

NINTH EDITION

WELDING

PRINCIPLES AND APPLICATIONS

LARRY JEFFUS



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Larry Jeffus



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CONTENTS

Preface	xvi
Features of the Text	xix
Acknowledgments	xxi
About the Author	xxiii
Index of Experiments and Practices	xxv

SECTION 1 INTRODUCTION 1

Chapter 1 Introduction to Welding 3

† (AWS SENSE Module 1 Occupational Orientation)

Objectives	3
Key Terms	3
Introduction	3
Welding Terminology	4
Welding Defined	4
Uses of Welding	5
Welding and Cutting Processes	5
Welding Processes	7
Oxyacetylene Welding, Brazing, and Cutting	7
Shielded Metal Arc Welding (SMAW)	7
Gas Tungsten Arc Welding (GTAW)	8
Gas Metal Arc Welding (GMAW)	9
Flux Cored Arc Welding (FCAW)	9
Thermal Cutting Processes	10
Oxyfuel Gas Cutting	10
Plasma Arc Cutting	10
Selection of the Joining Process	10
Occupational Opportunities in Welding	11
Training for Welding Occupations	13
Job-Related Skills	13
Beginning a Welding Career	13
Job Prospects	14
Job-Related Personal Skills	14
Teamwork	14
Communication	15
Problem Solving	15
Reading and Understanding Text	15
Punctuality	16
Missing Work	16
Continued Education	17
AWS SENSE Welder Certification	17
Level I Qualification Procedures	17
Practical Knowledge Qualification—Written Test	17
Performance Qualification—Workmanship	
Samples and Test Plates	17
Thermal Cutting Principles and Practices	18
Welding Inspection and Testing Principles and Practices	18

Level II Advanced Welder Qualification	19
SkillsUSA	20
Experiments and Practices	20
Welding Video Series	21
Metric Units	21
Summary	23
Review	23

Chapter 2 Safety in Welding 25

† (AWS SENSE Module 2 Safety and Health of Welders)

Objectives	25
Key Terms	25
Introduction	25
Burn Classification	26
First-Degree Burns	26
Second-Degree Burns	26
Third-Degree Burns	26
Burns Caused by Light	27
Personal Protection Equipment (PPE)	28
General Work Clothing	29
Special Protective Clothing	30
Face and Eye Protection	31
Goggles	31
Full Face Shield	31
Welding Helmets	31
Auto Darkening Welding Helmets	32
Shop Noise	32
Respiratory Protection	33
Hazardous Gases	35
Ventilation	35
Safety Data Sheets (SDSs)	36
Handling and Storing Cylinders	36
Securing Gas Cylinders	37
Storage Areas	37
Cylinders with Valve Protection Caps	37
General Precautions	37
Acetylene	38
Caution	38
Fire Protection	39
Fire Watch	39
Fire Extinguishers	39
Location of Fire Extinguishers	40
Using Fire Extinguishers	41
Equipment Maintenance	41
Hoses	41
Work Area Cleaning	42
Hand Tools	42
Hand Tool Safety	43
Hammer Safety	43

Electrical Safety	43
Electrical Safety Systems	45
Voltage Warnings	46
Extension Cords	46
Safety Rules for Portable Electric Tools	46
Power Tools	47
Grinders	47
Drills	48
Metal Cutting Machines	49
Material Handling	50
Lifting	50
Hoists or Cranes	50
Ladder Safety	51
Types of Ladders	51
Ladder Inspection	51
Rules for Ladder Use	51
Summary	52
Review	52

SECTION 2 SHIELDED METAL ARC WELDING **54**

Chapter 3 Shielded Metal Arc Equipment, Setup, and Operation **56**

† (AWS SENSE Module 4 Shielded Metal Arc

Welding (SMAW))

Objectives	56
Key Terms	56
Introduction	56
Welding Current	58
Electrical Measurement	58
Temperature and Heat	59
SMA Welding Arc Temperature	59
SMA Welding Arc Heat	59
Types of Welding Currents	59
Types of Welding Power Supplies (Machines)	60
Open Circuit Voltage	61
Operating Voltage	61
Arc Blow	61
Types of Power Sources	62
Movable Coil or Core	66
Inverter	66
Generator-Type and Alternator-Type Welders	67
Routine Maintenance	68
Converting AC to DC	68
Duty Cycle	69
Welder Accessories	70
Welding Cables	70
Electrode Holders	70
Work Clamps	72
Equipment Setup	72
Arc Force Control	73
Hot Start	75
Summary	76
Review	76

Chapter 4 Shielded Metal Arc Welding of Plate **77**

† (AWS SENSE Module 4 Shielded Metal Arc

Welding (SMAW))

Objectives	77
Key Terms	77
Introduction	77
Practices	79
Effect of Current Settings That Are Too Low or Too High	81
Too Low of a Current Setting	81
Too High of a Current Setting	81
Experiments	82
Electrode Size and Heat	82
Arc Length	83
Travel Angle, Electrode Angle and Work Angle	85
Leading Angle	85
Perpendicular Angle	86
Trailing Angle	86
Electrode Manipulation	87
Positioning of the Welder and the Plate	89
Practice Welds	89
Electrodes	89
F3 E6010 and E6011 Electrodes	89
F2 E6012 and E6013 Electrodes	90
F4 E7016 and E7018 Electrodes	90
Electrode Selection	90
Stringer Beads	90
Padding	91
Square Butt Joint	94
Edge Weld	98
Outside Corner Joint	102
Lap Joint	105
Tee Joint	109
Summary	112
Review	113

Chapter 5 Shielded Metal Arc Welding of Pipe **114**

Objectives	114
Key Terms	114
Introduction	114
Pipe and Tubing	115
Pipe Specifications	116
Tubing Specifications	116
Pipe Applications	116
Tubing Applications	116
Advantages of Welded Pipe	117
Strength	117
Less Maintenance Required	117
Longer Lasting	117
Smoother Flow	117
Lighter Weight	117
Preparation and Fit-up	119
Practice Welds	121

Weld Standards	121
Weld Passes	121
Root Weld Pass	121
Hot Weld Pass	122
Filler Weld Pass	122
Cover Weld Pass	124
Electrode Care	124
1G Horizontal Rolled Position	124
AWS SENSE Certification Test 1G	129
2G Vertical Fixed Position	129
5G Horizontal Fixed Position	131
AWS SENSE Certification Test 5G	133
6G 45° Inclined Position	133
AWS SENSE Certification Test 6G	134
Summary	135
Review	135

Chapter 6 Shielded Metal Arc Welding AWS SENSE Certification

136

Objectives	136
Key Terms	136
Introduction	136
Root Pass	136
Arc Control	138
Hot Pass	141
Filler Pass	143
Cover Pass	144
Plate Preparation	144
Restarting a Weld Bead	147
Preheating and Postheating	148
AWS Workmanship Standard for Preparation of Base Metal	149
AWS Visual Inspection Criteria	149
Preparing Specimens for Bend Testing	149
AWS Specimen Preparation Criteria	149
Preparation	149
Testing	149
AWS Acceptance Criteria for Bend Test	151
Poor Fit-up	160
Summary	161
Review	162

SECTION 3 CUTTING AND GOUGING

163

Chapter 7 Flame Cutting

165

† (AWS SENSE Module 8 Unit 1 Manual Oxyfuel Gas Cutting (OFC))

Unit 2 Mechanized Oxyfuel Gas Cutting (OFC))

Objectives	165
Key Terms	165
Introduction	166
Oxyfuel Flame	166
Characteristics of the Fuel-Gas Flame	166

Fuel Gases	167
Flame Rate of Burning	168
Acetylene (C_2H_2)	169
Heat and Temperature of Acetylene	170
Pressure	170
Methylacetylene-Propadiene (MPS)	172
Propane and Natural Gas	173
Hydrogen	173
Metals Cut by the Oxyfuel Process	174
The Chemistry of a Cut	174
Eye Protection for Flame Cutting	175
Cutting Torches	175
Welding and Cutting Torches: Design and Service	177
Combination Torches	178
Dedicated Cutting Torches	178
Cutting Tips	179
Pressure Regulators	181
Regulator Operation	183
Regulator Gauges	183
Regulator Safety Pressure Release Device	185
Compressed Gas Cylinders	185
Oxygen Cylinder Construction	185
Acetylene Cylinder Construction	186
Liquid Cylinder Construction	187
Cryogenic Cylinders	187
Cylinder Labels	188
Cylinder and Regulator Fittings	188
Regulator Safety Precautions	188
Regulator Care and Use	190
Torch Care and Use	191
Backfires	192
Flashbacks	192
Reverse Flow and Flashback Valves	192
Care of the Reverse Flow Valve and Flashback Arrestor	193
Hoses and Fittings	194
Hose Care and Use	194
Leak Detection	195
Oxyfuel Cutting, Setup, and Operation	195
Torch Tip Care and Use	195
Manifold Systems	196
Manifold Operation	197
Hand Cutting	204
Layout	207
Selecting the Correct Tip and Setting the Pressure	208
The Physics of a Cut	210
Mechanized Cutting Equipment	211
Slag	213
Plate Cutting	213
Cutting Table	214
Torch Guides	214
Distortion	215
Cutting Applications	217
Pipe Cutting	218

Oxyfuel Gouging	221
Gouging Tips	221
Gouging Variables	221
Summary	222
Review	222

Chapter 8 Plasma Arc Cutting 224

† (AWS SENSE Module 8 Unit 3 Manual Plasma

Arc Cutting (PAC))

Objectives	224
Key Terms	224
Introduction	224
Plasma	225
Arc Plasma	225
Plasma Torch	226
Torch Body	226
Torch Head	226
Power Switch	226
Torch Parts Commonly Serviced	227
Hoses and Power Cables	229
Gas Hoses	231
Power Cable	231
Coolant System	231
Coolant	231
Coolant Hoses	231
Control Wire	232
Compressed Air	232
Power Requirements	233
Voltage	233
Amperage	233
Watts	233
Heat Input	233
Distortion	233
Applications	234
Cutting Speed	234
Metals	234
Torch Standoff Distance	235
Starting Methods	236
Kerf	237
Gas and Gases	239
Compressed Air	239
Oxygen	239
Argon Hydrogen Mixed Gas	239
Stack Cutting	240
Dross	241
Machine Cutting	241
Water Tables	242
Manual Cutting	243
Setup	243
Safety	243
Straight Cuts	244
Piercing	247
Plasma Arc Gouging	249
Cutting Round Stock	252

Beveling Pipe	252
Summary	254
Review	254

Chapter 9 Related Cutting Processes 255

† (AWS SENSE Module 8 Unit 4 Manual Air Carbon

Arc Cutting (CAC-A))

Objectives	255
Key Terms	255
Introduction	255
Laser Beam Cutting (LBC) and	
Laser Beam Drilling (LBD)	255
Lasers	256
Laser Types	256
Solid State Lasers	257
Gas Laser	257
Applications	257
Laser Beam Cutting	258
Laser Beam Drilling	259
Laser Beam Welding	259
Laser Equipment	259
Air Carbon Arc Cutting (CAC-A)	259
Manual Torch Design	260
Electrodes	260
Power Sources	262
Air Supply	262
Application	262
Safety	263
U-Grooves	265
Oxygen Lance Cutting	268
Applications	268
Safety	269
Water Jet Cutting	269
Applications	269
Arc Cutting Electrodes	271
Applications	271
Summary	271
Review	272

SECTION 4 GAS SHIELDED WELDING 273

Chapter 10 Gas Metal Arc Welding Equipment, Setup, and Operation 275

† (AWS SENSE Module 5 Gas Metal Arc Welding (GMAW, GMAW-S))

Objectives	275
Key Terms	275
Introduction	276
Weld Metal Transfer Methods	278
Short-Circuiting Transfer GMAW-S	278
Globular Transfer	279

Axial Spray Metal Transfer	279	Horizontal 2G and 2F Positions	326
Pulsed-Arc Metal Transfer	281	Overhead 4G and 4F Positions	328
Pulsed-Arc Metal Transfer Current Cycle	282	Globular Metal Transfer, 1G Position	330
Modulated Current Metal Transfer	284	Axial Spray	334
The Modulated Current Process	284	Summary	335
Advantages of Modulated Current and Pulsed-Arc Metal Transfer	284	Review	335
Buried-Arc Transfer	285		
GMAW Filler Metal Specifications	286	Chapter 12 Flux Cored Arc Welding	
Wire Melting and Deposition Rates	286	Equipment, Setup, and Operation	337
Welding Power Supplies	287	† (AWS SENSE Module 6 Flux Cored Arc Welding	
GMA Welding Machines	287	(FCAW-G/GM, FCAW-S))	
Speed of the Wire Electrode	287	Objectives	337
Power Supplies for Short-Circuiting Transfer	287	Key Terms	337
Shielding Gas	289	Introduction	337
Argon	289	Principles of Operation	340
Argon Gas Blends	289	Flux Core	340
Helium	291	Gas Formers	341
Carbon Dioxide	291	Slag	341
Nitrogen	291	Equipment	341
Power Settings	291	Power Supply	341
Weave Pattern	291	Inverter Welding Machines	341
Travel Speed	291	FCA Welding Guns	341
Electrode Extension	292	Electrode Feed	342
Gun Angle	292	Advantages	342
Forehand/Perpendicular/Backhand Welding	292	Limitations	343
Metal Core Electrodes for GMA Welding	294	FCAW Electrodes	343
Equipment	294	Electrode Cast and Helix	346
Power Source	294	FCA Welding Electrode Flux	346
Electrode (Wire) Feed Unit	294	Types of FCAW Fluxes	347
Types of Wire Feed Units	295	Flux Cored Steel Electrode Identification	348
Electrode Conduit	298	Mild Steel	349
Welding Gun	298	Stainless Steel Electrodes	350
GMA Spot Welding	300	Metal Cored Steel Electrode Identification	350
Summary	301	Care of Flux Core Electrodes	350
Review	301	Shielding Gas	350
		Welding Techniques	351
Chapter 11 Gas Metal Arc Welding	303	Gun Angle	351
† (AWS SENSE Module 5 Gas Metal Arc Welding		Forehand/Perpendicular/Backhand Techniques	352
(GMAW, GMAW-S))		Advantages of the Forehand Technique	353
Objectives	303	Disadvantages of the Forehand Technique	353
Key Terms	303	Advantages of the Perpendicular Technique	353
Introduction	303	Disadvantages of the Perpendicular Technique	353
Setup	304	Advantages of the Backhand Technique	353
Wire-Feed Speed	307	Disadvantages of the Backhand Technique	354
Gas Density and Flow Rates	310	Travel Speed	354
Arc-Voltage and Amperage Characteristics	311	Mode of Metal Transfer	354
Electrode Extension	313	Spray Transfer—FCAW-G	354
Welding Gun Angle	314	Globular Transfer—FCAW-G	355
Effect of Shielding Gas on Welding	315	Electrode Extension	355
Practices	317	Porosity	355
Metal Preparation	318	Troubleshooting FCA Welding	357
Flat Position, 1G and 1F Positions	319	Summary	358
Vertical Up 3G and 3F Positions	323	Review	358
Vertical Down 3G and 3F Positions	325		

