known as “client-centered therapy.” It promotes acceptance, empathy and the idea that the client knows himself or herself better than anyone else. It also holds that focusing on the present is more important than digging up events from one’s past.

