Developed as part of the ABCs of Construction National Workplace Literacy Project, this instructional module teaches general, specialized, and technical terms encountered by persons employed in electrical and instrumentation occupations. Included in the module are the following: a discussion of the difference between general, specialized, and technical vocabulary words; strategies for learning new words; tips for remembering new words; hints for vocabulary development; and five exercises in which students are required to work with general, specialized, and technical vocabulary encountered by individuals employed in electrical and instrumentation occupations. (MN)
Specialized, & Technical Terms
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MODULS 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 (88 screens)
Document Summary for: B:\GENERAL.EAI

Readability Statistics

<table>
<thead>
<tr>
<th>Interpretation</th>
<th>Grade level: 5 (Flesch-Kincaid)</th>
<th>Reading ease score: 74 (Flesch)</th>
<th>Avg. sentence length: 9.4 words</th>
<th>Avg. word length: 1.46 syllables</th>
<th>Avg. paragraph length: 0.7 sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy for most readers.</td>
<td>This represents 6 to 10 years of schooling.</td>
<td>May indicate choppiness or lack of sentence variation. Try varying sentence length.</td>
<td>Most readers could understand the vocabulary used in this document, based on syllables per word.</td>
<td>Avoid 1-sentence paragraphs in business or technical writing.</td>
<td></td>
</tr>
</tbody>
</table>

Readability Statistics

- Flesch Reading Ease: 74
- Flesch-Kincaid Grade Level: 5
- Gunning's Fog Index: 9

Sentence Statistics

- Number of sentences: 473
- Short (< 12 words): 452
- Long (> 30 words): 6
- End with '?'s: 149
- End with '!'s: 0

Word Statistics

- Number of words: 4766
- Average length: 4.30 letters
- Syllables per word: 1.46

Paragraph Statistics

- Number of paragraphs: 674
- Average length: 0.7 sentences
OBJECTIVE: To learn the differences between general, specialized, and technical words.

Think about the tools you use at work. Some, like screwdrivers, are tools that all sorts of people use every day. Others are not so common. An example of such a tool might be a ratchet. Still other tools are not used by anyone but an electrical and instrumentation worker. Words are like this, too. GENERAL VOCABULARY WORDS are those words that all people use, for example, pretty, force, and side. SPECIALIZED VOCABULARY WORDS are words that people in two or more special groups use. Rosettes, saddles, and tap are examples of specialized vocabulary. TECHNICAL VOCABULARY WORDS are those that people in only one profession use. Words like dielectric, ampacity, and treadle are technical terms. Your text contains examples of all types of vocabulary. So, you'll need practice at finding and remembering the meanings of all of them. Lessons in the TDC relate to your job as a electrical and instrumentation worker. When you work with new words, you take the first step in remembering them.
Unlike tools, people give you words every day. Some are words you know. Others are new to you. How well you know a word depends on how many times you've read or heard it. Look at Table 1 on the next page. This shows that knowledge of words range from knowing nothing to exact understanding (Dale, 1958). These stages help you decide what you know about a word. They also tell you what else you need to learn about it.

You use these stages before, during, and after reading. To help you get ready to read, see if your text lists terms. This list might come before or after the reading. If your text has a list, rate your knowledge of the terms. This way you learn how much you know and what you need to learn. As you read your text, rate the new words you meet. Rate 0 the words you have never seen or heard. Rate 1 the words you have seen or heard, but are unsure of their meanings. Rate 2 the words you can generally define. Rate 3 the words you know and use. Write down words you need to learn. After reading, check your list again. Have any of your ratings changed? Remember, your goal is to make words you ranked first as 0's and 1's, into 2's or 3's. How do you do this?

You add to your vocabulary by finding the meanings of new words. You can do this in one of four ways. The easiest way is to ask someone. Or, you could look in a dictionary. These ways don't always work, however. Why? When you read, you are sometimes alone. Also, there are times when you read without a dictionary handy. Thus, you need ways for finding word meanings that depend on nothing but you. One such method is CONTEXT. This means you use words around the unknown word to help you define it. Lessons on context to define words than they do any other method. But, other methods do exist. A second independent way to define
words is to break unknown words into parts. First, you find out what the parts mean. Then you add them together to find out the meaning of the new word. Sometimes these words are **compound words**. Compound words are larger words. They are formed by two smaller words. Sometimes you use **structural analysis**. This is another way of using word parts. Lessons on compound words for E&I workers are in this lab. So are lessons on structural analysis. Once you find the meaning of a new word, you need to remember it. Help for doing so follows in this unit.

