Al-Balqa Applied English (1)



Third Edition
LANGUAGE CENTER

UNIT 5

Al-Balqa Applied University

Balqa Applied English 1
Unit 5
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Learning Objectives

By the end of this unit you should be able to:

1. **Form comparative & superlative.**
2. **Recognize and use time prepositions.**
3. **Form the simple future tense.**
4. **Identify common expressions relating to health and fitness.**
5. **Write a paragraph using new vocabulary from this unit's Word List.**
6. **Participate in short conversations about topics related to the theme of this unit.**
7. **Use words for this unit's Word List in short conversations.**
8. **Practice intonation related to this unit's theme.**
9. **Classify the long vowels.**

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"The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind."
- William James

Vocabulary

Vocabulary Focus: Sports Verbs

When you discuss exercise or sport activities, it is important to select the correct verb form.
For example:

do yoga	go swimming
do strength training	do weight training
do an abdominal workout	do a cardio workout
do exercise	Play golf
go skiing	go skating
play hockey	play soccer
play baseball	do karate
go bowling	do kickboxing
go bicycling	go dancing

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Activity 1
Write It - Fill in the Blanks

Fill in the blanks with the correct word from the List.

lazy – muscular – calories – athlete – skinny – yoga – gym - abdominal

1. I am joining the_____to get in shape.
2. My husband is lifting weights to become more_____. I'm worried that he's going to look like the Terminator!
3. Jude loves her new_____classes because the breathing exercises make her feel much calmer.
4. They are doing 200 sit-ups every night to strengthen their _____ muscles !
5. They make such an odd couple. She is so fat and her husband is so _____.
6. When it rains like this, I don't feel like doing anything. I just feel _____.
7. He is in such excellent shape, but he should be because he's a professional _____.
8. I ate two Big Mac's today and two big chocolate bars. That's way too many _____ for one day!

Activity 2
Write It
Fill in the Blanks

Fill in the blanks with the correct word from the List.

Yoga – cardio workout – bone – weight training – anorexic - energetic

1. I'm worried about Tiffany because she is just too skinny. I never see hereat and she is always exercising. I think she might be _____.
2. My fitness trainer is so_____. I get tired from just watching her!
3. Will Smith did_____ for almost a year to prepare for his role in the film *Ali*.
4. Madonna does_____every day to relax and reduce her stress level.
5. You should make sure that you get enough calcium to build _____ density.
6. For my_____, I jog, swim or go dancing.
7. He is sticking to his diet and he never misses a workout. If he stays this _____, he'll be in great shape by Spring!

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Activity 3
Write It
Match the Picture to the Word





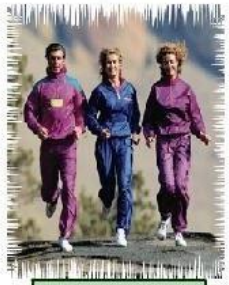




bone yoga swim
weight training jogging
knee sit-ups







Activity 4
Write It Go or Do?

Select the correct verb form of the sports related words in the Word List.

1. He_____jogging five times a week.
2. After my weight workout, I'm_____ yoga.
3. Ahmad is___for a swim after work.
4. Are you____weight training today?
5. How often do you_____sit-ups?
6. I_____an abdominal workout every day.
7. What type of exercise do you_____?
8. I am_____a strength training program with my newpersonal trainer.

Reading

Motivation is what gets you started. Habit is what keeps you going.
- Jim Ryun

Activity 1
Multiple Choice
Eating Disorders

Read the passage below and decide whether the statements that follow are true or false.

In many different cultures, excessive emphasis on body image causes people to feel dissatisfied with their own body image. While many of us would like to be in better shape, we still feel good about ourselves and lead balanced lives. In contrast to this, people with eating disorders spend a disproportionate amount of time thinking about food and their body weight.

In some cases, people with eating disorders have a compulsion to eat enormous amounts of food. Since they are ashamed about how much they're consuming, they often do so alone and secretly. This is referred to as binge eating disorder. For someone with this disorder, it is not uncommon to eat an entire bag of cookies, pizza, and a carton of ice cream – all within an hour or two. After they have eaten all of this, they feel a deep sense of guilt and shame. In some cases,to rid their bodies of unwanted calories, these people will make themselves vomitor take laxatives. This excessive intake of calories can lead to cardiovascular disease, diabetes and obesity.

