

DOCUMENT RESUME

ED 374 311

CE 067 249

AUTHOR Atkinson, Rhonda; And Others
 TITLE Building Workplace Vocabulary for Pipefitters.
 Compound Words.
 INSTITUTION Associated Builders and Contractors, Inc., Baton
 Rouge, LA. Pelican Chapter.; East Baton Rouge Parish
 School Board, La.; Greater Baton Rouge Chamber of
 Commerce, LA.
 SPONS AGENCY Office of Vocational and Adult Education (ED),
 Washington, DC. National Workplace Literacy
 Program.
 PUB DATE 31 Dec 93
 CONTRACT V198A10155
 NOTE 27p.; For documents related to this project, see CE
 067 219-251.
 PUB TYPE Guides - Classroom Use - Instructional Materials (For
 Learner) (051) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Adult Basic Education; Building Trades; Context
 Clues; *Definitions; Dictionaries; *Plumbing;
 Semantics; Technical Writing; Trade and Industrial
 Education; *Vocabulary Development; Vocabulary
 Skills; *Word Study Skills
 IDENTIFIERS *ABCs of Construction Project; *Compound Words; *Pipe
 Fitters; Workplace Literacy

ABSTRACT

Developed by the ABCs of Construction National
 Workplace Literacy Project, this fifth-grade level module teaches
 strategies for finding the meanings of compound words used in
 technical writing encountered by pipefitters. It also addresses
 working with words in context and finding definitions with a
 dictionary. Four exercises are provided. (YLB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED 374 311

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE 067 249

These instructional materials were made possible through a National Workplace Literacy Grant funded through the U.S. Department of Education from November 1, 1992, to December 31, 1993, at the training center of the Pelican Chapter of Associated Builders and Contractors in Baton Rouge, Louisiana. The public/private partnership involved in the project included the East Baton Rouge Parish Schools Adult and Continuing Education Department and the Greater Baton Rouge Chamber of Commerce. The contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Project Director: Pamela Wall, Adult and Continuing Education

Curriculum Writers: Dr. Rhonda Atkinson, LSU
Dr. Debbie Longman, LSU
Dr. Doreen Maxey, LSU

Teaching Staff: D. Lynn Delahaye
Jeanne Chapman
Blaine Reynolds

These materials may not be reproduced without written permission from East Baton Rouge Schools or Associated Builders and Contractors, Pelican Chapter.

ABC Training Center
19251 Highland Road
Baton Rouge, Louisiana 70809

MODULES OF INSTRUCTION DEVELOPED IN GRANT CYCLE

1. Writing Frames for Construction Workers (10 exercises)

for low-level readers; consists of 10 "paragraphs" with open-ended sentences for workers to complete and recopy in their notebooks. Topics deal with work and training, such as "My Job," "Classroom Behavior," and "Listening to Myself."

2. Writing About Your Craft (10 topics)

for all students; list of 10 topics, such as "My Boss," "The Main Beef About My Job," and "How Work Orders Are Delivered." Used for integrating reading and writing in a job-specific context.

3. Building Workplace Vocabulary for E & I: Structural Analysis (80 pages)
Building Workplace Vocabulary for Millwrights: Structural Analysis(79 pages)
Building Workplace Vocabulary for Pipefitters: Structural Analysis(79 pages)

5th grade level; teaches word attack skills for technical terms, utilizing word parts and root words; includes hints for retaining meanings by building card file with visual representations of terminology.

4. Building Workplace Vocabulary for E & I: General, Specialized, & Technical Terms (58 pages)
Building Workplace Vocabulary for Millwrights: General, Specialized & Technical Terms (29 pages)
Building Workplace Vocabulary for Pipefitters: General, Specialized, & Technical Terms (32 pages)

5th grade level; teaches different kinds of vocabulary words encountered in work-related texts; drills for remembering new words; tips for building vocabulary; some dictionary use.

5. Building Workplace Vocabulary for E & I: Compound Words (28 pages)
Building Workplace Vocabulary for Pipefitters: Compound Words (18 pages)
Building Workplace Vocabulary for Millwrights: Compound Words (22 pages)

5th grade level; strategies for finding the meanings of compound words used in technical writing; works with words in context

6. Improving Listening Skills: Hazards Communication (18 pages)
Improving Listening Skills: Fire Extinguishers (22 pages)

a viewing, study guide that accompanies a commercial training video used in the required 8-hour OSHA safety course; learning new words, main ideas, and drawing conclusions are covered.

7. Measuring Decimals: Millwright (28 pages)

instruction and application problems

8. Improving Study Skills/Test Taking (60 pages)

6th grade level; good study skills are needed for success in the ABC Training program; explores strategies for organizing class notes and study time; analysis sheet for determining weaknesses in test preparation; how to schedule to arrange study time and work time

Computer Program

"Math for Pipefitters" is an interactive, multi-media program that covers fractions, decimals, angles, and right triangle geometry in a pipefitting context (38 screens)

**BUILDING WORKPLACE
VOCABULARY FOR PIPEFITTERS:
COMPOUND WORDS**

OBJECTIVE: To learn a system for finding the meanings of compound words.

Consider the name of your craft: pipefitting. What does a pipefitter do? You might answer "fit pipes." Simply said, you describe the job you do by the name you give it.

This is true of many other words as well. That is, the two smaller words that make up the larger word define it. Such words are called **COMPOUND WORDS**. For example, think about the word *screwdriver* in the following sentence:

The Phillips-head *screwdriver* has a point that tapers and is shaped like an "X."

Screwdriver is a **COMPOUND WORD**. Many compound words appear in your text. Many of them will not be as common as *pipefitter* or *screwdriver*. Thus, you need a way to find their meanings. The following steps provide a way to do so.