**LEARNING NEW WORDS**

One way to learn new words involves using a **word file**. To make a word file, you use index cards and a small card file box with alphabetical or subject tabs. Old-fashioned word cards contained the word on the card's front. The meaning appeared on the back. Newer, more helpful word cards take more work. They help you connect what you already know with the new word. This helps you remember it. What do these new cards involve?

First, write the new word on the card. As you write the word, be sure you say it correctly. While saying the word, try to think what the word means to you. Next, you record one of these thoughts on your card. Under the word, draw a picture that best shows the word's meaning. Third, divide the back of the card into fourths. Write the meaning of the word in one fourth. In a second fourth, you list words that mean the same thing as the new word. In the third, you list words that mean the opposite of the new word. Finally, you write a sentence with the new word in the last fourth. Table 2 contains an example of such a word card. Reviewing the cards in your word file helps "lock" new words into your memory.
### TABLE 1

<table>
<thead>
<tr>
<th>Stage</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>You know the word's meaning and can use it in a sentence.</td>
</tr>
<tr>
<td>2</td>
<td>You recognize the word and can define it in general terms.</td>
</tr>
<tr>
<td>1</td>
<td>You recognize the word but can't define it or use it.</td>
</tr>
<tr>
<td>0</td>
<td>You know the word is new to you.</td>
</tr>
</tbody>
</table>
**EXERCISE 1**

Examine the words below. Rank your knowledge of them based on Table 1. These words are taken from the first year E & I Worker curriculum.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>yoke</td>
</tr>
<tr>
<td>2.</td>
<td>rendered</td>
</tr>
<tr>
<td>3.</td>
<td>excavating</td>
</tr>
<tr>
<td>4.</td>
<td>locknuts</td>
</tr>
<tr>
<td>5.</td>
<td>amperes</td>
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<tr>
<td>6.</td>
<td>knockouts</td>
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<tr>
<td>7.</td>
<td>aggregate</td>
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<td>8.</td>
<td>receptacles</td>
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<td>9.</td>
<td>trusses</td>
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<td>10.</td>
<td>noninductive</td>
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<tr>
<td>11.</td>
<td>hickey</td>
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<td>12.</td>
<td>composition</td>
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<td>13.</td>
<td>pendants</td>
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<td>14.</td>
<td>encased</td>
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<td>15.</td>
<td>overcurrent</td>
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<td>16.</td>
<td>canopy</td>
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<td>17.</td>
<td>thermoplastic</td>
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<td>18.</td>
<td>topography</td>
</tr>
<tr>
<td>19.</td>
<td>flanges</td>
</tr>
<tr>
<td>20.</td>
<td>incandescent</td>
</tr>
</tbody>
</table>
EXAMPLE OF WORD CARD

TIPS FOR REMEMBERING NEW WORDS.

It would be easier if you only needed one set of words in life. You could just get a list and learn it. There is one bad thing about this, however. You'd have a very limited vocabulary. Changes in life (jobs, friends, hobbies, interests, current events) require you change the words you use. It doesn't matter how you find the meanings of words. It doesn't matter how you learn those meanings. It only matters that you do. Table 3 contains some hints to build your vocabulary.
### TABLE 3

**HINTS FOR VOCABULARY DEVELOPMENT**

1. When you see a new word, try to find its meaning. Use context, its structure, or compound words to define it. Look it up in a dictionary only after you have tried these.

2. Limit the number of new words you try to learn each day. Your mind can learn only so many daily. You add needless stress to life when you overwork your memory.

3. Be certain you say the word correctly. You need to check pronunciation in a dictionary. You could also ask someone how to say the word. Having once learned it wrong makes it hard for you to change.

4. Once you know a word, it's yours. Don't be afraid to use it.
Julia's boss wants her to put in a service switch. He wants one that will protect branches from overloading. He also wants her to get one that can be switched. She checks her text to see which kind she needs to install:

*Service switches* may be divided broadly into three types, depending upon the type of main switching device: fuse-puller switches (Fig. 4-31), circuit breakers (Figs. 4-32, 4-33, 4-34, and 4-35), and the standard type of safety switch (Fig. 4-30). When the main switching device is a *circuit breaker*, the equipment generally is of the load-center type, each *branch* being provided with a circuit breaker. This type has the advantage that it furnishes a means of switching as well as overload protection for each branch. The other types of *load* center provide only overload protection for the branches with no means of switching.
1. What do the words *service switches* mean in the first sentence of this paragraph?