If binge eaters force themselves to vomit or take laxatives regularly – to try to control their weight – this condition is referred to as bulimia nervosa or simply bulimia. This is an extremely dangerous habit to develop and can cause all of the diseases listed above. The constant vomiting can also cause bulimics to losetheir teeth. Binge eaters sometimes try to compensate for their binges by going on crash diets and rigid exercise programs. Whether they are binging or dieting, food and body weight always plays too big a role in their lives.

In other cases, people avoid eating and exercise far too much. This disorder is called anorexia nervosa. Anorexics have an enormous fear of becoming fat and many anorexics weigh approximately 85% of what they should weigh. Anorexics are driven by a profound need to control their emotions and their environment. By controlling what they eat and how much they weigh, the feel they have a sense of power over at least one aspect of their lives. Some anorexics also binge and force themselves to vomit and use laxatives.

The boundaries between these disorders are frequently blurred. In other words, anorexics sometimes binge and vomit and bulimics sometimes exercise far too much and go on crash diets. The thing that these disorders share is a preoccupation with food and body image that interferes with all other aspects of

their lives. What they eat and how much they weigh determines how they feel about themselves at any given time. But even when they feel proud of themselves on the surface for maintaining their desired weight, people with eating disorders suffer from low self-esteem.

Although most people think that only young girls or women have eating disorders, research has revealed that eating disorders affect people of all ages – males and females. We tend to think of young girls or women as being more prone to develop eating disorders, but this is changing. Research has revealed that males are also affected by all three eating disorders. Professional athletes or male models, facing pressure to maintain a certain weight for professional reasons are most at risk for developing eating disorders. Even more alarming, recent studies conducted in the United States have indicated that more and more children feel dissatisfied with their bodies.

The news is not all bad though. There is hope. If someone you know has an eating disorder, they can get better and lead a healthy, balanced life. The first step is for them to admit that they have a problem. The second step is learn as much as possible about the disorder. One day at a time, even though there maybe set backs, they can get better – but it will take a lot of hard work and a strong desire to do so.

For more information about eating disorders just Google "eating disorders".

1. Anorexics usually have high self-esteem because they are so thin. **(T/F)**
2. Binge eaters never make themselves vomit. **(T/F)**
3. Boundaries between these disorders are not always clear. **(T/F)**
4. People with eating disorders cannot lead balanced healthy lives as long as they are obsessed with food and their body image. **(T/F)**
5. Only women have eating disorders. **(T/F)**
6. Eating disorders can cause cardiovascular disease, diabetes and obesity. **(T/F)**
7. People with eating disorders often feel lonely and ashamed of their disorder. **(T/F)**
8. People with eating disorders can't get better. **(T/F)**

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Activity 2
True or False
Time for a Change!

Read the passage below and answer the questions that follow.

Michael and Marcia decided to change their lives. They used to eat too much junk food and smoke a lot. They didn't exercise at all and they used to work so much that they didn't have time for each other. They had a lot of money, but they were unhealthy and unhappy. They were drifting apart from each other.

Michael and Marcia decided that things had to change. They began changing their lives one step at a time. They started going for walks every night and during those walks, they talked to each other a lot. They looked forward to those walks. If simply walking together every night made them feel so much better, they wondered how much better they would feel if they changed their diets as well. So, they began choosing healthier foods. The exercise and healthier diets made them feel more energetic. They also began doing yoga and meditating. As a result of these changes, they changed their lifestyles and values completely.

Michael and Marcia lived in New York and although they liked it there, they decided that they wanted to live in a more tranquil and closely knit community. They decided to move to San Miguel because it was beautiful and many artists, environmentalists and creative people made this community their home. If they moved there, they would be able to live according to their new values.

In San Miguel, Michael and Marcia could open up a health and fitness center. They could spend their days in the center raising awareness about health and fitness, and they could spend their evenings going to concerts and art exhibits. They could also go for long walks along the beach together.

Both Michael and Marcia were successful professionals in New York. Their decision to move to San Miguel meant that they would earn less money, but they did it anyway.