Chapter 13 Flux Cored Arc Welding 359**† (AWS SENSE Module 6 Flux Cored Arc Welding (FCAW-G/GM, FCAW-S))**

Objectives	359
Key Terms	359
Introduction	359
Practices	360
Flat-Position Welds	364
Square-Groove Welds	364
V-Groove and Bevel-Groove Welds	366
Root Pass	367
Filler Pass	367
Cover Pass	368
Fillet Welds	368
Vertical Welds	372
Horizontal Welds	376
Overhead-Position Welds	379
Thin-Gauge Welding	380
Plug Welds	385
Summary	386
Review	387

Chapter 14 Gas Metal Arc and Flux Cored Arc Welding of Pipe 388

Objectives	388
Key Terms	388
Introduction	388
Joint Preparation	388
End Preparation	388
Joint Fitup	389
Tack Welds	390
Root Pass	390
Hot Pass	390
Filler Pass	390
Cover Pass(es)	390
Visual Inspection	390
Practice Pipe Welds	391
Pipe Fillet Welds	391
Tack Welds	396
Root Pass	396
Hot Pass	396
Filler Pass(es)	396
Cover Pass	397
Summary	400
Review	400

Chapter 15 Gas Metal Arc and Flux Cored Arc Welding AWS SENSE Certification 401**† (AWS SENSE Modules 5 Gas Metal Arc Welding (GMAW, GMAW-S) and 6 Module 6 Flux Cored Arc Welding (FCAW-G/GM, FCAW-S))**

Objectives	401
Key Terms	401
Introduction	401

Practice Welds	401
Metal Preparation	401
Practice Weld Equipment and Consumables	402
Summary	427
Review	427

Chapter 16 Gas Tungsten Arc Welding Equipment, Setup, Operation, and Filler Metals 428**† (AWS SENSE Module 7 Gas Tungsten Arc Welding (GTAW))**

Objectives	428
Key Terms	428
Introduction	429
Tungsten	429
High Temperature	429
Good Conductor	429
Tungsten Erosion	429
Tungsten Electrode End Shape	430
Types of Tungsten Electrodes	431
Pure Tungsten, EWP	431
Thoriated Tungsten, EWTh-1 and EWTh-2	432
Zirconium Tungsten, EWZr-1	432
Cerium Tungsten, EWCe-2	432
Lanthanum Tungsten, EWLa-1.5	432
Rare Earth Tungsten, EWG	433
Shaping the Tungsten	433
Precision Machine Tungsten Grinder	433
Hand Grinding	434
Breaking and Remelting	437
Pointing and Remelting	438
GTA Welding Equipment	438
Torches	438
Hoses	440
Nozzles	440
Gas Lens	442
Flowmeter	442
Types of Welding Current	443
DCEN	443
DCEP	443
AC	444
High Frequency (HF)	445
Electronic Controls of AC Welding Currents	445
EP and EN Time Control	445
Sine Wave Form Control	445
Frequency Control	446
Shielding Gases	447
Argon	448
Helium	448
Hydrogen	448
Nitrogen	448
Hot Start	448
Preflow	449
Postflow	449
Shielding Gas Flow Rate	450

Remote Controls	450
GTA Welding in the Field	455
Summary	457
Review	457

Chapter 17 Gas Tungsten Arc Welding of Plate 458

⚠ (AWS SENSE Module 7 Gas Tungsten

Arc Welding (GTAW))

Objectives	458
Key Terms	458
Introduction	458
Torch Angle	459
Filler Rod Manipulation	459
Tungsten Contamination	460
Current Setting	461
Experiments	461
Gas Flow	462
Practice Welds	463
Low Carbon and Mild Steels	464
Stainless Steel	464
Aluminum	465
Metal Preparation	465
Summary	486
Review	486

Chapter 18 Gas Tungsten Arc Welding of Pipe 487

Objectives	487
Key Terms	487
Introduction	487
Practices	487
Joint Preparation	487
V-Groove	488
Joint Cleaning	489
Root	489
Incomplete Fusion	490
Concave Root Surface	490
Excessive Root Reinforcement	491
Root Contamination	491
Backing Gas	491
Purging	491
Filler Metal	492
Consumable Inserts	493
Cup Walking	494
Cup Walking Setup	495
Cup Walking Technique	496
Practice Welds	497
Hot Pass	501
Root Surface	501
Lack of Root Fusion	501
Filler Pass	504
Cover Pass	505
Summary	508
Review	508

Chapter 19 Gas Tungsten Arc Welding AWS SENSE Plate and Pipe Certification 510

Objectives	510
Key Terms	510
Introduction	510
GTA Sheet Welds	510
GTA Tubing Welds	510
AWS SENSE GTA Sheet Practice Welds	510
Weld Inspection and Testing	512
Butt Joint Welds	512
Fillet Welds, Lap and Tee Joints	512
Tubing Welds	512
Mechanical, Destructive Testing	513
Filler Metal	513
Sheet Metal Practice Welds	513
Tubing and Pipe Practice Welds	526
Stainless Steel Pipe Welds	531
Pipe Fillet Welds	531
Summary	536
Review	536

SECTION 5 RELATED TECHNOLOGIES 537

Chapter 20 Shop Math and Weld Cost 539

Objectives	539
Key Terms	539
Introduction	539
Shop Math	540
Types of Numbers	540
Whole Numbers	540
Decimal Fractions	540
Mixed Units	540
Fractions	540
General Math Rules	541
Letters, Numbers, and Symbols	542
Superscript and Subscripts	542
Equations and Formulas	542
Equations	542
Formulas	542
Mixed Units	543
Adding and Subtracting Mixed Units	543
Fractions	545
Finding the Fraction's Common Denominator	545
Reducing Fractions	546
Multiplying and Dividing Fractions	546
Converting Numbers	547
Converting Fractions to Decimals	547
Tolerances	547
Converting Decimals to Fractions	547
Conversion Charts	548
Angles	548
Adding and Subtracting Angles	549

Triangles	549
Right Triangle	549
Equilateral Triangle	550
Isosceles Triangle	550
Perimeter	551
Area	551
Volume	551
Measuring	552
Welding Costs	553
Cost Estimation	553
Joint Design	554
Groove Welds	555
Fillet Welds	556
Weld Metal Cost	556
Cost of Electrodes, Wires, Gases, and Flux	557
Deposition Efficiency	557
Deposition Rate	558
Deposition Data Tables	558
Coated Electrodes	559
Efficiency of Flux Cored Wires	560
Efficiency of Solid Wire for GMAW	561
Efficiency of Solid Wires for SAW	561
Operating Factor	561
Labor and Overhead	564
Cost of Power	565
Other Useful Formulas	565
Bill of Materials	565
Invoice	565
Summary	568
Review	568

Chapter 21 Reading Technical Drawings **570**

† (AWS SENSE Module 3 Drawing and Welding

Symbol Interpretation)

Objectives	570
Key Terms	570
Introduction	570
Mechanical Drawings	571
Lines	571
Types of Drawings	573
Pictorial Drawings	573
Mechanical Drawings	574
Special Views	574
Dimensioning	574
Drawing Scale	575
Reading Mechanical Drawings	577
Sketching	578
Erasers and Erasing	582
Graph Paper	582
Computers and Drawings	586
Summary	590
Review	591

Chapter 22 Welding Joint Design and Welding Symbols **592**

† (AWS SENSE Module 3 Drawing and Welding

Symbol Interpretation)

Objectives	592
Key Terms	592
Introduction	592
Weld Joint Design	592
Weld Joint Stresses	594
Welding Process	595
Edge Preparation	595
Joint Dimensions	595
Metal Thickness	595
Metal Type	597
Welding Position	597
Plate Welding Positions	598
Pipe Welding Positions	598
Code or Standards Requirements	598
Welder Skill	599
Acceptable Cost	599
Welding Symbols	599
Indicating Types of Welds	600
Weld Location	601
Location Significance of Arrow	601
Fillet Welds	602
Plug Welds	602
Spot Welds	603
Seam Welds	603
Groove Welds	603
Backing	606
Flanged Welds	607
Nondestructive Testing Symbols	607
Summary	610
Review	610

Chapter 23 Fabricating Techniques and Practices **611**

Objectives	611
Key Terms	611
Introduction	611
Fabrication	611
Safety	612
Parts and Pieces	613
Preformed	613
Custom Fabrication	613
Layout	614
Nesting	619
Kerf Space	620
Material Shapes	623
Bill of Materials Form	624
Overall Tolerance	625
Assembly	626
Overall Dimensions and Thick Materials	628
Part Identification	628

Assembly Tools	628
Fitting	631
Tack Welds	632
Welding	634
Arc Strikes	634
Finishing	635
Power Tools	635
Powering Hand Tools	635
Advantages of Corded Tools	635
Disadvantages of Corded Tools	635
Advantages of Cordless Tools	636
Disadvantages of Cordless Tools	637
Advantages of Pneumatic Tools	637
Disadvantages of Pneumatic Tools	637
Pedestal or Bench Grinders	637
Grinding Stones	637
Overheating a Part's Edge	637
Flap Disc Grinding Safety	637
Flap Discs vs Cupped Grinding Stones and	
Fiber Discs	637
Flap Discs	637
Cupped Grinding Stones and	
Fiber Discs	638
Abrasive Flap Discs	638
Flap Disc Types	639
Flap Disc Selection	639
Size	639
Hub or Arbor	639
Revolutions Per Minute (RPM)	639
Disc Type or Style	639
Abrasive Type	639
Ceramic Alumina	639
Zirconia Alumina	639
Aluminum Oxide	639
Abrasive Grit Sizes	640
Backing Material	640
Cloth Backing	640
Aluminum (Metal) Backing	640
Plastic Backing (Composite)	640
Fiberglass (Phenolic) Backing	640
Horizontal Power Saws	640
Horizontal Band Saws	641
Power Hacksaws	641
Circular Saws	641
Sheet Metal Power Hand Tools	641
Handheld Power Shear	642
Handheld Nibbler	642
Drills	643
Portable Hand Drills	643
Portable Hand Drill Options	643
Drill Press	643
Magnetic Base Portable Drill Press	643
Magnetic Bases	644
Trusses	644
Summary	646
Review	646

Chapter 24 Welding Codes and Standards 647

Objectives	647
Key Terms	647
Introduction	647
Codes, Standards, Procedures, and	
Specifications	647
Welding Procedure Qualification	648
Welding Procedure	
Specification (WPS)	648
Qualifying the Welding Procedure Specification	648
Qualifying and Certifying	648
General Information	649
Summary	661
Review	661

Chapter 25 Testing and Inspection 662

Objectives	662
Key Terms	662
Introduction	662
Quality Control (QC)	662
Discontinuities and Defects	663
Porosity	663
Inclusions	665
Inadequate Joint Penetration	665
Incomplete Fusion	666
Arc Strikes	667
Overlap	668
Undercut	668
Crater Cracks	668
Underfill	669
Plate-Generated Problems	669
Lamination	669
Delamination	670
Lamellar Tears	670
Destructive Testing (DT)	670
Tensile Testing	670
Fatigue Testing	672
Shearing Strength Test	672
Welded Butt Joints	672
Nick-Break Test	672
Guided-Bend Test	672
Combination Guided Bend and Tensile	
Test Machine	676
Free-Bend Test	676
Alternate Bend	676
Fillet Weld Break Test	676
Testing by Etching	676
Impact Testing	678
Nondestructive Testing (NDT)	678
Visual Inspection (VT)	678
Penetrant Inspection (PT)	679
Magnetic Particle Inspection (MT)	679
Radiographic Inspection	680
Ultrasonic Inspection	685

Leak Checking	686	Carbon Dioxide	716
Eddy Current Inspection (ET)	686	Hydrogen	716
Hardness Testing	686	Metallurgical Defects	716
Summary	689	Cold Cracking	716
Review	689	Hot Cracking	717
		Carbide Precipitation	718
Chapter 26 Welding Metallurgy	690	Summary	719
Objectives	690	Review	719
Key Terms	690		
Introduction	690	Chapter 27 Weldability of Metals	721
Heat, Temperature, and Energy	690	Objectives	721
Heat	691	Key Terms	721
Temperature	692	Introduction	721
Production of Metals	693	Weldability	721
Steel Making	693	Thermal Cycling	722
Iron Ore	693	Steel Classification and Identification	724
Ingot Casting	693	SAE Classification Systems	724
Continuous Casting	693	AISI Classification Systems	724
Metal Forming	694	Unified Numbering System (UNS)	724
Grain Structure	695	Carbon and Alloy Steels	724
Mechanical Properties	695	Low-Carbon, Also Called Mild Steel	724
Hardness	695	Medium-Carbon Steel	726
Brittleness	695	High-Carbon Steel	726
Ductility	696	Tool Steel	727
Toughness	696	High-Manganese Steel	727
Strength	696	Low-Alloy, High-Tensile Strength Steels	727
Other Mechanical Properties	696	Stainless Steels	727
Structure of Solid Matter	697	Austenitic Stainless Steel	728
Crystalline Structures of Metal	697	Ferritic Stainless Steel	728
Phase Diagrams	698	Martensitic Stainless Steel	728
Lead-Tin Phase Diagram	699	Chromium-Molybdenum Steel	729
Iron-Carbon Phase Diagram	700	Cast Iron	729
Strengthening Mechanisms	703	Preweld and Postweld Heating of Cast Iron	730
Solid-Solution Hardening	703	Practice Welding Cast Iron	731
Precipitation Hardening	703	Welding without Preheating or Postheating	732
Mechanical Mixtures of Phases	704	Nonferrous Metals	734
Quench, Temper, and Anneal	704	Copper and Copper Alloys	734
Quenching	704	Aluminum Weldability	734
Martensitic Reactions	706	Titanium	735
Cold Work	707	Magnesium	735
Grain Size Control	708	Repair Welding	735
Heat Treatments Associated with Welding	709	Summary	738
Preheat	709	Review	739
Stress Relief, Process Annealing	709		
Annealing	710	Chapter 28 Filler Metal Selection	740
Normalizing	711	Objectives	740
Time-Temperature-Transformation (TTT) Diagrams	711	Key Terms	740
Martensite	711	Introduction	740
Bainite	711	Manufacturers' Electrode Information	741
Pearlite	711	Understanding the Electrode Data	741
TTT Diagrams	712	Data Resulting from Mechanical Tests	741
Thermal Effects Caused by Arc Welding	713	Data Resulting from Chemical Analysis	741
Heat-Affected Zone (HAZ)	713	Carbon Equivalent (CE)	742
Gases in Welding	715	SMAW Operating Information	742
Nitrogen	715	Core Wire	743
Oxygen	716	Functions of the Flux Covering	743