2. Do you know another meaning for *service switches*? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.


3. Is *service switches* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general   b. specialized   c. technical

   How do you know?
4. What do the words **circuit breaker** mean in the second sentence of this paragraph?


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5. Do you know another meaning for **circuit breaker**? If so, write the meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.


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6. Is **circuit breaker** an example of general, specialized, or technical vocabulary? Circle your response.

   a. general    b. specialized    c. technical

   How do you know?

   ______________________________________________________________________________

   ______________________________________________________________________________
7. What does the word *branch* mean in that same sentence of this paragraph?

8. Do you know another meaning for *branch*? If so, write the meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

9. Is *branch* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general     b. specialized     c. technical
10. What does the word *load* mean in the last sentence of this paragraph?

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11. Do you know another meaning for *load*? If, so, write the meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

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12. Is *branch* an example of general, specialized, or technical vocabulary? Circle your response.

a. general          b. specialized          c. technical

How do you know?

13. What kind of switch should Julia install? Circle your answer.

a. fuse-puller       b. circuit breakers     c. standard safety
Wayne wants to protect the ac system he is putting in. He thinks the plans call for the wrong release. He asks a co-worker for advice. His friend tells him to check his text. Wayne does so. He finds out the plans are correct.

Release devices may be of thermal or magnetic types. Thermal releases can be employed only for overload protection. Their operation depends upon the deflection of a solenoid acting upon an iron plunger or armature. For current protection the coil of the solenoid is connected across the circuit which is to be protected.

Relays may be of thermal, magnetic, or induction types. The principles of operation of the thermal and magnetic types are the same as those for releases of the same type. Induction relays operate upon the same principle as induction motors and therefore are applicable only to ac systems.
1. What does the word *thermal* mean in the first sentence of this paragraph?

2. Do you know another meaning for *thermal*? If so, write it on the line below. Use a dictionary if you want.

3. Is *thermal* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general  
   c. specialized  
   c. technical

   How do you know?
4. What does the word *magnetic* mean in the first sentence of this paragraph?

5. Do you know another meaning for *magnetic*? If so, write it on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

6. Is *magnetic* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general       b. specialized       c. technical
How do you know?

Think about the word employed. What does it mean?

Do you know another meaning for employed? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.
General, Specialized, and Technical Words

9. Is *employed* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general    c. specialized    c. technical

   How do you know?

10. Think about the word *current*. What does it mean?
11. Do you know another meaning for current? If so, write it on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

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12. Is current an example of general, specialized, or technical vocabulary? Circle your response.

a. general          b. specialized          c. technical

How do you know?
13. What does the word *solenoid* mean in the fourth sentence of this paragraph?


14. Do you know another meaning for *solenoid*? If so, write it on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.


15. Is *solenoid* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general       b. specialized       c. technical

   How do you know?
16. Think about the word *plunger*. What does it mean?

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17. Do you know another meaning for *plunger*? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

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19. Is *plunger* an example of general, specialized, or technical vocabulary? Circle your response.

a. general c. specialized  c. technical
General, Specialized, and Technical Words

How do you know?


20. Think about the word *armature*. What does it mean?


21. Do you know another meaning for *armature*? If so, write it on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.
22. Is *armature* an example of general, specialized, or technical vocabulary? Circle your response.

a. general  b. specialized  c. technical

How do you know?

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24. Think about the word *coil*. What does it mean?

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23. Do you know another meaning for *coil*? If so, write it on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

24. Is *coil* an example of general, specialized, or technical vocabulary? Circle your response.

a. general  

b. specialized  

c. technical

How do you know?
25. Think about the word *circuit*. What does it mean?

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26. Do you know another meaning for *circuit*? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

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27. Is *circuit* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general   c. specialized   c. technical

   How do you know?

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28. Think about the word *induction*. What does it mean?