They decided that their health and happiness were more important than money. In San Miguel, they made new friendships with people who had similar values. They became active community members who worked to raise awareness about health and fitness and they enjoyed their lives again.

1. Michael and Marcia decided to move to San Miguel because:

a) they wanted to make more money.
b) they were bored with what they were doing.
c) they wanted to slow down and make a different kind of contribution to their community.

2. **Michael and Marcia will:**
   a) become professionals.
   b) open up a health and fitness center.
   c) open a gallery.

3. **Michael and Marcia began by:**
   a) meditating every night.
   b) going for walks together every night.
   c) deciding to move to San Miguel.

4. **What do they like about San Miguel?**
   a) Other business people live there.
   b) Their family lives there.
   c) It's a closely knit community.

5. **As a result of their lifestyle changes, Michael and Marcia:**
   a) began arguing more.
   b) drifted apart from each other.
   c) became closer again.

Grammar

Focus 1:
Comparatives and Superlatives
A: Comparatives
B: Superlatives

Study the following examples

Comparative: Our building is older than yours.
Superlative: Our building is the oldest in the neighborhood.

Have you noticed that:

a) In the comparative sentence, two items of the same group or kind are compared while in the superlative case, one item is compared to all of the items in its group.
b) In the comparative sentence 'than' is a basic component while 'the' is thebasic component in the superlative sentence.

Example: *John got 80% in the Physics exam, Sam got 50% and Ramzi got 70%.*

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This piece of information can be rewritten as:

- John's mark is higher than Ramzi's.
- Ramzi's mark is higher than Sam's.
- Sam's mark is lower than Ramzi's.
- Ramzi's mark is lower than John's.
- John's mark is the highest.
- Sam's mark is the lowest.

Have you noticed that an 'er' is added to the end of the adjectives in each comparative sentence while an 'est' is added to the end of the adjective in every superlative sentence?

But is this always the case? Of course it isn't. Remember that rules have exceptions.

Exception 1:

Study the following examples:

thin

- Sonia is thinner than her sister.
- Sonia is the thinnest in her class.

big

- Room 4 is bigger than room 7.
- Room 4 is the biggest in this building.

You have probably noticed that the adjectives used (thin and big) consist of one syllable and end with a single vowel followed by a consonant. Here we double the last consonant and add 'er' in the comparative or 'est' in the superlative one.

Exception 2:

Study the following examples:

lucky

- I think that Muna is luckier than me.
- I think that Muna is the luckiest in our family.

pretty

- Salma is prettier than her cousin Rania.
- Salma is the prettiest girl in our family.

It is clear that the adjectives *lucky* and *pretty* have two things in common:

a) they consist of one syllable
b) they end with a consonant + y

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Here the y is to be changed to i before adding the *er* or the *est.*

Exception 3:

Study the following examples:

interesting

- Arnold's new film is more interesting than the previous one.
- Arnold's new film is the most interesting one.

expensive

- The Toyota is more expensive than the Mitsubishi.
- The Toyota is the most expensive Japanese car.

The adjectives *interesting* and *expensive* consist of more than one syllable. Here we add more in front of the adjective in the comparative and most also in front of the adjective – in the superlative case.

Exception 4:

Study the following examples:

good

- Laila's mark is better than Ghada's.
- Laila's mark is the best in the class.

bad

- Patient 13 is worse than patient 12.
- Patient 13 is the worst.

Some adjectives are exposed to total change when used in the comparative or superlative forms.

Exception 5:

You can use –er or more –est or most with the following adjectives:

Common, simple, shallow, quiet and clever

Examples:

- This park is quieter than the one in our neighborhood.
- This park is more quiet than the one in our neighborhood.
- This park is the quietist in the city.
- This park is the most quiet in the city.

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But remember, you cannot apply the two rules at the same time.

Grammar Focus 2: Time Prepositions

Time prepositions provide us with information about when an event happened or when it will happen. Most frequently, we use prepositions before nouns or pronouns. They should **never** be placed in front of a verb.

List of Time Prepositions

At

Refers to a specific time, such as:

- at 10:00 am
- at dawn
- at midnight
- at night

EXCEPTION: Although it is proper to say in the morning, in the afternoon, orin the evening, we say '***in*** the night'.