Filler Metal Selection	744	Electrogas Welding (EGW)	781
Shielded Metal Arc Welding Electrode Selection	744	Resistance Welding	781
AWS Filler Metal Classifications	747	Resistance Spot Welding (RSW)	782
Carbon Steel	747	Spot Welding Machines	783
Carbon and Low-Alloy Steel–Covered Electrodes	747	Multiple-Spot Welders	783
Wire-Type Steel Filler Metals	751	Seam Welding (RSEW)	783
Solid Wire	751	Types of Resistance Seam Welds	784
Tubular Wire	751	Electron Beam Welding (EBW)	787
Metal Cored Arc Welding Electrodes	753	Electron Beam Welding Gun	787
Stainless Steel Electrodes	753	Electron Beam Seam Tracking	787
Nonferrous Electrodes	753	Ultrasonic Welding	788
Aluminum and Aluminum Alloys	756	Ultrasonic Welding (USW) Applications	789
Aluminum-Covered Arc Welding Electrodes	756	Inertia Welding Process (FRW-I)	789
Aluminum Bare Welding Rods and Electrodes	757	Inertia Weld Bond Characteristics	790
Special-Purpose Filler Metals	757	Advantages of the Process	792
Surface and Buildup Electrode Classification	757	Laser Beam Welding (LBW)	792
Magnesium Alloys	757	Laser Welding Advantages and Disadvantages	792
Hydrogen Embrittlement	757	Laser Beam	792
Summary	758	Laser Beam Heat Treating	793
Review	758	Plasma Arc Welding (PAW)	793
Chapter 29 Welding Automation and Robotics	760	Stud Welding (SW)	794
Objectives	760	Thermal Spraying (THSP)	794
Key Terms	760	Thermal Spraying Equipment	794
Introduction	760	Thermospray (Powder) Process	795
Manual Joining Process	761	Thermospray Gun	795
Semiautomatic Joining Processes	762	Torch Spraying	795
Machine Joining Processes	763	Applying Sprayed Metal	797
Automatic Joining Processes	763	Plasma Spraying Process	797
Automated Joining	763	Cold Welding (CW)	797
Industrial Robots	764	Thermite Welding	797
Robot Programming	765	Hardfacing	799
System Planning	767	Selection of Hardfacing Metals	800
Present and Future Needs	767	Hardfacing Welding Processes	800
Parts Design	767	Quality of Surfacing Deposit	801
Equipment Selection	768	Hardfacing Electrodes	801
Metal Blanks	771	Shielded Metal Arc Method	802
Safety	772	Hardfacing with Gas Shielded Arc	802
Creating a WPS	773	Friction Stir Welding (FSW)	802
Future of Automation	774	Magnetic Pulse Welding (MPW)	803
Summary	774	Hybrid Laser Process	804
Review	774	Laser Beam Welding with Gas Metal Arc Welding	804
Chapter 30 Other Welding Processes	775	Laser Beam with Gas Metal Arc	
Objectives	775	Welding Surfacing	805
Key Terms	775	Laser Beam Welding with Gas Tungsten Arc Welding	805
Introduction	776	Summary	805
Constant Current Welding Processes	776	Review	806
Submerged Arc Welding (SAW)	776		
Flux	778	SECTION 6 OXYFUEL PROCESSES	807
Advantages of SAW	778		
Disadvantages of SAW	779	Chapter 31 Oxyacetylene Welding	809
Handheld SAW	779	Objectives	809
Electroslag Welding (ESW)	779	Key Terms	809
Advantages	780	Introduction	809
Disadvantages	781	Mild Steel Welds	810
		Filler Metals	810
		Ferrous Metals	810
		Mild Steel	811

Cast Iron	811	Forms of Fluxes	855
Factors Affecting the Weld	813	Fluxing Action	856
Characteristics of the Weld	814	Brazing and Soldering Methods	856
Mixing the Gases	815	Torch Brazing and Soldering	856
Mixing Chamber	815	Furnace Brazing and Soldering	857
Injector Mixing	815	Induction Brazing and Soldering	858
Torch Care and Use	816	Dip Brazing and Soldering	859
Welding and Heating Torch Tips	817	Resistance Brazing and Soldering	859
Torch Tip Care and Use	817	Special Methods	860
Flat Position Welding	829	Filler Metals	860
Outside Corner Joint	829	Types of Filler Metals	860
Butt Joint	829	Soldering Alloys	861
Lap Joint	833	Tin-Lead	861
Tee Joint	835	Tin-Antimony	861
Out-of-Position Welding	836	Cadmium-Silver	861
Vertical Welds	836	Cadmium-Zinc	861
Butt Joint	838	Brazing Alloys	862
Lap Joint	839	Copper-Zinc	862
Tee Joint	839	Copper-Zinc and Copper-Phosphorus A5.8	863
Horizontal Welds	840	Copper-Phosphorus and	
Horizontal Stringer Bead	840	Copper-Silver-Phosphorus	863
Butt Joint	841	Silver-Copper	864
Lap Joint	841	Nickel	864
Tee Joint	841	Nickel and Nickel Alloys A5.14	864
Overhead Welds	841	Aluminum-Silicon (BAISi)	865
Stringer Bead	842	Copper and Copper Alloys A5.7	865
Butt Joint	842	Silver and Gold	865
Lap Joint	842	Silver-Free Brazing Alloys	865
Tee Joint	842	Joint Design	865
Mild Steel Pipe and Tubing	842	Joint Spacing	865
Horizontal Rolled Position 1G	843	Brazing Practices	867
Horizontal Fixed Position 5G	845	Surface Contamination	867
Vertical Fixed Position 2G	846	Surface Buildup and Hole Fill Practices	874
45° Fixed Position 6G	847	Silver Brazing Practices	876
Thin-Wall Tubing	848	Silver Brazing Dissimilar Metals	878
Summary	848	Soldering Practices	879
Review	849	Summary	883
		Review	883
Chapter 32 Brazing, Braze Welding, and Soldering	850	Appendix	
Objectives	850	i. Student Welding Report	885
Key Terms	850	ii. Time Sheet, Bill of Materials, and	
Introduction	850	Hot Work Permit Instructions	886
Brazing, Braze Welding, and Soldering	851	iii. AWS SENSE Forms	890
Brazing	851	iv. Conversion of Decimal-Inches to Millimeters	
Braze Welding	851	and Fractional Inches to Decimal-Inches	
Soldering	851	and Millimeters	897
Advantages of Brazing and Soldering	851	v. Conversion Factors: U.S. Customary	
Physical Properties of the Brazed or Soldered Joint	853	(Standard) Units and Metric Units (SI)	898
Tensile Strength	853	vi. Abbreviations and Symbols	900
Shear Strength	853	vii. Metric Conversion Approximations	901
Ductility	853	viii. Pressure Conversion	901
Fatigue Resistance	853	ix. Welding Codes and Specifications	902
Corrosion Resistance	854	x. Welding Associations and Organizations	903
Fluxes Used in Brazing, Braze Welding, and Soldering	854	Glossary	904
Flux	854	Index	955

PREFACE

INTRODUCTION (3.3.1 LI Module 1 3.1 and 3.3.1 LI Module 1 3.3)

The welding industry presents a continuously growing and changing series of opportunities for skilled welders. Even with economic fluctuations, the job outlook for skilled welders is positive. Due to a steady growth in the demand for goods fabricated by welding, new welders are needed in every area of welding, such as small shops, specialty fabrication shops, large industries, and construction. The student who is preparing for a career in welding will need to:



- be alert and work safely.
- have excellent hand–eye coordination.
- work well with tools and equipment.
- have effective written and verbal communications skills.
- be able to resolve basic mathematical problems.
- be able to follow written and verbal instructions.
- work with or without close supervision.
- work well individually and in groups.
- read and interpret welding drawings and sketches.
- know the theory and application of the various welding and cutting processes.
- be computer literate.

A thorough study of *Welding: Principles and Applications* in a classroom/shop setting will help students prepare for opportunities in welding technology. The comprehensive technical content provides the basis for the welding processes. The extensive descriptions of equipment and supplies, with in-depth explanations of their operation and function, are designed to familiarize students with the tools of the trade. The process descriptions, practices, and experiments coupled with actual performance teach the critical fabrication and welding skills required on the job. The text also discusses occupational opportunities in welding and explains the training required for certain welding occupations. The skills and personal traits recommended by the American Welding Society (AWS) for its SENSE (School Excelling through National Skill Standards Education) Welder Certification program are included within the text.

The National Center for Welding Education and Training, known as Weld-Ed, is a partnership between business and industry, community and technical colleges, universities, the American Welding Society, and government to promote welding education.

Organization

The text is organized to guide the student's learning from an introduction to welding, through critical safety information, to details of specific welding and cutting processes, and on to the related areas of shop math, welding metallurgy, weldability of metals, reading technical drawings, fabrication, testing and inspection of welds, welding joint design, welding costs, welding symbols, and AWS SENSE certification.

Welding has become a very sophisticated and technical science requiring not only the mental application but also hands-on abilities.* To achieve the comprehensive goal of complete welder training the AWS established guidelines for Entry Level Welders. In *Welding Principles and Applications* the AWS SENSE knowledge requirements are identified with the SENSE torch icon, , along with the related learning modules. The SENSE skill-learning tasks are identified with  **SENSE Skill** and have the related task modules listed. Learning the knowledge and developing the skills established by the AWS SENSE program will help you to become an Entry Level Welder.

Each section of the text introducing a welding process or processes begins with an introduction to the equipment and materials to be used in the process(es), including setup in preparation for welding. The remaining chapters for the specific process concentrate on the actual welding techniques in various applications and positions. The content progresses from basic concepts to the more complex welding technology. Once this technology is understood, the student is able to quickly master new welding tasks or processes. All of the welding technology and practices lead the student toward the ability to take and pass an AWS SENSE certification workmanship standard.

The sections on welding processes are laid out so that they can be studied individually and in any order. This was done so students can study the process or processes that might relate to their job requirements. However, students are encouraged to study and learn all of the processes so they have the broadest possible future job opportunities.

Objectives listed at the beginning of each chapter tell the student and instructor what is to be learned while studying the chapter. A survey of the objectives will show that the student will have the opportunity to develop a full range of welding skills. Each major process is presented independently so that the instructor can include or exclude them

* AWS EG2.0-2017 Guide for the Training of Welding Personnel: Level I— Entry Welder.

to better meet the needs of the local area served by the program. However, the student can still learn all essential information needed for a thorough understanding of all processes studied.

Key Terms are listed at the beginning of the chapter. These key terms are **boldface** and defined throughout the chapters so students will recognize them as they appear. Terms and definitions used throughout the text are based on the American Welding Society's standards. Industry jargon has also been included when appropriate.

Cautions for the student are given throughout the text and point out potential safety concerns or give additional specific information that will make working safer.

Think Green text boxes contain information on conserving materials, energy, and other natural resources and ways to avoid potential environmental contamination.

Metric equivalents are listed in parentheses for dimensions. When the standard unit is an approximation, the metric equivalent has been rounded to the nearest whole number; however, when the standard unit is an exact value, the metric conversions are more precise.

Illustrations consist of figures, tables, and graphs. Figures include both photographs and line art. Numerous figures contain close-up full-color photos of actual welding, and others show welding products and equipment. The colorful detailed figure line art is used extensively throughout the text to help illustrate concepts and clarify the material. Tables and graphs contain valuable technical information on materials, equipment setup, and welding process parameters. They are designed to help the student in class and later serve as an on-the-job reference.

Experiments and Practices are learning activities that are presented in most of the chapters. The end of each experiment is identified by the (♦) symbol and the end of each practice is identified by the (◆) symbol.

Experiments help the student learn the parameters of each welding process. Often, performing experiments in a small group where everyone has a turn makes it easier to observe the results more closely. In the experiments, students change the parameters to observe the effect on the process. In this way, students learn to manipulate the variables to obtain the desired welding outcome for given conditions. The experiments provided in the chapters do not have right or wrong answers. They are designed to allow the student to learn the operating limitations or the effects of changes that may occur during the welding process.

Practices are included to enable the student to develop the required skills using different types of filler metals on a variety of base metal types and thicknesses in all positions for each process. A sufficient number of practices is provided so that, after the basics are learned, the student may choose an area of specialization. Materials specified in the practices may be varied in both thickness and length to accommodate those supplies that students have access to in their lab. Changes within a limited range of both thickness and length will not affect the learning process designed for the practice.

Mechanical drawings are included with many of the welding practices. These drawings are included to help stu-

dents better understand mechanical drawings and to show them how the metal is assembled. Most of the drawings are laid out in third-angle projection format, some are in the first-angle projection format, and a few are laid out with the side view shown in an alternate position. The third-angle projection format has been the standard used in the United States for years. However, because of the increasing interaction with the world economy, and because of the fact that many other countries use the first-angle projection format, it has been included. All three drawing formats are commonly used and are included. Items not normally included on true mechanical drawings such as the weld, torch, or electrode, and filler metal have been included to aid in students' understanding of the drawings.

Summaries at the end of each chapter recap the significant material covered in the chapter. This summary will help the student more completely understand the chapter material and will serve as a handy study tool.

Review questions at the end of each chapter can be used as indicators of how well the student has learned the material in each chapter.

Glossary definitions include the key terms listed at the beginning of each chapter and also other relevant welding terms. Included in the Glossary are bilingual terms in Spanish. Many definitions feature additional drawings to assist students in gaining a complete understanding of the terms.

What's New in the 9th Edition

This ninth edition of *Welding: Principles and Applications* has been thoroughly revised and reorganized to reflect the latest welding technologies. Changes include the following:

- Additional areas of safety have been included.
- The OFC chapter has been made comprehensive covering all aspects of the operation, equipment, and cylinder construction.
- The PAC chapter has been updated to reflect the advancements in the process.
- Job related personal skills have been included.
- Key information regarding materials, setup, and operation of practices have been put in an easy to read table.
- More information regarding new GTAW equipment and tungsten sharpening has been included.
- New photos, line art, and equipment for the GMAW and FCAW processes have been included.
- The GTAW cup walking technique is covered in greater detail.
- New material, photos, and line art for testing and inspection have been included.
- New material, photos, and line art for fabricating equipment, grinding materials, and power tools have been included.

The use of new, full-color, detailed close-up photographs and detailed colored line art makes it much easier for the student to see what is expected to produce a quality weld.

SUPPLEMENTS

Study Guide/Lab Manual

The *Study Guide/Lab Manual* has been updated to reflect changes made to the ninth edition. The *Study Guide/Lab Manual* is designed to reinforce student's understanding of the concepts presented in the text. Each chapter starts with a review of the important topics discussed in the chapter. Students can then test their knowledge by answering additional questions. Lab exercises are included in those chapters (as appropriate) to reinforce the primary objectives of the lesson. Artwork and safety precautions are included throughout the manual.

Instructor Companion Website

The Instructor Companion Website, found on cengagebrain.com, includes the following components to help minimize instructor preparation time and engage students:

- **PowerPoint®** lecture slides, which present the highlights of each chapter.
- An **Image Gallery**, which offers a database of hundreds of images in the text. These can easily be imported into the PowerPoint® presentations.
- An **Answer Key** file, which provides the answers to all end-of-chapter questions and the quizzes found in the Study Guide/Lab Manual.

Cengage Learning Testing Powered by Cognero

- Author, edit, and manage test bank content from multiple Cengage Learning solutions.
- Create multiple test versions in an instant.
- Deliver tests from your LMS, your classroom, or wherever you want.

