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ABSTRACT

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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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 (88 screens)

58 PAGES

<F1: Help>

Statistics for: B:\GENERAL.EAI

Readability Statistics

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

Paragraph Statistics

Number of paragraphs:	674	Average length:	0.7 sentences

Sentence Statistics

Number of sentences:	473	Short (< 12 words):	452
Average length:	9.4 words	Long (> 30 words):	6
End with '?':	149		
End with '!':	0		

Word Statistics

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

<Enter: Next Screen> <Esc: Done>

<F1: Help>

Document Summary for: B:\GENERAL.EAI

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

<Enter: First Screen> <Esc: Done>

BUILDING WORKPLACE VOCABULARY FOR E & I WORKERS: GENERAL, SPECIALIZED, & TECHNICAL WORDS

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

STAGES OF VOCABULARY DEVELOPMENT

Stage	Meaning
3	You know the word's meaning and can use it in a sentence.
2	You recognize the word and can define it in general terms.
1	You recognize the word but can't define it or use it.
0	You know the word is new to you.

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.

_____	1. yoke	_____	11. hickey
_____	2. rendered	_____	12. composition
_____	3. excavating	_____	13. pendants
_____	4. locknuts	_____	14. encased
_____	5. amperes	_____	15. overcurrent
_____	6. knockouts	_____	16. canopy
_____	7. aggregate	_____	17. thermoplastic
_____	8. receptacles	_____	18. topography
_____	9. trusses	_____	19. flanges
_____	10. noninductive	_____	20. incandescent

TABLE 2

EXAMPLE OF WORD CARD

Front of Card

torque

Back of Card

twisting motion	twist tight
He torqued the bolt.	loose free easy

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.

EXERCISE 2

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?

_____

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.

_____

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

How do you know?

10. What does the word ***load*** mean in the last sentence of this paragraph?

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.

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

❖

EXERCISE 3

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?

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

8. 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.

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.

_____

_____

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?

_____

_____

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.

_____

_____

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

a. general c. specialized c. technical

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?

_____

_____

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

_____

_____

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?

_____

_____

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.

_____

_____

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

a. general c. specialized c. technical

How do you know?

_____

_____

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

_____

_____

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.

_____

_____

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 are. 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 ¼ 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

How do you know?

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?

_____

_____

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

_____

_____

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.

_____

_____

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

a. general b. specialized c. technical

How do you know?

_____

_____

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

_____

_____

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.

_____

_____

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?

_____

_____

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.

_____

_____

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

a. general b. specialized c. technical

How do you know?

_____

_____

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.

_____

_____

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.

_____

_____

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.

_____

_____

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.

_____

_____

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

a. general b. specialized c. technical

How do you know?

_____

_____

13. Why would a hospital need extra guys?

_____

_____

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?

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

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.

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?

_____

❖

EXERCISE 7

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 ***diameter*** mean in the second sentence of this paragraph?

_____

_____

5. Do you know another meaning for ***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 ***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?

_____

_____

❖ ❖