- STEP 1:** Read the compound word. Find the two smaller words within it. Sometimes it helps to draw a line between the two.
- STEP 2:** Find the meaning of the first word. Sometimes you will know this. Other times you may need to use a dictionary or ask someone for help.
- STEP 3:** Find the meaning of the second word. Sometimes you will know this. Other times you may need to use a dictionary or ask someone for help.
- STEP 4:** Put the two meanings together. That is, say the first meaning and, without stopping, say the second meaning. This is the meaning of the compound word.
-

Think about the word *screwdriver* again. You already know what a screwdriver is. But, think for a minute, about the word itself. **Screwdriver** is a compound word. The smaller words that make it up are *screw* and

driver. A screw is a threaded metal piece. **Driver** means the person or thing which makes something go. A **screwdriver**, then, is the thing which makes a threaded metal piece move.

The meanings you get when you figure out compound words are not exact ones. Instead, they sometimes give only an idea of what the word means. Often, however, this is all you need to know.



EXERCISE 1

Arlene needs to connect a pipe from an overhead pipe run to an underground storage tank. She plans to use a wrap around to help her make an exact cut. Her book provides the following information:

A wrap around is used to lay out lines on a pipe for cutting. A mark is made on the pipe at *centerline*. The wrap-around is placed on the pipe at this location and the edges of the wrap-around are lined up. The wrap-around should *overlap* itself. This insures a straight line. Then, using a piece of *soapstone* and a keel, a line is drawn around the pipe using the wrap-around as a guide.

1. What does *centerline* mean to you?

2. Draw a line between the two words that make up the word *centerline*.

C E N T E R L I N E

3. Write the first small word on the line below. Then define it by using what you know or with a dictionary.

4. Write the second small word on the line below. Then define it by using what you know or with a dictionary.

5. Now write the two definitions side-by-side.

6. How is the meaning you wrote in #1 like the one you wrote in #5?
How is it different?



7. What does *overlap* mean to you?

8. Draw a line between the two words that make up the word *overlap*.

O V E R L A P

9. Write the first small word on the line below. Then define it by using what you know or with a dictionary.

10. Write the second small word on the line below. Then define it by using what you know or with a dictionary.

11. Now write the two definitions side-by-side.

12. How is the meaning you wrote in #7 like the one you wrote in #11?
How is it different?



13. What does *soapstone* mean to you?

14. Draw a line between the two words that make up the word *soapstone*.

S O A P S T O N E

15. Write the first small word on the line below. Then define it by using what you know or with a dictionary.

16. Write the second small word on the line below. Then define it by using what you know or with a dictionary.

17. Now write the two definitions side-by-side.

18. How is the meaning you wrote in #13 like the one you wrote in #16?
How is it different?



EXERCISE 2

Cajun refinery needs to replace a steam loop. Jorge needs to connect a new control valve. The new valve requires oversized threads. He must cut these threads. He checks his text and finds the following:

The last step in installing dies is to set the size mark on the size bar. If *oversize* or *undersize* threads are required, set the index line in direction of **OVER** or **UNDER** size mark on the size bar.

1. What does *oversize* mean to you?

2. Draw a line between the two words that make up the word *oversize*.

O V E R S I Z E

Compound Words

3. Write the first small word on the line below. Then define it by using what you know or with a dictionary.

4. Write the second small word on the line below. Then define it by using what you know or with a dictionary.

5. Now write the two definitions side-by-side.

6. How is the meaning you wrote in #1 like the one you wrote in #5?
How is it different?



7. What does *undersize* mean to you?

8. Draw a line between the two words that make up the word *undersize*.

U N D E R S I Z E

Compound Words

9. Write the first small word on the line below. Then define it by using what you know or with a dictionary.

10. Write the second small word on the line below. Then define it by using what you know or with a dictionary.

11. Now write the two definitions side-by-side.

12. How is the meaning you wrote in #7 like the one you wrote in #11?
How is it different?



EXERCISE 3

Morgan plans to use a torch to cut out a damaged section of steel pipe. He's concerned about the danger of using a torch. His text provides the following:

If the torch flame goes out and the torch begins to hiss, shut off the gas supply to the torch immediately. This condition is known as *flashback* and could result in serious injury.

1. What does *flashback* mean to you?

2. Draw a line between the two words that make up the word *flashback*.

F L A S H B A C K

3. Write the first small word on the line below. Then define it by using what you know or with a dictionary.

4. Write the second small word on the line below. Then define it by using what you know or with a dictionary.

Compound Words

5. Now write the two definitions side-by-side.

6. How is the meaning you wrote in #1 like the one you wrote in #5?
How is it different?

7. What injury might occur?



EXERCISE 4

Judy is new to pipefitting. Her company is installing a water system at a local refinery. Imagine her surprise when her boss asks her to check the make-up dimensions of the system. Judy's text provided a new definition of *make-up*:

Make-up (also called *takeoff*) is a term used frequently in the piping trades. It refers to the dimensions of the fittings within a run of pipe. No matter how pipe is joined or from what material pipe is made, the pipefitter will always need to know the make-up dimensions of the fittings within the system.

1. What does *takeoff* mean to you?

2. Draw a line between the two words that make up the word *takeoff*.

T A K E O F F

3. Write the first small word on the line below. Then define it by using what you know or with a dictionary.

4. Write the second small word on the line below. Then define it by using what you know or with a dictionary.

5. Now write the two definitions side-by-side.

6. How is the meaning you wrote in #1 like the one you wrote in #5?
How is it different?

7. Would *make-up* be an example of general, specialized, or technical vocabulary?