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29. Do you know another meaning for *induction*? If so, write it on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

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30. Is *induction* an example of general, specialized, or technical vocabulary? Circle your response.

a. general  b. specialized  c. technical
How do you know?
EXERCISE 4

George sees Tommy about to put a transformer on a line arm. He stops Tom. Then George tells Tom to check his text. Tom finds the following information:

176. Method of mounting transformers of from 5- to 10-kVA capacity (Fig. 5-79). The same rules should be followed as outlined in the preceding paragraph with the following additions. The transformers, on account of their increased weight and dimensions, should not be hung on a line arm. A specially placed arm should be used underneath existing arms and other apparatus. In addition to using the regular hangers which accompany transformers, a pair of iron braces 24 by 2 by \( \frac{1}{4} \) in (610 by 51 by 6.35 mm) should be placed between the transformer lugs and the hanger with the hanger bolts passing through one of the holes in the braces. These braces are to be run in an upward direction and fastened to the pole with a standard through bolt (see Fig. 5-79). If the arm weakens or entirely rots away, these two braces are of sufficient strength to support the transformer and permit crossarm replacement.
1. What does the word **arm** mean in the third sentence of this paragraph?

2. Do you know another meaning for **arm**? If so, write the meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

3. Is **arm** an example of general, specialized, or technical vocabulary? Circle your response.

   a. general       b. specialized       c. technical

   How do you know?
4. What does the word *apparatus* mean in this paragraph?


5. Do you know another meaning for *apparatus*? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.


6. Is *apparatus* an example of general, specialized, or technical vocabulary? Circle your response.

a. general    b. specialized    c. technical
7. What does the word *hangers* mean in the fifth sentence of this paragraph?


8. Do you know another meaning for *hangers*? If so, write the meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.
9. Is *hangers* an example of general, specialized, or technical vocabulary? Circle your response.

a. general  

b. specialized  

c. technical  

How do you know?

10. What does the word *braces* mean in the same sentence of this paragraph?
11. Do you know another meaning for *braces*? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.


12. Is *braces* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general   b. specialized   c. technical

   How do you know?

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13. What does the word *lugs* mean in the fifth sentence of this paragraph?

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14. Do you know another meaning for *lugs*? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

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15. Is *lugs* an example of general, specialized, or technical vocabulary? Circle your response.

a. general   b. specialized   c. technical

How do you know?

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16. What does the word **bolts** mean in the sixth sentence of this paragraph?

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17. Do you know another meaning for **bolts**? If so, write the meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

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18. Is **bolts** an example of general, specialized, or technical vocabulary? Circle your response.

a. general  b. specialized  c. technical
How do you know?


19. What does the word **rots** mean in the last sentence of this paragraph?


20. Do you know another meaning for **rots**? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.
21. Is *rots* an example of general, specialized, or technical vocabulary? Circle your response.

a. general.  b. specialized  c. technical

How do you know?
EXERCISE 5

Mark is working installing lines into a hospital. It seems that he is putting too many guys. He feels better after he goes to class. That's because of what he reads there:

98. **Guying.** Probably there are not so many guys on pole lines as there should be to ensure continuity of service and minimum maintenance expense. Lines should be guyed not for normal conditions but for the most severe conditions that are apt to obtain. The guys should be frequent and heavy enough to sustain the line after the heaviest snowstorm or during the worst possible windstorm. A guy should be used on every pole where the *tension* of the wires tends to pull the pole from its normal position.

Terminal poles should always be head-guyed, and on lines carrying three or more crossarms the two poles next to the *terminal pole* should also be head-guyed to distribute the stress.

Line guys are installed on straight pole lines to reinforce them against the excess stresses introduced by storms. It is good *practice* to install head line guys.
1. What does the word *guys* mean in the first sentence of this paragraph?

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2. Do you know another meaning for *guys*? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

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3. Is *guys* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general    b. specialized    c. technical

   How do you know?

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4. Do you know what the word *tension* means in the fourth sentence of this paragraph? If so, write this meaning on the lines below.

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5. Do you know another meaning for *tension*? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

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6. Is *tension* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general       b. specialized       c. technical
How do you know?


7. Think about the word *terminal pole*. What does it mean?


8. Do you know another meaning for *terminal pole*. If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.
9. Is *terminal pole* an example of general, specialized, or technical vocabulary? Circle your response.

a. general  b. specialized  c. technical

How do you know?

10. Do you know what the word *practice* means in the last sentence of this paragraph? If so, write this meaning on the lines below.

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11. Do you know another meaning for *practice*? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

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12. Is *practice* an example of general, specialized, or technical vocabulary? Circle your response.

a. general  b. specialized  c. technical

How do you know?

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13. Why would a hospital need extra guys?

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14. What could having them mean to a person in an operating room?