In

Refers to a time period or span, such as:

- in ten days
- in six months
- in 4 years
- in the morning
- in the afternoon
- in the evening

on

Refers to specific dates, occasions or days of the week, such as:

- on January 16th,
- on Freshman Orientation Day
- on the first day of the semester
- on Thursday

Focus 3: Simple Future (will vs. be going to)

1. **"will" is used to**

1) make general predictions about the world.

Examples:

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- Oil will run out.
- People will live on the moon in 2050.
- There will be wars over the control of water in the Middle East.
- Many animals will become extinct in the wild.

2) make spontaneous offers and promises.

Examples:

A: It is too hot in here.B: I'll turn the A.C on.

A: I don't have a copy of the last report.
B: I'll fax it to you once I reach my office.

3) talk about uncertain future plans.

Examples:

A: What are you going to do this weekend?
B: I'm not sure. I think I'll stay at home and watch some videos.

In this case we use adverbs like " probably, possibly and hopefully" or expressions as " I think, I hope and I'm not sure."

Examples:

- Ann will probably arrive at 3:00 p.m.
- Sue probably won't finish typing the report today.

Have you noticed the position of "probably"?

2. " be going to"

be going to is used to talk about the future when you have already decided to do something or you are sure about it.

Examples:

A: Why are you opening this flour bag?
B: I am going to make a cake.

A: Why are you filling in this form?

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B: I am going to renew my car insurance policy.

Now study the following conversation carefully and give extra attention to the structures used to express the future:

Context: Rami has to go to the station to catch the train to Alexandria tomorrow morning.

Rami: Jehan, I need somebody to take me to the train station tomorrow morning.

Jehan: No problem. I'll take you. What time does your train leave?

Rami: At 9:50.

Jehan: OK. We are going to leave at about 9 o'clock then.

Context: Later that day Shereef offers to take Rami to the station.

Shereef: Rami, do you want me to take you to the station?

Rami: No thanks, Shereef. Jehan is going to take me.

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Activity 1
Multiple Choice Comparatives

Choose the correct answer

1. **One of the following sentences is correct**

   a. Robert is smarter than Liz.
   b. Robert is more smarter than Liz.
   c. Robert is most smart than Liz.

2. **This morning, Jack arrived at 7:05. Sarah arrived at 7:15 and Ali turned up at 7:30.**

   a. Ali was the earliest.
   b. Sarah arrived earlier than Jack.
   c. Jack arrived earlier than Sarah and Ali.

3. **The first exam was less difficult than the second.**

   a. The first exam was less difficult than the second.
   b. The second exam was more difficult than the first.
   c. The first exam was more difficult than the second.

4. **Living in big cities is more expensive than living in towns.**

   a. Living in towns is less expensive than living in big cities.
   b. Living in towns is not cheaper than living in big cities.
   c. Living in big cities is less expensive than living in towns.

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Activity 2
Activity Circle It
Time Prepositions

Circle the correct time preposition for each of the sentences below.

1. I have an appointment **on/in/at** Tuesday morning.

2. Can you meet me **in/on/at** 3 o'clock?

3. Are you doing anything **in/at/on** your birthday?

4. I am finishing this contract **on/at/in** 6 weeks.

5. Are you graduating **at/on/in** the end of the semester?

6. I have to work **in/on/at** the afternoon.

7. Are you eating dinner **in/on/at** 6 pm?

8. Is the party **on/at/ in** the evening?

9. Is your interview **in/at/on** Monday?

10. In Kuwait, the weekend begins **in/at/on** Friday.

11. Is his dental appointment **at/in/on** 1:00?

12. I'll talk to her **on/at/in** the morning.

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Activity 3
Write It
Simple Future Tense

Complete the sentences below by typing the **simple future** form of the verbs in brackets.