MINDTAP WELDING FOR WELDING: PRINCIPLES AND APPLICATIONS

- MindTap for *Welding Principles and Applications* provides a customized learning solution with relevant assignments that will help students learn and apply concepts while it allows instructors to measure skills and outcomes with ease.
- MindTap meets the needs of today's welding classroom, shop, and student. Within the MindTap, faculty and students will find editable and submittable practice sheets correlated to relevant SENSE curriculum standards. MindTap also offers students the opportunity to reinforce their understanding of theory, improve their critical thinking skills, and practice welding skills in a virtual environment with the inclusion of Cengage's unique welding simulations. A suite of S/P2® safety, pollution, and soft skills modules for welders is available in the Learning Path. Additional engaging activities include videos, animations, matching exercises, and gradable assessments.

- Instructors can customize the MindTap Learning Path by adding or hiding content to match their syllabus and grading preferences. Analytics and reports provide a snapshot of class progress, time on task, engagement, and completion rates.

AWS SENSE AND WELDING PRINCIPLES AND APPLICATIONS

Welding Principles and Applications incorporates all of the key elements found in all of the AWS SENSE *Guide for the Training of Welding Personnel: Level I-Entry Welder* Modules for Level I. The AWS SENSE entry-level welder program is voluntary, so students using this textbook to study welding principles and applications are not required to participate. One of the advantages of participating in the AWS SENSE program is that the AWS is the recognized world leader in welding standards and certifications. As a result, when you obtain your AWS SENSE certification, it will be recognized nationally and internationally.

SENSE GENERAL ELEMENTS

There are some general elements found throughout the AWS SENSE modules that are not marked in the text. Marking all of the occasions that items, such as filling out the "Student Welding Report," would result in almost every page being marked. Some of these general SENSE items are listed below.

AWS SENSE Record Keeping

Throughout the AWS SENSE guidelines, the importance to "Keep training records..." is emphasized. In *Welding Principles and Applications* that AWS SENSE record keeping requirement is incorporated at the end of every experiment and practice with the statement "Student Welding Report listed in Appendix I or provided by your instructor." Completing this report will help your instructor maintain the records that can be used for your submission to the AWS for your SENSE Certification.

Visual Inspections

Almost all of the welding practices in *Welding Principles and Applications* are visually inspected to American Welding Society standards.

Follow Verbal Instructions

Almost all of the welding instructions your welding instructor gives you are verbal. Also, most instructions given by welding shop foremen in the production shop are verbal. That is why it is so important to learn how to listen carefully, understand, remember, and follow verbal instructions.

There are drawings and written instructions included in *Welding Principles and Applications* similar to the ones you might have on the job. But there can be many additional instructions given to you by your instructor or by your boss, such as which welding machine or booth to use, where the base metal is located, which filler metal to use, or which welds you should do first. Listening skills are included throughout the AWS SENSE guidelines.

FEATURES OF THE TEXT

OBJECTIVES

After completing this chapter, the student should be able to

- explain how each one of the major welding processes works.
- list the factors that must be considered before a welding process is selected.
- discuss the history of welding.
- describe briefly the responsibilities and duties of the welder in various welding positions.
- define the terms *weld*, *forge welding*, *resistance welding*, *fusion welding*, *coalescence*, and *certification*.

KEY TERMS

<i>American Welding Society (AWS)</i>	<i>fusion welding</i>	<i>qualification</i>
<i>automated operation</i>	<i>gas metal arc welding (GMAW)</i>	<i>resistance welding</i>
<i>automatic operation</i>	<i>gas tungsten arc welding (GTAW)</i>	<i>semiautomatic operation</i>
<i>certification</i>	<i>machine operation</i>	<i>shielded metal arc welding (SMAW)</i>
<i>coalescence</i>	<i>manual operation</i>	<i>torch or oxyfuel brazing (TB)</i>
<i>flux cored arc welding (FCAW)</i>	<i>oxyfuel gas cutting (OFC)</i>	<i>weld</i>
<i>forge welding</i>	<i>oxyfuel gas welding (OFW)</i>	<i>welding</i>

Objectives, found at the beginning of each chapter, are a brief list of the most important topics to study in the chapter.

Key Terms are the most important technical words you will learn in the chapter. These are listed at the beginning of each chapter following the Objectives and appear in **bold print** where they are first defined. These terms are also defined in the Glossary at the end of the book.

CAUTION

If you feel you have been injured while using a product, then you should, if possible, take the material's SDS with you when you are seeking medical treatment.

Cautions summarize critical safety rules. They alert you to operations that could hurt you or someone else. They are not only covered in the safety chapter but also found throughout the text when they apply to the discussion, practice, or experiment.

Think Green boxes contain information on conserving materials, energy, and other natural resources and ways to avoid potential environmental contamination.

THINK GREEN

Waste Material Disposal

Welding shops generate a lot of waste material. Much of the waste is scrap metal. All scrap metal, including electrode stubs, can easily be recycled. Green practices like recycling metal are good for the environment and can generate revenue for your welding shop.

Some of the other waste, such as burned flux, cleaning solvents, and dust collected in shop air filtration systems, may be considered hazardous material. Check with the material manufacturer or an environmental consultant to determine if any waste material is considered hazardous. Throwing hazardous waste material into the trash, pouring it on the ground, or dumping it down the drain is illegal. Before you dispose of any welding shop waste that is considered hazardous, you must first consult local, state, and/or federal regulations. Protecting our environment from pollution is everyone's responsibility.

PRACTICE 7-14

Overhead Straight Cut

Using a properly lit and adjusted cutting torch, welding gloves, appropriate eye protection and clothing, and one piece of mild steel plate 6 in. (152 mm) long \times 1/4 in. (6 mm) to 3/8 in. (10 mm) thick marked in strips 1/2 in. (13 mm) wide, you will make a cut in the overhead position. When making overhead cuts, it is important to be completely protected from the hot sparks. In addition to the standard safety clothing, you should wear a leather jacket, leather apron, cap, ear protection, and a full face shield.

The torch can be angled so that most of the sparks will be blown away. The metal should fall free when the cut is completed. The cut must be within 1/8 in. (3 mm) of a straight line and $\pm 5^\circ$ of being square. Repeat this practice until the cut can be made within tolerance. Turn off the cylinder valves, bleed the hoses, back out the pressure regulators, and clean your work area when you are finished cutting.

Complete a copy of the "Student Welding Report" listed in Appendix I or provided by your instructor. ♦

Practices are hands-on exercises designed to build your welding skills. Each practice describes in detail what skill you will learn and what equipment, supplies, and tools you will need to complete the exercise.

EXPERIMENT 7-6

Minimizing Distortion

Using a properly lit and adjusted cutting torch, welding gloves, appropriate eye protection and clothing, and two pieces of mild steel 10 in. (254 mm) long \times 1/4 in. (6 mm) thick, you will make two cuts and then compare the distortion. Lay out and cut out both pieces of metal as shown in Figure 7-126. Allow the metal to cool, and then cut the remaining tabs. Compare the four pieces of metal for distortion.

Complete a copy of the "Student Welding Report" listed in Appendix I or provided by your instructor. ♦

Experiments are designed to allow you to see what effect changes in the process settings, operation, or techniques have on the type of weld produced. Many are group activities and will help you learn as a team.

Summaries review the important points in the chapter and serve as a useful study tool.

Review questions help measure the skills and knowledge you learned in the chapter. Each question is designed to help you apply and understand the information in the chapter.

SUMMARY

The shielded metal arc welding process is most often referred to in welding shops as stick welding. Some people say that it gets this name for one of two reasons. The first is most obviously as a result of the stick shape of the electrode. The second reason is

experienced by all new welders; it is the tendency for the electrode to stick to the workpiece. All new welders experience this, and your ability to control the sticking of the electrode can be improved as you develop the proper arc-striking techniques.

REVIEW

- Describe two methods of striking an arc with an electrode.
- Why is it important to strike the arc only in the weld joint?
- What problems may result by using an electrode at too low of a current setting?
- What problems may result by using an electrode at too high of a current setting?
- According to Table 4-1, what would the amperage range be for the following electrodes?
 - 1/8 in. (3.2 mm), E6010 (70-130)
 - 5/32 in. (4 mm), E7018 (125-220)
 - 3/32 in. (2.4 mm), E7016 (75-105)
 - 1/8 in. (3.2 mm), E6011 (85-125)
- What makes some spatter "hard"?
- Why should you never change the current setting during a weld?
- What factors should be considered when selecting an electrode size?
- What can a welder do to control overheating of the metal pieces being welded?
- What problems can result from too long or too short of an arc length?
- What arc problems can occur in deep or narrow weld joints?
- Describe the difference between using a leading and a trailing electrode angle.
- Can all electrodes be used with a leading angle? Why or why not?
- What characteristics of the weld bead does the weaving of the electrode cause?
- What are some of the applications for the circular pattern in the flat position?
- Using a pencil and paper, draw two complete lines of the weave patterns you are most comfortable making.
- Why is it important to find a good welding position?
- Which electrodes would be grouped in the following F numbers: F3, F2, and F4?
- Give one advantage of using electrodes with cellulose-based fluxes.
- What are stringer beads?
- Describe an ideal tack weld.
- What effect does the root opening or root gap have on a butt joint?
- What can happen if the fillet weld on a lap joint does not have a smooth transition?
- Which plate heats up faster on a tee joint? Why?
- Can a tee weld be strong if the welds on both sides do not have deep penetration? Why or why not?



SUCCESS STORY

My name is Brandon Pritchard. Up until I completed the welding program at Northwest Florida State College (NWFC), I was working dead-end jobs, living paycheck to paycheck, never having ends meet. After seventh grade, I dropped out of school and practically lived in a different place every month, including foster homes. I made choices in my life that set me up for nothing but failure, including time in jail. I faced continuous hurdles, and at times I found myself emotionally and physically beaten down.

I knew I wanted more out of life. I knew I could do it. I just needed a push and some hope from somewhere. The welding program at Northwest Florida State College did that for me.

I remember driving by the NWFC State College welding trailer and seeing the sign that said "Welding Program" and I knew I had to go in there.

Success Stories are found at the beginning of each of the seven sections in the text. These stories are about real people who have become successful by using their welding skills. Each story is different, but one message is repeated by all story contributors: welding can be a rich and rewarding career.

Bilingual Glossary definitions provide a Spanish equivalent for each new term. Additional line art in the Glossary will also help you gain a greater understanding of challenging terms.

GLOSSARY

The terms and definitions in this glossary are extracted from the American Welding Society publication AWS A3.0-80 Welding Terms and Definitions. The terms with an asterisk are from a source other than the American Welding Society. Note: The English term and definition are given first, followed by the same term and definition in Spanish.

A

***abrasives.** Materials that are usually sharp and are used to clean or grind a surface. They may be used as a powder such as sand to blast the surface or they may be formed into disks or stones to be used by a grinder.

abrasivos. Materiales que son por lo general ásperos y que se utilizan para limpiar o pulir superficies. Pueden venir en polvo, como arena, para brujar las superficies, o en forma de discos o piedras para ser utilizados por un molinador.

es C_2H_2 . No tiene color, es más ligero que el aire, y tiene un olor fuerte como a ajo. El acetileno es inestable en presiones más altas de 15 psig (1.05 kg/cm² g). Cuando se quema en presencia del oxígeno, el acetileno produce una de las llamas con una temperatura más alta que la que se utiliza.

***acicular structure.** A fine micrograin structure found in rapidly cooled steel.

***estructura acicular.** Una estructura micro granulada fina que se encuentra en el acero que se ha enfriado con rapidez.

Acknowledgments

To bring a book of this size to publication requires the assistance of many individuals, and the author and publisher thank the following for their unique contributions to this and/or prior editions:

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- To my wife, Carol, for all of her moral support, and to my daughters, Wendy and Amy, for all of the general office help they provided.



About the Author

In 1965, during my senior year at New Bern High School in North Carolina, while taking shop classes, I am proud to say I joined the Vocational Industrial Clubs of America (VICA), now SkillsUSA-VICA. SkillsUSA brings together educators, administrators, corporate America, labor organizations, trade associations, and government in a coordinated effort to address America's need for a globally competitive, skilled workforce. The mission of SkillsUSA is to help our students become world-class workers and responsible American citizens. Through my involvement in SkillsUSA, I learned a great deal about industry and business. In SkillsUSA I learned the value of integrity, responsibility, citizenship, service, and respect. In addition, I developed leadership skills, established goals, and learned the value of performing quality work. These are all things that I still use in my life today.

During my junior year of high school, I learned to weld in metal shop. I was taught basic welding principles and applications, and I was able to build a number of projects in shop using oxyacetylene welding, shielded metal arc welding, twin carbon arc welding, and torch brazing.

The practice welds helped me develop welding skills, and building the projects allowed me to start developing some fabrication skills. By the end of my junior year, I had become a fairly skilled welder.

In my senior year I was given an opportunity to join Mr. Z. T. Koonce's first class in a new program called Industrial Cooperative Training (ICT). ICT was a cooperative work experience program, much like today's cooperative education programs, that coordinated school experiences with real jobs. This allowed me to attend high school in the morning, where I completed my required English, math, and other academic courses for graduation. In my ICT class we were taught skills that would help us get a job—such as

how to fill out a job application, how to interview, and so on. In the afternoons, I worked as a welder at Barbour Boat Works. After graduation, I started a full-time job welding and fitting at the shipyard, where I refined my welding skills and was allowed to work with the other welders in the shipyard. My first solo welding assignment was on a barge making overhead intermittent welds to attach the deck to the barge's ribs. Welding overhead all day, I quickly learned how to control the molten weld pool!

As my welding skills improved, my supervisor allowed me to apply my new welding skills to more difficult jobs. I welded on barges, military landing crafts, tugboats, PT boats, small tankers, and other welded vessels. This is how I earned money toward my college education.

With my welding skills, I was able to get a job in a small welding shop in Madisonville, Tennessee and attend Hiwassee College. After graduating from Hiwassee, I found other welding jobs that allowed me to continue my education at the University of Tennessee, where I earned a bachelor's degree. After four years, I had both a college degree and four more years of welding experience, which together qualified me for my job as a vocational teacher. During my teaching career, I completed postgraduate studies at the University of Tennessee and Texas A & M Commerce.

During my career as a welder, I have welded on tanks, pressure vessels, oil well drilling equipment, farm equipment, structural steel, racecars, aircraft, piping systems, and more. I still weld on a regular basis in my fully equipped welding shop. As a vocational teacher, I have taught in high schools, schools for special education, schools for the deaf, three colleges, and numerous industrial shops. I still work as an author; a consultant to the welding industry; and a resource for students, educators, and school administrators.

Larry Jeffus has more than 60 years of welding experience and more than 40 years of experience as a classroom teacher. He is the author of several Cengage Learning welding publications. Prior to retiring from teaching, Professor Jeffus taught at Eastfield College. Since retiring from full-time teaching, he remains very active in the welding community, especially in the field of education. He serves on several welding program technical advisory committees and has visited high schools, colleges, universities, and technical campuses in more than 40 states and six foreign countries. In 1993 Professor Jeffus was selected as Outstanding Postsecondary Technical Educator in the State of Texas by the Texas Technical Society. During his teaching career, he completed additional postgraduate studies at the University of Tennessee and Texas A&M Commerce.

Professor Jeffus has served for 12 years as a board member on the Texas Workforce Investment Council in the Texas Governor's office, where he helped work to develop a skilled workforce and bring economic development to the state. He served as a member of the Apprenticeship Project Leadership Team, where he helped establish non-traditional apprenticeship training programs for the State of Texas, and he has made numerous trips to Washington, DC, to lobby for vocational and technical education.