On Oxygen?

In intensive care?
EXERCISE 6

Rick and his crew are wiring a store. The owner wants an electrical sign. He tells Rick’s boss to order one. The boss wants to save money. He tells Rick to make one. Rick knows little about making signs. He checks his text. This is what he finds:

174. In the makeup of signs one section of tubing usually forms two or three letters. The different sections of tubes are then connected in series with wire jumpers until as many feet of tubing have been assembled as can be handled by the transformer to be used, as determined from Table 175. In large signs several transformers, each connected to its own section of tubing, can be used. The crossovers of tubing between letters can be blocked out by winding the tubing with tape and covering it with a waterproof varnish, or the tubes can be painted with nonmetallic opaque paint. The glass should be made perfectly clean before painting by rubbing it with a wet cloth and drying. Metallic paint (with a lead or copper base) should never be used on tubing, as it will conduct electricity and may cause a corona discharge between the tube and the housing which will attack the glass.
1. What does the word *jumpers* mean in the second sentence of this paragraph?


2. Do you know another meaning for *jumpers*? If so, write the meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.


3. Is *jumpers* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general       b. specialized       c. technical
How do you know?

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4. What does the word *transformers* mean in the third sentence of this paragraph?

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5. Do you know another meaning for *transformers*? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

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6. Is *transformers* an example of general, specialized, or technical vocabulary? Circle your response.

a. general  b. specialized  c. technical

How do you know?

---

7. What does the word *metallic* mean in the sixth sentence of this paragraph?
8. Do you know another meaning for metallic? If so, write the meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

________________________________________________________________________

________________________________________________________________________

9. Is metallic an example of general, specialized, or technical vocabulary? Circle your response.

a. general   b. specialized   c. technical

How do you know?

________________________________________________________________________

________________________________________________________________________
10. What does the word *corona* mean in the same sentence of this paragraph?


11. Do you know another meaning for *corona*? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.


12. Is *corona* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general  b. specialized  c. technical

   How do you know?


13. What does the word *housing* mean in the sixth sentence of this paragraph?

14. Do you know another meaning for *housing*? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

15. Is *housing* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general   b. specialized   c. technical
How do you know?

---

16. Does the text provide enough information for Rick to make a sign?

---

Could you?

---

Why or why not?
Sue keeps telling Bob that he is making up the lead wire around a binding post wrong. He doesn't understand her. She brings him this text to read:

179. The correct method of "making up" a lead wire around a binding post is shown in Fig. 2-26. First an eye, of such diameter that it will slip over the post, is bent with pliers in the bared-and-cleaned end of the lead wire. Then the eye is dropped down over the post (III) in such a position that rotation of the bolt or nut in tightening will tend to wrap the eye end around the post rather than unwrap it. That is, the eye should wrap around the post in a right-handed direction, in the same direction as that in which the nut rotates while being turned on. If the eye is laid on left-handed as at II, it will unwrap and open while the nut is being turned tightly down on it.
1. What does the word *eye* mean in the second sentence of this paragraph?

2. Do you know another meaning for *eye*? If so, write the meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

3. Is *eye* an example of general, specialized, or technical vocabulary? Circle your response.

   a. general       b. specialized       c. technical

   How do you know?
4. What does the word \textit{diameter} mean in the second sentence of this paragraph?

5. Do you know another meaning for \textit{diameter}? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

6. Is \textit{diameter} an example of general, specialized, or technical vocabulary? Circle your response.

   a. general    b. specialized    c. technical
How do you know?

7. What does the word *rotation* mean in the third sentence of this paragraph?

8. Do you know another meaning for *rotation*? If so, write the meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.
9. Is *rotation* an example of general, specialized, or technical vocabulary? Circle your response.

a. general   b. specialized   c. technical

How do you know?

10. What does the word *nut* mean in the same sentence of this paragraph?

____________________________________

____________________________________
11. Do you know another meaning for nut? If so, write this meaning on the lines below. If not, check a dictionary to see if there is one. If so, write the meaning on the lines below.

________________________________________________________________________
________________________________________________________________________

12. Is nut an example of general, specialized, or technical vocabulary? Circle your response.

a. general    b. specialized    c. technical

How do you know?

________________________________________________________________________
________________________________________________________________________

13. Suppose Bob is left-handed. Would this affect how he makes up lead wires around posts? Why or why not?

________________________________________________________________________
________________________________________________________________________

★ ★ ★