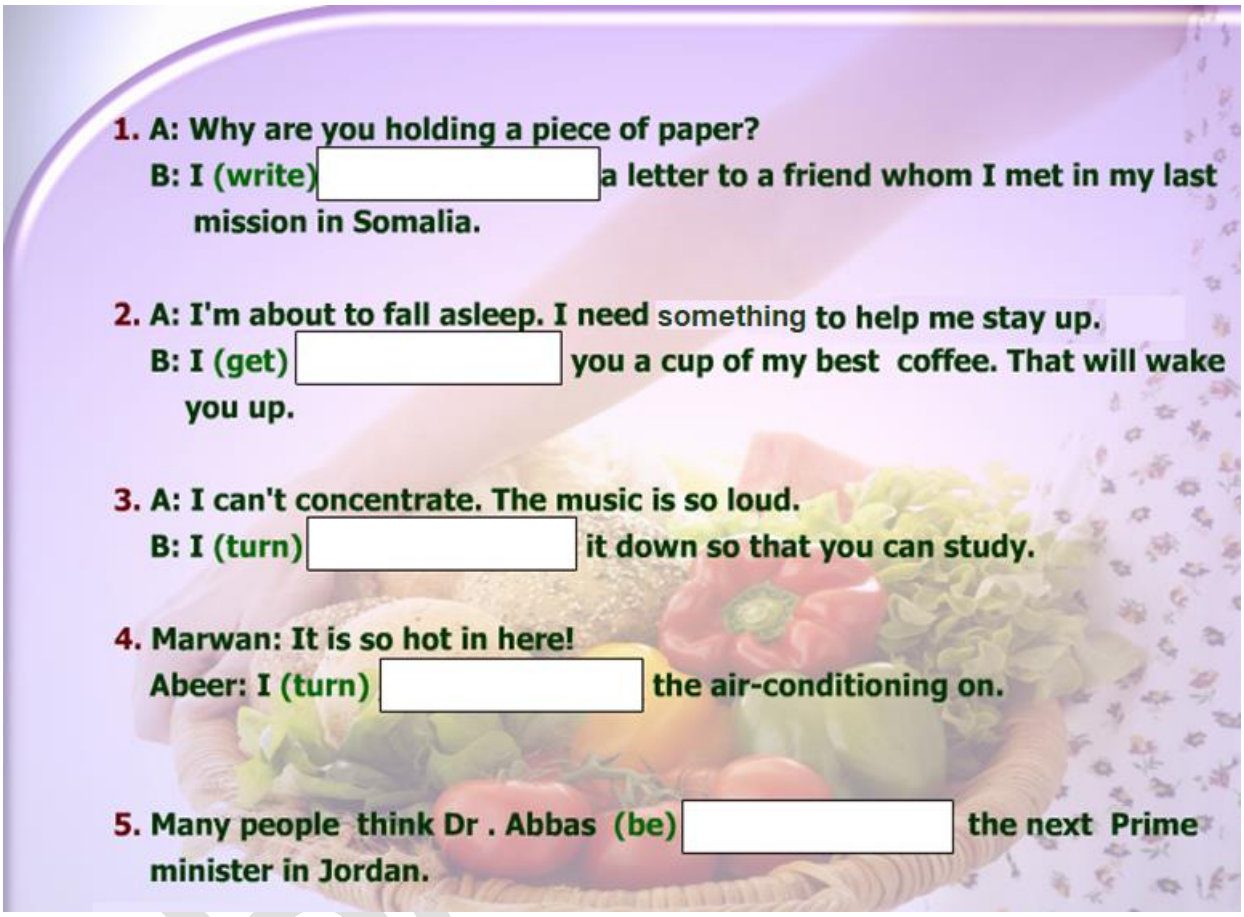
Activity 4
Write It

Change the statements below into questions.

1. He will help her with her homework about the atmosphere.
2. She will not participate in the demonstration to save the trees.
3. The environmentally-friendly shuttle bus will leave on time.
4. She will come to our Greenpeace demonstration this evening.
5. Mr. Miller will be the next President of the Friends of Whales.
6. Fatima will attend the seminar about the greenhouse effect.