He has been actively involved in the American Welding Society for more than 40 years, and has served on the General Education Committee and as the chairman of the North Texas Section of the American Welding Society. He is a Life Member of the American Welding Society.

Index of Experiments and Practices

The following Experiments and Practices are listed in the order in which they appear in the chapter. It should be noted that not all chapters have Experiments and Practices.

CHAPTER 1

Practice 1-1	Working as a Team Member	14
Practice 1-2	Communication to a Group	15
Practice 1-3	. . . . .	16
Practice 1-4	. . . . .	16
Practice 1-5	. . . . .	16
Practice 1-6	. . . . .	16
Practice 1-7	. . . . .	16
Practice 1-8	. . . . .	16
Practice 1-9	. . . . .	16
Practice 1-10	Missing Class	17

CHAPTER 2

Practice 2-1	Fire Watch Permit Form	39
--------------	----------------------------------	----

CHAPTER 3

Experiment 3-1	Estimating Amperages.	64
Experiment 3-2	Calculating the Amperage Setting.	65
Practice 3-1	Estimating Amperages.	65
Practice 3-2	Calculating Amperages	66
Practice 3-3	Reading the Duty Cycle Chart.	70
Practice 3-4	Determining Welding Lead Sizes	70
Practice 3-5	Repairing Electrode Holders	72
Experiment 3-3	. . . . .	75
Experiment 3-4	. . . . .	75

CHAPTER 4

Practice 4-1	Shielded Metal Arc Welding Safety	79
Practice 4-2	Striking the Arc.	79
Practice 4-3	Striking the Arc Accurately	80
Experiment 4-1	Effect of Amperage Changes on a Weld Bead	82
Experiment 4-2	Excessive Heat.	83
Experiment 4-3	Effect of Changing the Arc Length on a Weld	84
Experiment 4-4	Effect of Changing the Electrode Angle on a Weld	87
Practice 4-4	Straight Stringer Beads Flat Position	91
Practice 4-5	Padding Buildup Flat Position	91
Practice 4-6	Stringer Beads Vertical Up Position.	92
Practice 4-7	Horizontal Stringer Beads	93
Practice 4-8	Square Butt Joint Flat Position (1G)	95
Practice 4-9	Square Butt Joint Vertical Up Position (3G)	96
Practice 4-10	Square Butt Horizontal Position (2G)	98
Practice 4-11	Edge Joint Flat Position	99
Practice 4-12	Edge Joint Vertical Down Position.	99
Practice 4-13	Edge Joint Vertical Up Position	100
Practice 4-14	Edge Joint Horizontal Position	101
Practice 4-15	Edge Joint Overhead Position	101
Practice 4-16	Outside Corner Joint Flat Position.	102
Practice 4-17	Outside Corner Joint Vertical Down Position	103
Practice 4-18	Outside Corner Joint Vertical Up Position.	103
Practice 4-19	Outside Corner Joint Horizontal Position	104
Practice 4-20	Outside Corner Joint Overhead Position	105

Practice 4-21	Welded Lap Joint Flat Position (1F)	106
Practice 4-22	Welded Lap Joint Horizontal Position (2F)	108
Practice 4-23	Lap Joint Vertical Position (3F)	108
Practice 4-24	Lap Joint Overhead Position (4F)	109
Practice 4-25	Tee Joint Flat Position (1F)	110
Practice 4-26	Tee Joint Horizontal Position (2F)	111
Practice 4-27	Tee Joint Vertical Position (3F)	112
Practice 4-28	Tee Joint Overhead Position (4F)	112

CHAPTER 5

Practice 5-1	Beading, 1G Position	125
Practice 5-2	Butt Joint, 1G Position	126
Practice 5-3	Butt Joint, 1G Position	127
Practice 5-4	Stringer Bead, 2G Position	130
Practice 5-5	Butt Joint, 2G Position	130
Practice 5-6	Butt Joint, 2G Position	131
Practice 5-7	Stringer Bead, 5G Position	132
Practice 5-8	Butt Joint, 5G Position	132
Practice 5-9	Butt Joint, 5G Position	133
Practice 5-10	Stringer Bead, 6G Position	133
Practice 5-11	Butt Joint, 6G Position	134
Practice 5-12	Butt Joint, 6G Position	134

CHAPTER 6

Experiment 6-1	Root Pass on Plate with a Backing Strip in All Positions	138
Experiment 6-2	Root Pass on Plate with an Open Root in All Positions	138
Experiment 6-3	Open Root Weld on Plate Using the Step Technique in All Positions	140
Experiment 6-4	Hot Pass to Repair a Poor Weld Bead	142
Practice 6-1	Welding Procedure Specification (WPS)	151
Practice 6-2	Welding Procedure Specification (WPS)	154
Practice 6-3	Welding Procedure Specification (WPS)	156
Practice 6-4	Welding Procedure Specification (WPS)	158
Experiment 6-5	Single V-Groove Open Root Butt Joint with an Increasing Root Opening	161
Experiment 6-6	Single V-Groove Open Root Butt Joint with a Decreasing Root Opening	161

CHAPTER 7

Experiment 7-1	Burn Rate	168
Experiment 7-2	Line Resistance	184
Practice 7-1	Setting Up an Oxyfuel Torch Set	198
Practice 7-2	Turning On and Testing a Torch	201
Practice 7-3	Cleaning a Cutting Tip	202
Practice 7-4	Lighting the Torch	203
Practice 7-5	Shutting Off and Disassembling Oxyfuel Welding Equipment	203
Practice 7-6	Setting the Gas Pressures	208
Experiment 7-3	Observing Heat Produced during a Cut	209
Practice 7-7	Setting up a Track Burner	211
Experiment 7-4	Effect of Flame, Speed, and Pressure on a Machine Cut 1G and 2G Positions	212
Experiment 7-5	Effect of Flame, Speed, and Pressure on a Hand Cut	212
Practice 7-8	Flat, Straight Cut in Thin Plate	215
Practice 7-9	Flat, Straight Cut in Thick Plate	215
Practice 7-10	Flat, Straight Cut in Sheet Metal	215
Practice 7-11	Flame Cutting Holes	215
Experiment 7-6	Minimizing Distortion	216
Practice 7-12	Beveling a Plate	216
Practice 7-13	Vertical Straight Cut	217
Practice 7-14	Overhead Straight Cut	217

Practice 7-15	Cutting Out Internal and External Shapes	218
Practice 7-16	Square Cut on Pipe, 1G (Horizontal Rolled) Position	218
Practice 7-17	Square Cut on Pipe, 1G (Horizontal Rolled) Position	218
Practice 7-18	Square Cut on Pipe, 5G (Horizontal Fixed) Position	220
Practice 7-19	Square Cut on Pipe, 2G (Vertical) Position	221
Practice 7-20	Gouging a U- and J-Groove on Mild Steel in the 1G and 2G Positions	222
Practice 7-21	Removing Groove and Fillet Weld on Mild Steel	222

CHAPTER 8

Practice 8-1	Flat, Straight Cuts in Thin Plate	245
Practice 8-2	Flat, Straight Cuts in Thick Plate	245
Practice 8-3	Flat Cutting Holes and Shapes	248
Practice 8-4	Beveling of a Plate	248
Practice 8-5	U-Grooving of a Plate	250
Practice 8-6	Cutting Pipe	252
Practice 8-7	Beveling Pipe	253

CHAPTER 9

Practice 9-1	Safety Inspection of CAC-A Equipment	264
Practice 9-2	Making Minor Repairs on CAC-A Equipment	264
Practice 9-3	Air Carbon Arc Straight U-Groove in the Flat Position	265
Practice 9-4	Air Carbon Arc Edge J-Groove in the Flat Position	266
Practice 9-5	Air Carbon Arc Back Gouging in the Flat Position	266
Practice 9-6	Air Carbon Arc Weld Removal in the Flat Position	267

CHAPTER 11

Practice 11-1	GMAW Equipment Setup	304
Practice 11-2	Threading GMAW Wire	307
Experiment 11-1	Setting Wire-Feed Speed	307
Experiment 11-2	Setting Gas Flow Rate	310
Experiment 11-3	Setting the Current	312
Experiment 11-4	Electrode Extension	313
Experiment 11-5	Welding Gun Angle	314
Experiment 11-6	Effect of Shielding Gas Changes	316
Practice 11-3	Stringer Beads Using the Short-Circuiting Metal Transfer Method in the Flat Position	319
Practice 11-4	Flat Position Butt Joint, Lap Joint, and Tee Joint	319
Practice 11-5	Flat Position Butt Joint with 100% Penetration	320
Practice 11-6	Stringer Bead at a 45° Vertical Up Angle	323
Practice 11-7	Stringer Bead in the Vertical Up Position	324
Practice 11-8	Butt Joint, Lap Joint, and Tee Joint in the Vertical Up Position at a 45° Angle	324
Practice 11-9	Butt Joint, Lap Joint, and Tee Joint 2G Up Position	324
Practice 11-10	Butt Joint in the Vertical Up Position with 100% Penetration	325
Practice 11-11	Stringer Bead at a 45° Vertical Down Angle	325
Practice 11-12	Stringer Bead in the Vertical Down Position	326
Practice 11-13	Butt Joint, Lap Joint, and Tee Joint in the Vertical Down Position	326
Practice 11-14	Butt Joint in the Vertical Down Position with 100% Penetration	326
Practice 11-15	Horizontal Stringer Bead at a 45° Angle	326
Practice 11-16	Stringer Bead in the Horizontal Position	327
Practice 11-17	Butt Joint, Lap Joint, and Tee Joint in the Horizontal Position	327
Practice 11-18	Butt Joint in the Horizontal Position with 100% Penetration	328
Practice 11-19	Stringer Bead Overhead Position	328
Practice 11-20	Butt Joint, Lap Joint, and Tee Joint in the Overhead Position	330
Practice 11-21	Butt Joint in the Overhead Position with 100% Penetration	330
Practice 11-22	Stringer Bead	330
Practice 11-23	Butt Joint	331
Practice 11-24	Butt Joint with 100% Penetration	333

xxviii Index of Experiments and Practices

Practice 11-25	Tee Joint and Lap Joint in the 1F Position	333
Practice 11-26	Tee Joint and Lap Joint in the 2F Position	333
Practice 11-27	Stringer Bead, 1G Position	334
Practice 11-28	Butt Joint, Lap Joint, and Tee Joint Using the Axial Spray Method	334
Practice 11-29	Butt Joint and Tee Joint	335

CHAPTER 13

Practice 13-1	FCAW Equipment Setup	360
Practice 13-2	Threading FCAW Wire	362
Practice 13-3	Stringer Beads Flat Position	364
Practice 13-4	Square Butt Joint 1G	365
Practice 13-5	V-Groove Butt Joint 1G	368
Practice 13-6	Lap Joint and Tee Joint 1F	371
Practice 13-7	Butt Joint at a 45° Vertical Up Angle	372
Practice 13-8	Square Groove Butt Joint 3G	372
Practice 13-9	V-Groove Butt Joint 3G	374
Practice 13-10	Fillet Weld Joint at a 45° Vertical Up Angle	374
Practice 13-11	Lap Joint and Tee Joint 3F	375
Practice 13-12	Lap Joint and Tee Joint 2F	376
Practice 13-13	Lap and Tee Joint 2F	376
Practice 13-14	Stringer Bead at a 45° Horizontal Angle	376
Practice 13-15	Bevel Butt Joint 2G	378
Practice 13-16	V-Groove Butt Joint 2G	378
Practice 13-17	Square Butt Joint 4G	379
Practice 13-18	V-Groove Butt Joint 4G	380
Practice 13-19	Lap Joint and Tee Joint 4F	380
Practice 13-20	Butt Joint 1G	381
Practice 13-21	Lap Joint and Tee Joint 1F	381
Practice 13-22	Butt Joint 3G	383
Practice 13-23	Lap Joint and Tee Joint 3F	384
Practice 13-24	Lap Joint and Tee Joint 2F	384
Practice 13-25	Butt Joint 2G	384
Practice 13-26	Butt Joint 4G	384
Practice 13-27	Lap Joint and Tee Joint 4F	385
Practice 13-28	Plug Weld	385

CHAPTER 14

Practice 14-1	Fillet Weld, 1F Position, Using GMAW, FCAW-S, and FCAW-G	391
Practice 14-2	Fillet Weld, 2F Position, Using GMAW, FCAW-S, and FCAW-G	393
Practice 14-3	Fillet Weld, 5F Position, Using GMAW, FCAW-S, and FCAW-G	395
Practice 14-4	Butt Joint, 1G Position, Using GMAW, FCAW-S, and FCAW-G	395
Practice 14-5	Butt Joint, 2G Position, Using GMAW, FCAW-S, and FCAW-G	397
Practice 14-6	Butt Joint, 5G Position, Using GMAW, FCAW-S, and FCAW-G	397
Practice 14-7	Butt Joint, 6G Position, Using GMAW, FCAW-S, and FCAW-G	398

CHAPTER 15

Practice 15-1	All Positions Butt, Tee, and Lap Joints	402
Practice 15-2	Gas Metal Arc Welding—Short-Circuit Metal Transfer (GMAW-S) Workmanship Sample	403
Practice 15-3	V-Groove Butt Joint 1G, 2G, 3G, and 4G	406
Practice 15-4	Fillet Weld Tee Joint 1F	407
Practice 15-5	Gas Metal Arc Welding (GMAW) Spray Transfer Workmanship Sample	408
Practice 15-6	Gas Metal Arc Welding (GMAW) Spray Transfer Workmanship Sample	411
Practice 15-7	V-Groove Butt Joint 1G and 3G Positions	413
Practice 15-8	Bevel Groove Butt Joint 2G	414
Practice 15-9	Bevel Groove Butt Joint 4G	416
Practice 15-10	All Positions Fillet Welds on Lap and Tee Joints	416
Practice 15-11	AWS SENSE Entry-Level Welder Workmanship Sample for Flux Cored Arc Welding, Gas-Shielded (FCAW-G)	417