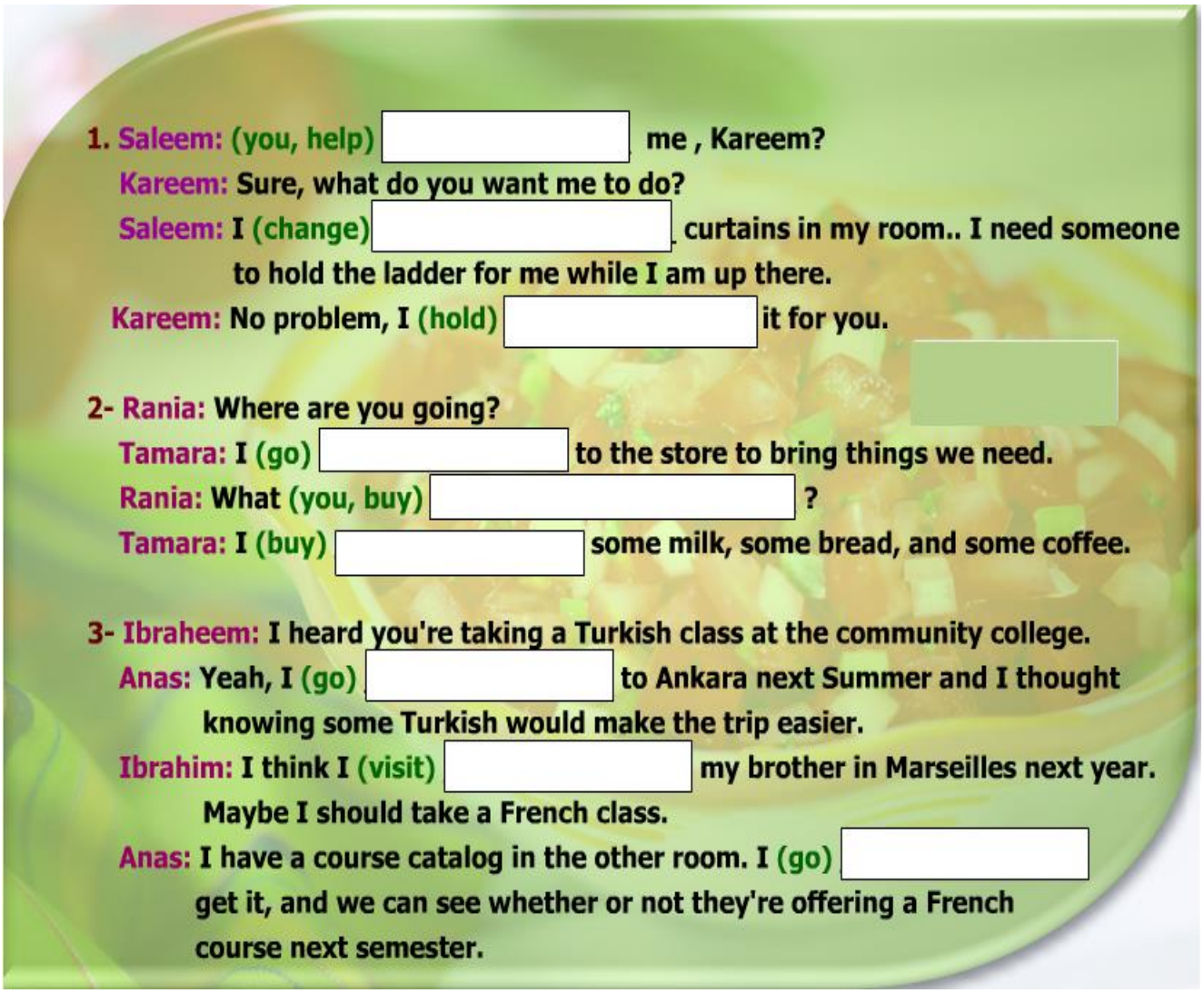
Activity 5
Write It
Will or be going

Using the words in parentheses, complete the text below with **will** or **be going to.**



Activity 6
Fill in the Blanks with will or be going to

Using the words in parentheses, complete the conversations below with **will** or **be going to.**



Listening

Activity 1
Multiple Choice
I used to be unhealthy but now I'm fit!

Listen to Monique talk about how her lifestyle changes have improved the quality of her life and then answer the multiple choice questions that follow.

I used to be so unhealthy. I used to smoke a pack of cigarettes every day. I used to be 35 pounds overweight. I never used to exercise and I felt tired all the time. For energy I would drink soft drinks and coffee, but all that sugar and caffeine just made me tense. Then, I went to see my doctor, I had the shock of my life. He listened to my lungs and my cough and said that I was developing serious respiratory problems. I knew I was heavy, but he said that I was obese. Although I'm only 30, he said that I was at risk for cardiovascular disease, but even worse, he told me that I had the symptoms of pre-diabetes. I simply couldn't believe what I was hearing. I thought that only middle-aged people developed those diseases! Then he gave me the good news: If I quit smoking, changed my eating habits and exercised, I could still reverse all of this so that I wouldn't necessarily develop cardiovascular disease or diabetes. The human body has a tremendous capacity to heal itself if you just begin to treat it with the care it deserves.

I was determined to make lifestyle changes that would last for the rest of my life. So, when I left the doctor's office that day, I threw away a full pack of cigarettes I had. I won't lie – that was difficult, but I knew that if I even had one more cigarette, one would lead to two and I would never quit. Then I began reading about healthy eating habits and step by step I began eliminating unhealthy foods from my food choices. Then I just began walking more often.

At first that was difficult because I used to drive everywhere, but soon I actually began to enjoy it. Walking is a wonderful way to reduce stress. Before I knew it, I had more energy and people were asking me what I was doing because I looked so much healthier! Suddenly I stopped coughing all the time as well. I actually feel and look ten years younger now. I am well on my way to being the best I can be!

1. Monique wanted to make lifestyle changes because:

a) she wanted to get married.
b) the doctor's report about her physical condition shocked her.
c) she always wanted to play sports.

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2. The doctor told Monique that she had:

a. pre-diabetes.
b. cardiovascular disease.
c. pre-diabetes, respiratory problems and that she was at risk for cardiovascular disease.

3. Monique decided to change:

a. one month after seeing the doctor.
b. the same day that she saw the doctor.
c. six months after seeing the doctor.

4. After deciding to quit smoking, what other changes did Monique make?

a. she started a crash diet.
b. she began exercising.
c. she changed her diet and began exercising.

5. Now that Monique has made all of those changes, she:

a. has so much more energy.
b. looks and feels 10 years younger.
c. A and B

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Activity 2
Write It
Stress

Read the audio text below and rearrange the words to form sentences. The sentences will not be exactly the same as the ones in the text, but they will have similar meanings to some of those in the text.

All of us experience stress in our lives. That's just part of life, however, too much stress can be harmful to our health. Some of us cope well with stress, and others find the smallest thing stressful. Part of stress management is learning how to cope with stress. The following list identifies common stressors:

- University and campus life
- Relationships with family and friends
- Everyday annoyances, such as traffic jams, missing the bus etc.
- Assignments and exams
- Searching for a job
- Being stuck in a frustrating work situation
- Applying for graduate school
- Financial problems

The next time you find yourself in a stressful situation, the following tips can help you learn to deal with stress more effectively:

1. Breathe Deeply

The next time you feel totally stressed out, just take several deep and even breaths. This will allow you to increase the amount of oxygen in your body. Also, while you're taking those slow, even, deep breaths, you will notice the calming effect they have. In fact, yoga focuses on breathing techniques for thatvery reason.

2. Go for a Walk

If you can, go for a walk. The exercise will be good for you and you will be able to collect your thoughts and calm down as well.

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3. Change your Lifestyle

Make sure that you exercise regularly, have a healthy and well balanced diet and take the time to get enough sleep. If you take care of yourself, then you will be able to cope with stress more effectively.

4. Think Positively

Have a positive attitude. Listen to your inner voice. Are you your own best friend or worst enemy? When you make a mistake, do you go over it again and again? If you do, stop it. Negative self-talk is extremely unhealthy and it never improves anything!

When you're upset, take time to look at the upsetting situation from a number of different perspectives. You may find that things are not as negative as they first appear to be and you may find new solutions to challenging situations. If you truly are in a bad situation, then try to reduce your anger. Use your intellect to find a way to improve your situation. Most importantly, try to be your own best friend. Be kind to yourself!

Rearrange the words to form meaningful grammatical sentences:

1. worse - only – makes - Negative - things - self-talk.

   _____

2. part - our - is - a - lives - Stress - normal - of.

   _____

3. positive - in - self-talk - Engage.

   _____

4. stress - yourself - care - of - cope - Take - so – that - you - can -with – more - effectively.