Practice 15-12	AWS SENSE Entry-Level Welder Workmanship Sample for Flux Cored Arc Welding Self-Shielded (FCAW-S)	419
Practice 15-13	Gas Metal Arc Welding—Short-Circuit Metal Transfer (GMAW-S) Workmanship Sample	421
Practice 15-14	AWS SENSE Entry-Level Welder Workmanship Sample for Flux Cored Arc Welding, Gas-Shielded (FCAW-G)	425
CHAPTER 16		
Experiment 16-1	Hand Grinding the Tungsten to a Point.	434
Experiment 16-2	Grinding the Tungsten to a Point Using a Drill	436
Experiment 16-3	Removing a Contaminated Tungsten End by Breaking	437
Experiment 16-4	Melting the Tungsten End Shape.	438
Experiment 16-5	Setting Up a GTA Welder	451
Experiment 16-6	Striking an Arc	454
CHAPTER 17		
Experiment 17-1	Setting the Welding Current	462
Experiment 17-2	Setting Gas Flow	463
Practice 17-1	Stringer Beads, Flat Position, on Mild Steel	466
Practice 17-2	Stringer Beads, Flat Position, on Mild Steel and Stainless Steel	466
Practice 17-3	Stringer Beads, Flat Position, on Aluminum	467
Practice 17-4	Flat Position, Using Mild Steel, Stainless Steel, and Aluminum.	468
Practice 17-5	Outside Corner Joint, 1G Position, Using Mild Steel, Stainless Steel, and Aluminum	468
Practice 17-6	Butt Joint, 1G Position, Using Mild Steel, Stainless Steel, and Aluminum	470
Practice 17-7	Butt Joint, 1G Position, with Minimum Distortion, Using Mild Steel, Stainless Steel, and Aluminum	471
Practice 17-8	Lap Joint, 1F Position, Using Mild Steel, Stainless Steel, and Aluminum	473
Practice 17-9	Tee Joint, 1F Position, Using Mild Steel, Stainless Steel, and Aluminum.	474
Practice 17-10	Stringer Bead at a 45° Vertical Angle, Using Mild Steel, Stainless Steel, and Aluminum	475
Practice 17-11	Stringer Bead, 3G Position, Using Mild Steel, Stainless Steel, and Aluminum.	475
Practice 17-12	Butt Joint at a 45° Vertical Angle, Using Mild Steel, Stainless Steel, and Aluminum	477
Practice 17-13	Butt Joint, 3G Position, Using Mild Steel, Stainless Steel, and Aluminum	477
Practice 17-14	Lap Joint at a 45° Vertical Angle, Using Mild Steel, Stainless Steel, and Aluminum	477
Practice 17-15	Lap Joint, 3F Position, Using Mild Steel, Stainless Steel, and Aluminum	479
Practice 17-16	Tee Joint at a 45° Vertical Angle, Using Mild Steel, Stainless Steel, and Aluminum.	479
Practice 17-17	Tee Joint, 3F Position, Using Mild Steel, Stainless Steel, and Aluminum.	479
Practice 17-18	Stringer Bead at a 45° Reclining Angle, Using Mild Steel, Stainless Steel, and Aluminum	481
Practice 17-19	Stringer Bead, 2G Position, Using Mild Steel, Stainless Steel, and Aluminum.	481
Practice 17-20	Butt Joint, 2G Position, Using Mild Steel, Stainless Steel, and Aluminum	482
Practice 17-21	Lap Joint, 2F Position, Using Mild Steel, Stainless Steel, and Aluminum	483
Practice 17-22	Tee Joint, 2F Position, Using Mild Steel, Stainless Steel, and Aluminum.	483
Practice 17-23	Stringer Bead, 4G Position, Using Mild Steel, Stainless Steel, and Aluminum.	483
Practice 17-24	Butt Joint, 4G Position, Using Mild Steel, Stainless Steel, and Aluminum.	484
Practice 17-25	Lap Joint, 4F Position, Using Mild Steel, Stainless Steel, and Aluminum	485
Practice 17-26	Tee Joint, 4F Position, Using Mild Steel, Stainless Steel, and Aluminum.	485
CHAPTER 18		
Practice 18-1	Tack Welding Pipe	493
Experiment 18-1	Cup Walking Practice	496
Practice 18-2	Root Pass, Horizontal Rolled Position (1G)	497
Experiment 18-2	Repairing a Root Pass Using a Hot Pass.	501
Practice 18-3	Stringer Bead, Horizontal Rolled Position (1G)	501
Practice 18-4	Weave and Lace Beads, Horizontal Rolled Position (1G)	503
Practice 18-5	Filler Pass (1G Position).	504
Practice 18-6	Cover Pass (1G Position)	505
Practice 18-7	Stringer Bead, Horizontal Fixed Position (5G)	506
Practice 18-8	Stringer Bead, Vertical Fixed Position (2G)	506
Practice 18-9	Stringer Bead on a Fixed Pipe at a 45° Inclined Angle (6G Position)	507

CHAPTER 19

Practice 19-1	Butt Joint, All Positions with 100% Joint Penetration to be Tested	513
Practice 19-2	Lap and Tee Joints, All Positions with 100% Joint Penetration to be Tested	514
Practice 19-3	Butt Joint, All Positions with 100% Joint Penetration to be Tested	514
Practice 19-4	Lap and Tee Joints, All Positions with 100% Joint Penetration to be Tested	516
Practice 19-5	Butt Joint, All Positions with 100% Joint Penetration to Be Tested	516
Practice 19-6	Lap and Tee Joints, All Positions with 100% Joint Penetration to Be Tested	516
Practice 19-7	Gas Tungsten Arc Welding (GTAW) on Plain Carbon Steel Workmanship Sample	517
Practice 19-8	Gas Tungsten Arc Welding (GTAW) on Stainless Steel Workmanship Sample	520
Practice 19-9	Gas Tungsten Arc Welding (GTAW) on Aluminum Workmanship Sample	523
Practice 19-10	2G and 5G Pipe Welds on Tubing with and without a Backing.	526
Practice 19-11	2G and 5G Pipe Welds on Tubing with and without a Backing.	526
Practice 19-12	2G and 5G Pipe Welds on Tubing with and without a Backing.	527
Practice 19-13	Single V-Groove Pipe Weld, 1G Position, 100% Joint Penetration to be Tested	527
Practice 19-14	Single-V Butt Joint (5G Position) 100% Joint Penetration to be Tested.	529
Practice 19-15	Single-V Butt Joint (2G Position) 100% Joint Penetration to be Tested.	530
Practice 19-16	Single-V Butt Joint (6G Position) 100% Joint Penetration to be Tested.	530
Practice 19-17	Single Fillet Weld in the 2F, 4F, and 5F Positions AWS SENSE Level II	532
Practice 19-18	Single Fillet Weld in the 2F, 5F, and 6F Positions AWS SENSE Level II	532

CHAPTER 20

Practice 20-1	Calculate the Area Using a Calculator.	551
Practice 20-2	Calculate the Volume Using a Calculator	552
Practice 20-3	Finding Weld Groove Volume	556
Practice 20-4	Finding Weld Weight of Filler Metal.	557
Practice 20-5	Create a Bill of Materials	565

CHAPTER 21

Practice 21-1	Reading Mechanical Drawings	578
Practice 21-2	Sketching Straight Lines	580
Practice 21-3	Sketching Circles and Arcs	581
Practice 21-4	Sketching a Block	581
Practice 21-5	Sketch a Candlestick Holder	582
Practice 21-6	Sketching the Parts of a Workmanship Qualification Test.	585
Practice 21-7	Sketching Curves and Irregular Shapes.	585

CHAPTER 22

Practice 22-1	Reading Welding Symbols.	609
----------------------	----------------------------------	-----

CHAPTER 23

Practice 23-1	Laying Out Square, Rectangular, and Triangular Parts	616
Practice 23-2	Laying Out Circles, Arcs, and Curves	616
Practice 23-3	Nesting Layout	619
Practice 23-4	Bill of Materials	619
Practice 23-5	Allowing Space for the Kerf.	620
Practice 23-6	Building Trusses	644

CHAPTER 24

Practice 24-1	Writing a Welding Procedure Specification (WPS)	656
Practice 24-2	Procedure Qualification Record (PQR)	656

CHAPTER 25

Experiment 25-1	Destructive Weld Testing with an Oxyacetylene Gouging Torch.	687
------------------------	--	-----

CHAPTER 26

Experiment 26-1	Latent and Sensible Heat	691
Experiment 26-2	Temper Colors.	692

Experiment 26-3	Crystal Formation	704
Experiment 26-4	Effect of Quenching and Tempering on Metal Properties	705
CHAPTER 27		
Practice 27-1	Arc Welding a Cast Iron Break with Preheating and Postheating	731
Practice 27-2	Arc Welding a Cast Iron Crack without Preheating or Postheating	732
Practice 27-3	Gas Welding a Cast Iron Break with Preheating or Postheating	733
Practice 27-4	Braze Welding a Cast Iron Crack with Preheating or Postheating	734
Experiment 27-1	Identifying Metal Using a Spark Test.	736
CHAPTER 31		
Experiment 31-1	Oxyfuel Flames	811
Practice 31-1	Setting Up an Oxyfuel Torch Set.	818
Practice 31-2	Turning On and Testing a Torch	821
Practice 31-3	Lighting and Adjusting an Oxyacetylene Flame	822
Experiment 31-2	Flame Effect on Metal	823
Practice 31-4	Pushing a Molten Weld Pool	825
Experiment 31-3	Effect of Torch Angle and Torch Height Changes	825
Practice 31-5	Beading.	827
Experiment 31-4	Effect of Rod Size on the Molten Weld Pool.	829
Practice 31-6	Stringer Bead, Flat Position	829
Practice 31-7	Outside Corner Joint, Flat Position	829
Practice 31-8	Butt Joint, Flat Position	831
Practice 31-9	Butt Joint with 100% Penetration	832
Practice 31-10	Butt Joint with Minimum Distortion	832
Practice 31-11	Lap Joint, Flat Position	833
Practice 31-12	Tee Joint, Flat Position.	835
Practice 31-13	Stringer Bead at a 45° Angle	837
Practice 31-14	Stringer Bead, Vertical Position	838
Practice 31-15	Butt Joint at a 45° Angle	838
Practice 31-16	Butt Joint, Vertical Position	838
Practice 31-17	Butt Joint, Vertical Position, with 100% Penetration	838
Practice 31-18	Lap Joint at a 45° Angle.	839
Practice 31-19	Lap Joint, Vertical Position	839
Practice 31-20	Tee Joint at a 45° Angle	840
Practice 31-21	Tee Joint, Vertical Position.	840
Practice 31-22	Horizontal Stringer Bead at a 45° Angle	840
Practice 31-23	Stringer Bead, Horizontal Position	840
Practice 31-24	Butt Joint, Horizontal Position.	841
Practice 31-25	Lap Joint, Horizontal Position.	841
Practice 31-26	Tee Joint, Horizontal Position	841
Practice 31-27	Stringer Bead, Overhead Position	842
Practice 31-28	Butt Joint, Overhead Position	842
Practice 31-29	Lap Joint, Overhead Position.	842
Practice 31-30	Tee Joint, Overhead Position	842
Experiment 31-5	Effect of Changing Angle on Molten Weld Pool.	843
Experiment 31-6	Stringer Bead, 1G Position.	843
Experiment 31-7	Stops and Starts.	844
Practice 31-31	Stringer Bead, 1G Position.	844
Practice 31-32	Butt Joint, 1G Position.	845
Experiment 31-8	5G Position	845
Practice 31-33	Stringer Bead, 5G Position.	846
Practice 31-34	Butt Joint, 5G Position.	846
Practice 31-35	Stringer Bead, 2G Position.	846
Practice 31-36	Butt Joint, 2G Position.	847
Practice 31-37	Stringer Bead, 6G Position	847
Practice 31-38	Butt Joint, 6G Position.	848

CHAPTER 32

Experiment 32-1	Paste Range	860
Experiment 32-2	Fluxing Action	866
Experiment 32-3	Uniform Heating	866
Experiment 32-4	Tinning or Phase Temperature	866
Practice 32-1	Brazed Stringer Bead	868
Practice 32-2	Brazed Butt Joint	869
Practice 32-3	Brazed Butt Joint with 100% Penetration	869
Practice 32-4	Brazed Tee Joint	869
Practice 32-5	Brazed Lap Joint	871
Practice 32-6	Brazed Lap Joint with 100% Penetration	871
Practice 32-7	Brazed Tee Joint, Thin to Thick Metal	872
Practice 32-8	Brazed Lap Joint, Thin to Thick Metal	872
Practice 32-9	Braze Welded Butt Joint, Thick Metal	873
Practice 32-10	Braze Welded Tee Joint, Thick Metal	874
Practice 32-11	Braze Welding to Fill a Hole	874
Practice 32-12	Flat Surface Buildup	874
Practice 32-13	Round Surface Buildup	875
Practice 32-14	Silver Brazing Copper Pipe, 2G Vertical Down Position	876
Practice 32-15	Silver Brazing Copper Pipe, 5G Horizontal Fixed Position	877
Practice 32-16	Silver Brazing Copper Pipe, 2G Vertical Up Position	878
Practice 32-17	Silver Brazing Dissimilar Metals	879
Practice 32-18	Soldered Tee Joint	879
Practice 32-19	Soldered Lap Joint	880
Practice 32-20	Soldering Copper Pipe, 2G Vertical Down Position	880
Practice 32-21	Soldering Copper Pipe, 1G Position	881
Practice 32-22	Soldering Copper Pipe, 4G Vertical Up Position	881
Practice 32-23	Soldering Aluminum to Copper	882

SECTION 1

Introduction

Chapter 1

Introduction to Welding

Chapter 2

Safety in Welding





SUCCESS STORY

My name is Sophie Lewis. When I was a sophomore at Lexington High School in South Carolina, one of my friends recommended that I take a welding course at Lexington Technology Center. So the second semester of my junior year, I enrolled in Welding I and learned how to weld and cut and the basic fundamentals and theory behind many welding and cutting processes.

After completing the Welding I course, as well as getting extra time to experiment with other welding processes, I realized how much I loved welding, and I decided that I wanted to weld as a career. I had to complete two academic classes in summer school in order to fit all of the welding classes into my schedule the following year, but it was worth it.

It was exciting to see my welding skills progress in the Welding Level II classes. I always tried my best to turn out quality products and turn my assignments in early if possible. My instructors, Mr. Black and Mr. Gratton, noticed my hard work in their class and also had noticed some of the projects I had done for my advanced placement art course, another one of my passions. They approached me about the opportunity of my competing in the South Carolina SkillsUSA 2019 competition. I was very happy to accept the challenge where I would be able to combine my two passions of welding and art.

I started my welding sculpture project in November, and I soon learned how much of my focus it would require. Every school day I worked on my project the majority of the welding class time while still learning how to be proficient with the other processes so that I didn't fall behind.

I began the process by making a prototype of my sculpture. Learning to manipulate the molten weld pool was difficult but a very fun lesson on control. It took approximately 100 hours to complete my sculpture, and I finished by the end of February. In March, I took my welding sculpture of a mouse, which I named "Tungsten," to the South Carolina SkillsUSA competition. I won first place, which then qualified me to go to the national SkillsUSA Championships in Louisville, Kentucky, in June, where I competed against high school state contest winners. There I won the Bronze Medal in the Welding Sculpture competition.

Amidst all the excitement of competition, I knew that I had to buckle down and work hard to get all of my welding tests completed back at school; and with the encouragement from my instructors, I was able to complete them all successfully. In the beginning of April, I was offered a full tuition scholarship to Tulsa Welding School in Jacksonville, Florida. I am very excited to be able to continue my education to become a professional welder. I never knew that I could accomplish so much, but I couldn't have done it without my welding instructors, Mr. Black and Mr. Gratton.

Introduction to Welding

OBJECTIVES

After completing this chapter, the student should be able to

- explain how each one of the major welding processes works.
- list the factors that must be considered before a welding process is selected.
- discuss the history of welding.
- describe briefly the responsibilities and duties of the welder in various welding positions.
- define the terms *weld*, *forge welding*, *resistance welding*, *fusion welding*, *coalescence*, and *certification*.

KEY TERMS

*American Welding
Society (AWS)*

automated operation

automatic operation

certification

coalescence

flux cored arc welding (FCAW)

forge welding

fusion welding

gas metal arc welding (GMAW)

gas tungsten arc

welding (GTAW)

machine operation

manual operation

oxyfuel gas cutting (OFC)

oxyfuel gas welding (OFW)

qualification

resistance welding

semiautomatic operation

*shielded metal arc
welding (SMAW)*

torch or oxyfuel brazing (TB)

weld

welding

INTRODUCTION

As methods of joining materials improved through the ages, so did the environment and mode of living for humans. Materials, tools, and machinery improved as civilization developed.

Fastening together the parts of work implements began when someone attached a stick to a stone to make a spear or axe. Egyptians used stone tools to create temples and pyramids that were fastened together with an adhesive of gypsum mortar. Some walls that still exist depict a space-oriented figure that was as appropriate then as now—an ibis-headed god named Thoth who protected the moon and was believed to cruise space in a vessel.

Other types of adhesives were used to join wood and stone in ancient times. However, it was a long time

before the ancients discovered a method for joining metals. Workers in the Bronze and Iron Ages began to solve the problems of forming, casting, and alloying metals. **Welding** metal surfaces was a problem that long puzzled metalworkers of that time period. Early metal-joining methods included processes such as forming a sand mold on top of a piece of metal and casting the desired shape directly on the base metal so that both parts fused together, forming a single piece of metal, **Figure 1-1**. Another metal-joining method used in early years was to place two pieces of metal close together and pour molten metal between them. When the edges of the base metal melted, the flow of metal was then dammed up and allowed to harden, **Figure 1-2**.

This bronze goat statue at the Qingyang Taoist Temple in Chengdu, China, was cast more than 1500 years ago and

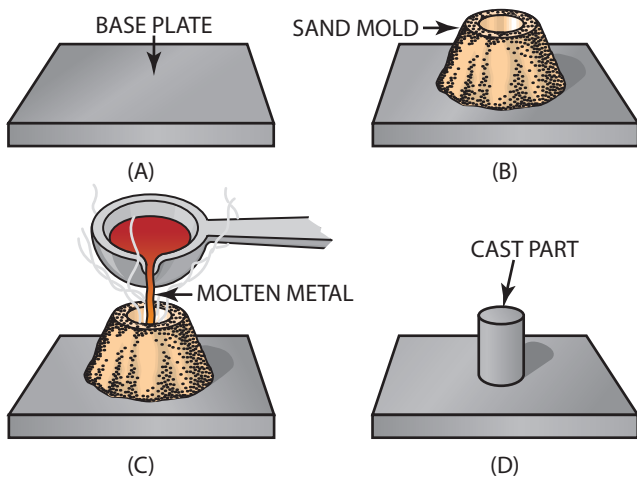


FIGURE 1-1 Direct casting: (A) base plate to have part cast on it, (B) sand molded into shape desired, (C) pouring hot metal into mold, and (D) part cast is now part of the base plate.

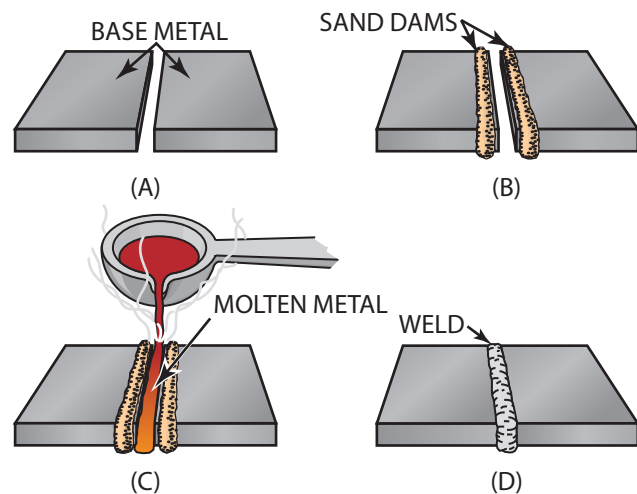


FIGURE 1-2 Flow welding: (A) two pieces of metal plate, (B) sand dams to hold molten metal in place, (C) molten metal poured between metal plates, and (D) finished welded plate.

repaired with braze welding approximately 1000 years ago, **Figure 1-3**.

The Industrial Revolution, from 1750 to 1850, introduced a method of joining pieces of iron together known as **forge welding** or hammer welding. This process involved the use of a forge to heat the metal to a soft, plastic temperature. The ends of the iron were then placed together and hammered until fusion took place.

Forge welding remained as the primary welding method until Elihu Thomson, in the year 1886, developed the **resistance welding** technique. This technique provided a more reliable and faster way of joining metal than did previous methods.

As techniques were further developed, riveting was replaced in the United States and Europe by **fusion welding**. At that time the welding process was considered



FIGURE 1-3 Bronze goat statue in Chengdu, China cast more than 1,500 years ago and repaired with braze welding about 1,000 years ago.

to be vital to military security. Welding repairs to the ships damaged during World War I were done in great secrecy. Even today some aspects of welding are closely guarded secrets.

Since the end of World War I, many welding methods have been developed for joining metals. These various welding methods play an important role in the expansion and production of the welding industry. Welding has become a dependable, efficient, and economical method for joining metal.

Welding Terminology

The use of regional terms by skilled workers is a common practice in all trade areas, including welding. As an example, oxyacetylene welding is one part of the larger group of processes known as **oxyfuel gas welding (OFW)**. Some of the names used to refer to oxyacetylene welding (OAW) include *gas welding* and *torch welding*. **Shielded metal arc welding (SMAW)** is often called *stick welding*, *rod welding*, or just *welding*. As you begin your work career you will learn the various names used in your area, but you should always keep in mind and use the more formal terms whenever possible.

WELDING DEFINED

A **weld** is defined by the American Welding Society (AWS) as “a localized **coalescence** (the fusion or growing together of the grain structure of the materials being welded) of

metals or nonmetals produced either by heating the materials to the required welding temperatures, with or without the application of pressure, or by the application of pressure alone, and with or without the use of filler materials.” **Welding** is defined as “a joining process that produces coalescence of materials by heating them to the welding temperature, with or without the application of pressure or by the application of pressure alone, and with or without the use of filler metal.” In less technical language, a weld is made when separate pieces of material to be joined combine and form one piece when

- enough heat is applied to raise the temperature high enough to cause softening or melting and the pieces flow together,
- enough pressure is used to force the pieces together so that the surfaces coalesce, or
- enough heat and pressure are used together to force the separate pieces of material to combine and form one piece.

A filler material may or may not be added to the joint to form a completed weld joint. It is also important to note that the word *material* is used because today welds can be made from a growing list of materials such as plastic, glass, and ceramics.

USES OF WELDING

Modern welding techniques are used in the construction of numerous products, **Figures 1-4** and **1-5**. Ships, buildings, bridges, and recreational rides are fabricated by welding processes. Welding is often used to produce the machines that are used to manufacture new products.

Welding has made it possible for airplane manufacturers to meet the design demands of strength-to-weight ratios for both commercial and military aircraft.

The exploration of space would not be possible without modern welding techniques. From the very beginning of early rockets to today’s aerospace industry, welding has played an important role. The space shuttle’s construction required the improvement of welding processes. Many of these improvements have helped improve our daily lives.

Welding, brazing, and cutting experiments were conducted aboard the Skylab from May 1973 to February 1974. Today welding, brazing, and cutting experiments are often conducted aboard the International Space Station. We built the International Space Station by taking large parts into space and assembling them. Someday welders will be required to build even larger structures in the vacuum of space. As welding techniques are developed for this major project, we will see them being used here on Earth to improve our world.

Welding is used extensively in the manufacture of automobiles, farm equipment, home appliances, computer components, mining equipment, and construction equipment. Railway equipment, furnaces, boilers, air-conditioning



(A)



(B)

FIGURE 1-4 (A) Test flight for Orion Spacecraft as NASA prepares to send a crew to Mars. (B) Artist rendering of Orion deep spacecraft.

units, and hundreds of other products we use in our daily lives are also joined together by some type of welding process.

Items ranging from dental braces to telecommunication satellites are assembled by welding. Very little in our modern world is not produced using some type of welding process.

WELDING AND CUTTING PROCESSES

Welding processes differ greatly in the manner in which heat, pressure, or both heat and pressure are applied and in the type of equipment used. **Table 1-1** lists various welding and allied processes. One hundred and twenty-one welding processes are listed, all of which require hammering, pressing, or rolling to affect the coalescence in the weld joint. Other methods bring the metal to a fluid state, and the edges flow together.

The most popular welding processes are as follows: oxyacetylene welding (OAW); shielded metal arc welding



Open pit gold mine near Fairbanks, Alaska

Larry Jeffus



National Park Service all welded pilot boat

Larry Jeffus



Welded sculpture, Manchester College, NH

Larry Jeffus



Steel framework for a 22-story building

Larry Jeffus



1900 coal fired forge and tools for forge welding

Larry Jeffus

FIGURE 1-5 Welded joints are a critical component of structures.

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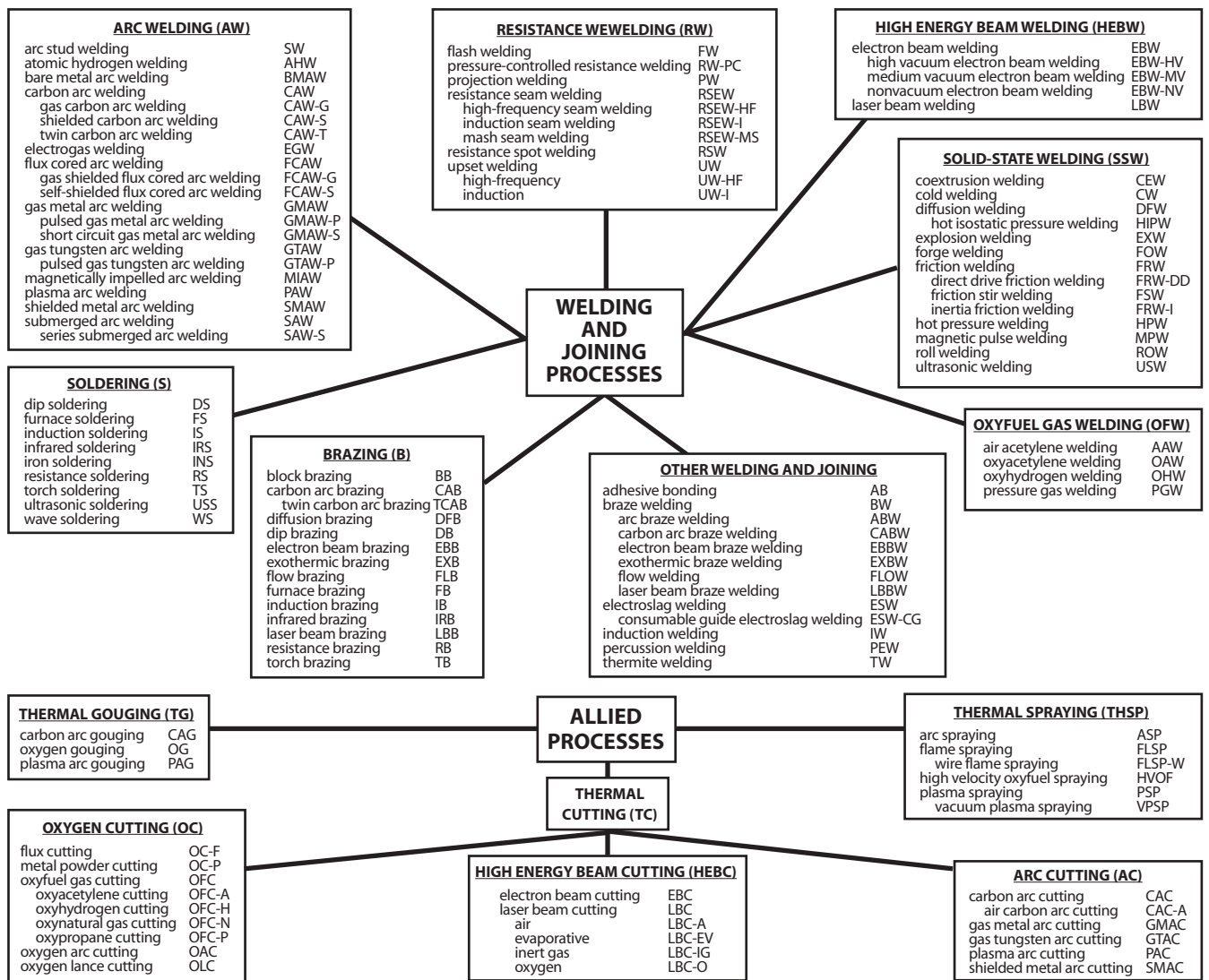


TABLE 1-1 Master Chart of Welding, Joining, and Allied Processes

(SMAW), often called stick welding; **gas tungsten arc welding (GTAW)**; **gas metal arc welding (GMAW)**; **flux cored arc welding (FCAW)**; and **torch or oxyfuel brazing (TB)**. The two most popular thermal cutting processes are oxy-acetylene cutting (OAC) and plasma arc cutting (PAC).

WELDING PROCESSES

Oxyacetylene Welding, Brazing, and Cutting

Oxyacetylene welding (OAW) and torch brazing (TB) can be done with the same equipment, and **oxyfuel gas cutting (OFC)** uses very similar equipment, Figure 1-6.

In OF welding and TB a high-temperature flame is produced at the torch tip by burning oxygen and a fuel gas.

The most common fuel gas is acetylene; however, other combinations of oxygen and fuel gases (OF) can be used for welding, such as hydrogen, MAPP, or propane. In OF welding, the base metal is melted and a filler metal may be added to reinforce the weld. No flux is required to make an OF weld of steel.

In TB, the metal is heated to a sufficient temperature but below its melting point so that a brazing alloy can be melted and bond to the hot base metal. A flux may be used to help the brazing alloy bond to the base metal. Both OF welding and TB are used primarily on smaller, thinner-gauge metals.