   _____

5. breathing - Use - to – help - you - calm - down - techniques - deep.

   _____

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Pronunciation

Pronunciation Focus: Long Vowels

Long vowels are pronounced with a longer duration than short vowels. In other words, when you make a long vowel sound, you hold the sound for a little bit longer than you do with a short vowel sound. Long vowels are important to know because they can change the meaning of words. For example, "bit" and "beat" have different meanings, and the only difference is the length of the "i" sound. The table below includes some words with long vowel sounds.

ENGLISH LONG VOWELS	
No.	**Symbol & Example Words**
1	**/i:/** heat | peak | piece | leak
2	**/a:/** start | dark | glass | laugh
3	**/u:/** suit | threw | juice | room
4	**/ɔ:/** caught | pork | horse | form
5	**/ɜ:/** hurt | work | nurse | sir

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Activity 1

Identify the long vowel sounds in the following words:

/iː/ /ɔː/ /uː/ /ɜː/ /ɑː/

1. Soup.....
2. Cheese.....
3. Shirt.....
4. Park.....
5. Ball.....

Activity 2

Read the following words aloud, then write them down.

1. /fiːt/ .....
2. /wɜːd/ .....
3. /gruːp/ .....
4. /fɔːk/ .....
5. /haːd/ .....

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Speaking

Activity 1
Offline Activity
Let's Talk About Sports and Fitness!

In teams select one of the topics below, do research about that topic and discuss it. Other teams will ask your team questions about the topic.

- Jogging
- Yoga
- Weight Training
- Health Benefits of Your Favorite Sport
- Smoking and Health Problems

Activity 2
Offline Activity
How Do You Cope With Stress?

Form teams and discuss situations that you find stressful. Then discuss methods that help you cope with stress.

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Writing

"Perseverance is failing 9 times and succeeding the 10th."

- J. Andrews

Activity 1
Offline Activity
Writing Sentences

Work with a partner and look at the topics below and select 1 of them towrite 8 sentences about. Use your imagination. Remember to demonstrate that you know the meaning of the words in the Word List and that you can apply what you have learned in the Grammar Focuses. For instance, in your sentences, use the first conditional, modal verbs, and so on.

Activity 2

Offline Activity
Changes You Have Made or Would Like to Make

- Form teams of 3.
- Select one of the topics below and discuss that topic with your teammates.
- Your instructor will call on members of each team to speak about changes they have made or changes they would like to make and the difference that change made or would make.

1. Quit smoking
2. Start exercising
3. Eat healthier
4. Start weightlifting
5. Do yoga

Activity 3
Offline Activity
How Do You Cope With Stress?

- Form teams of 3.
- Discuss situations that you find stressful.
- Discuss methods that help you cope with stress.

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Word List	
muscular (adj.)	having well developed muscles
fit (adj.)	healthy and in good shape
stress (n.)	nervous tension, anxiety or worry
attractive (adj.)	good looking or visually appealing
overweight (adj.)	above normal range of weight for any given height
skinny (adj.)	lacking sufficient flesh, underweight
motivated (adj.)	provide with a motive ; impelled to do something or achieve a goal
weight training (n.)	lifting weights to increase muscle strength and fitness
cardio workout (n.)	exercise designed to increase heart rate for a set amount of time, such as jogging, swimming, walking briskly
yoga (n.)	system of exercises that aims to reduce stress, increase control and well being
athlete (n.)	a person who is trained or skilled in playing sports or activities requiring physical strength, flexibility or stamina
jogging (v.)	to run at a slow pace
diet (n.)	a regulated selection of foods, as for medical reasons or cosmetic weight loss; food or drink consumed
muscles (n.)	an organ that is essentially a mass of muscle tissue attached at either end to a fixed point and that by contracting moves or checks the movement of a body
backache (n.)	sore back muscles
frivolous (adj.)	not serious, insignificant, unimportant
anorexic (adj.)	characterized as by being excessively skinny
bulimic (adj.)	affected with bulimia, cycle of excessive eating and trying to prevent weight gain by vomiting or using laxatives
obese (n.)	extremely fat
sit-ups (n.)	a type of exercise in which someone sits up from a lying position, designed to make the abdominal muscles stronger
flabby (adj.)	weak and without force

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