Shielded Metal Arc Welding (SMAW)

Shielded metal arc welding (SMAW) uses a consumable stick electrode that conducts the welding current from the electrode holder to the work, and as the arc melts the end

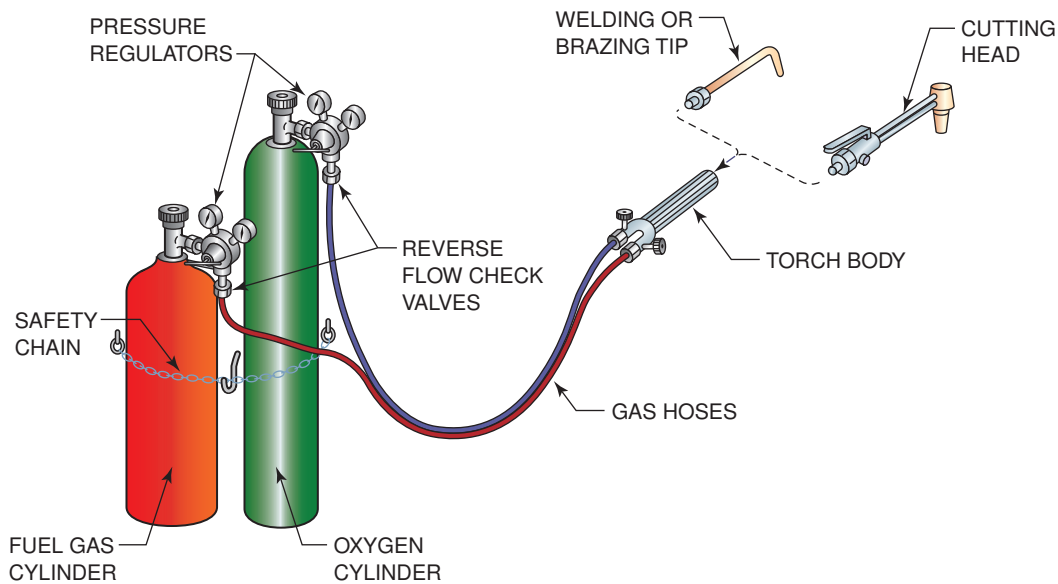


FIGURE 1-6 Oxyfuel welding and cutting equipment.

of the electrode away, it becomes part of the weld metal. Stick electrodes are available in lengths of 12 in., 14-in., and 18 in. (300 mm, 350 mm, and 450 mm). The welding arc vaporizes the solid flux that covers the electrode so that it forms an expanding gaseous cloud to protect the molten weld metal. In addition to fluxes protecting molten weld metal, they also perform a number of beneficial functions for the weld, depending on the type of electrode being used.

SMA welding equipment can be very basic as compared to other welding processes. It can consist of a welding transformer and two welding cables with a work clamp and electrode holder, **Figure 1-7**. There are more types and sizes of SMA welding electrodes than there are filler metal types and sizes for any other welding process. This wide selection

of filler metal allows welders to select the best electrode type and size to fit their specific welding job requirements. Therefore, a wide variety of metal types and metal thicknesses can be joined with one machine.

Gas Tungsten Arc Welding (GTAW)

Gas tungsten arc welding (GTAW) uses a nonconsumable electrode made of tungsten. In GTA welding the arc between the electrode and the base metal melts the base metal and the end of the filler metal as it is manually dipped into the molten weld pool. A shielding gas flowing from the gun nozzle protects the molten weld metal from atmospheric contamination. A foot or thumb remote control switch may be added to the basic GTA welding setup to

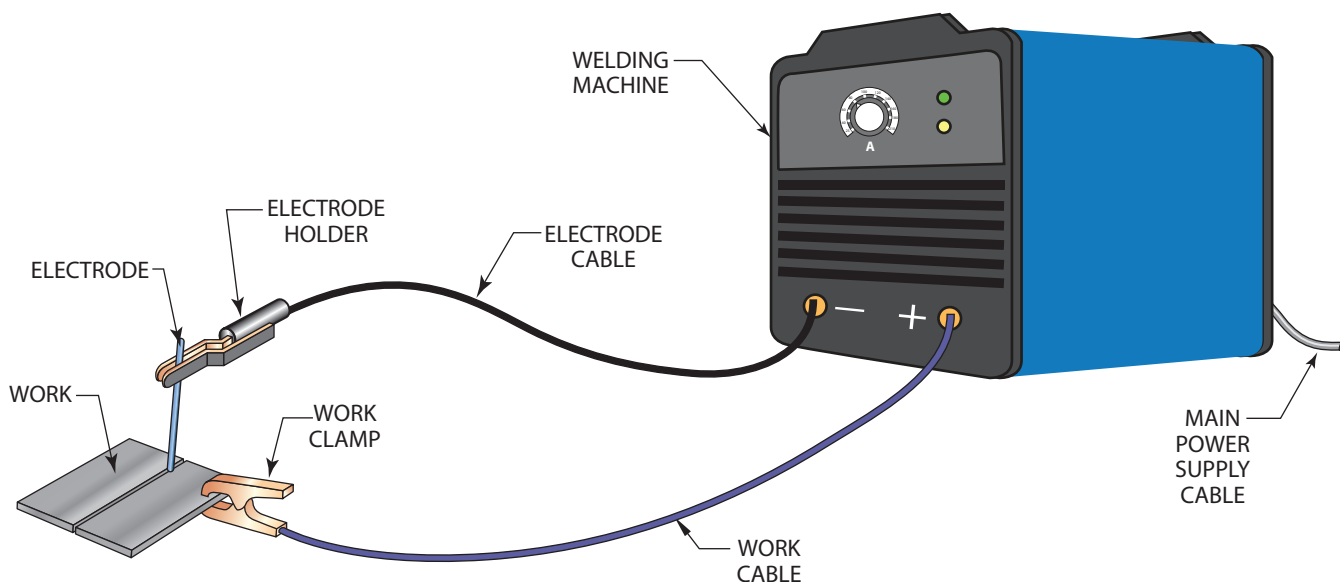


FIGURE 1-7 Shielded metal arc welding equipment.

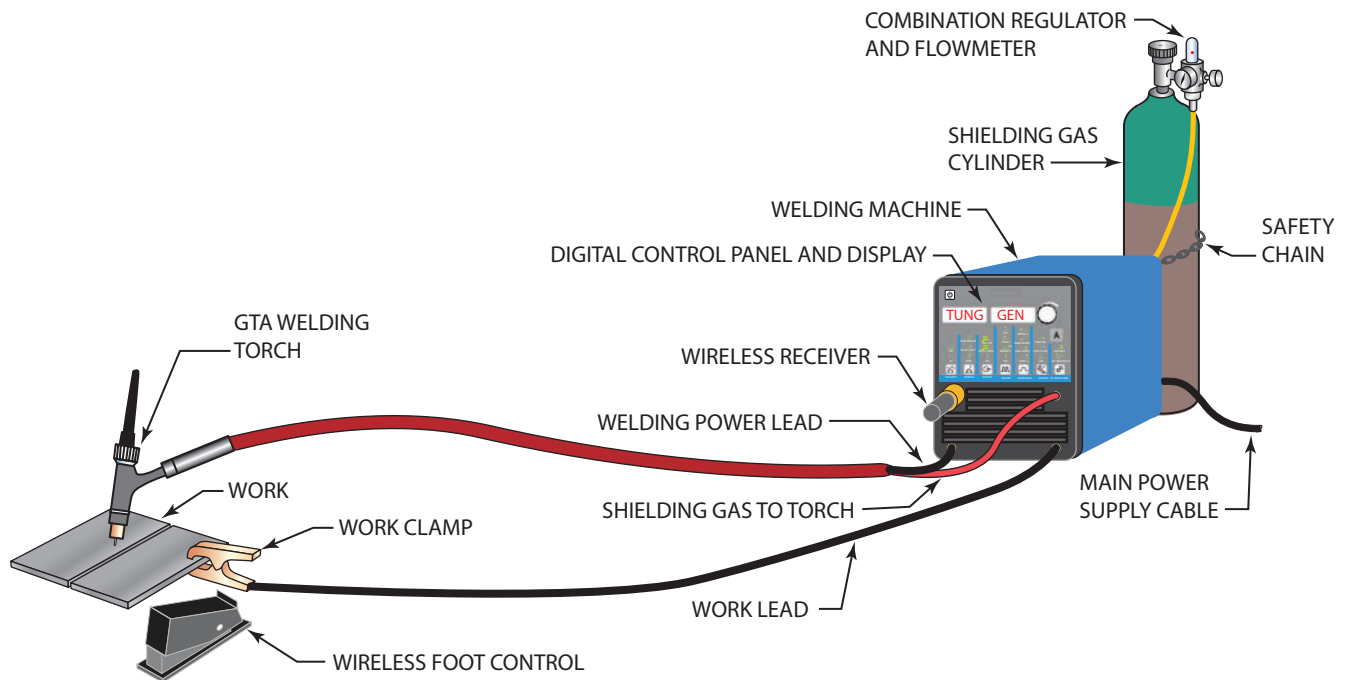


FIGURE 1-8 Gas tungsten arc welding equipment.

allow the welder better control, **Figure 1-8**. This remote control switch is often used to start and stop the welding current as well as make adjustments in the power level.

GTA welding is the cleanest of all the manual welding processes. But because there is no flux used to clean the weld in GTA welding, all surface contamination, such as oxides, oil, dirt, and others, must be cleaned from the part being welded and the filler metal so they do not contaminate the weld. Even though GTA welding is slower and requires a higher skill level as compared to other manual welding processes, it is still in demand because it can be used to make extremely high-quality welds in applications where weld integrity is critical. And there are metal alloys that can be joined only with the GTA welding process.

Gas Metal Arc Welding (GMAW)

Gas metal arc welding (GMAW) uses a solid electrode wire that is continuously fed from a spool, through the welding cable assembly, and out through the gun. A shielding gas flows through a separate tube in the cable assembly, out of the welding gun nozzle, and around the electrode wire. The welding power flows through a cable in the cable assembly and is transferred to the electrode wire at the welding gun. The GMA weld is produced as the arc melts the end of the continuously fed filler electrode wire and the surface of the base metal. The molten electrode metal transfers across the arc and becomes part of the weld. The gas shield flows out of the welding gun nozzle to protect the molten weld from atmospheric contamination.

GMA welding is extremely fast and economical because it can produce long welds rapidly that require very little

postweld cleanup. This process can be used to weld metal ranging in thickness from thin-gauge sheet metal to heavy plate by making only a few changes in the welding setup.

Flux Cored Arc Welding (FCAW)

Flux cored arc welding (FCAW) uses a flux core electrode wire that is continuously fed from a spool, through the welding cable assembly, and out through the gun. The welding power also flows through the cable assembly. Some welding electrode wire types must be used with a shielding gas, as in GMA welding, but others have enough shielding produced as the flux core vaporizes. The welding current melts both the filler wire and the base metal. When some of the flux vaporizes, it forms a gaseous cloud that protects the surface of the weld. Some of the flux that melts travels across the arc with the molten filler metal where it enters the molten weld pool. Inside the molten weld metal, the flux gathers the impurities and floats them to the surface, where it forms a slag covering on the weld as it cools.

Although slag must be cleaned from the FCA welds after completion, the advantages of the process are its high quality, versatility, and welding speed, which offset this requirement.

Gas metal arc welding and flux cored arc welding are very different welding processes, but they use very similar welding equipment, **Figure 1-9**. Both GMA and FCA weldings are classified as semiautomatic processes because the filler metal is automatically fed into the welding arc, and the welder manually moves the welding gun along the joint being welded. GMA and FCA welding are the first choice for many welding fabricators because these processes are

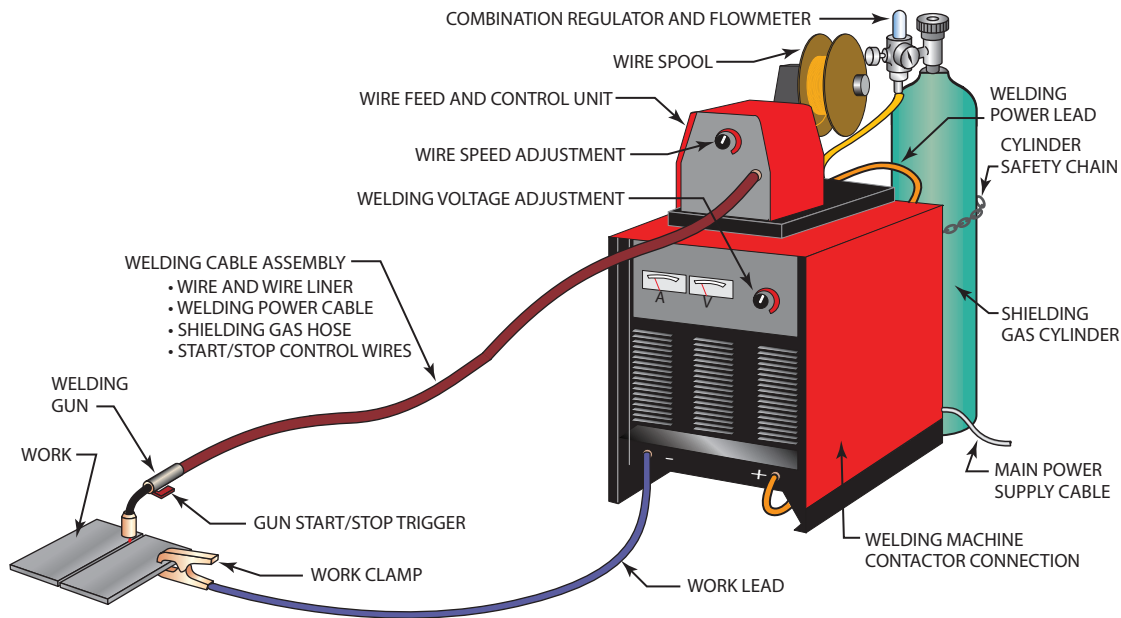


FIGURE 1-9 Gas metal arc welding equipment.

cost-effective, produce high-quality welds, and are flexible and versatile. In addition to welding supply stores, many others stores such as hardware stores, building supply stores, automotive supply stores, and others carry GMA/FCA welding equipment and filler metals.

THERMAL CUTTING PROCESSES

There are a number of thermal cutting processes such as oxyfuel cutting (OFC) and plasma arc cutting (PAC). They are the most commonly used in most welding shops. Air carbon arc (AAC) cutting is also frequently used, and many larger fabrication shops have started using laser beam cutting (LBC).

Oxyfuel Gas Cutting

Oxyfuel gas cutting uses the high-temperature flame to heat the surface of a piece of steel to a point where a forceful stream of oxygen flowing out a center hole in the tip causes the hot steel to burn away, leaving a gap or cut. Because OF cutting relies on the rapid oxidation of the base metal at elevated temperatures to make a cut, the types of metals and alloys it can be used on are limited. OF cutting can be used on steel from a fraction of an inch thick to several feet depending on the capacity of the torch and tip being used.

Plasma Arc Cutting

Plasma arc cutting (PAC) uses a stiff, highly ionized, extremely hot column of gas to almost instantly vaporize the metal being cut. Most ionized plasma is formed as high-pressure air is forced through a very small opening between a tungsten electrode and the torch tip, **Figure 1-10**. As the air is ionized, it heats up, expands, and exits the torch tip at supersonic speeds. PAC does not rely on rapid oxidation

of the metal being cut, like OFC, so almost any metal or alloy can be cut.

PA cutting equipment consists of a transformer power supply, plasma torch and cable, work clamp and cable, and an air supply. Some PA cutting equipment has self-contained air compressors. Because the PA cutting process can be performed at some very high travel speeds, it is often used on automated cutting machines. The high travel speeds and very low heat input help to reduce or eliminate part distortion, a common problem with some OF cutting.

SELECTION OF THE JOINING PROCESS

The selection of the joining process for a particular job depends on many factors. No one specific rule controls the welding process to be selected for a certain job. The following are a few of the factors that must be considered when choosing a joining process.

- Availability of equipment—The types, capacity, and condition of equipment that can be used to make the welds.
- Repetitiveness of the operation—How many of the welds will be required to complete the job, and are they all the same?
- Quality requirements—Is this weld going to be used on a piece of furniture, to repair a piece of equipment, or to join a pipeline?
- Location of work—Will the weld be in a shop or on a remote job site?
- Materials to be joined—Are the parts made out of a standard metal or some exotic alloy?
- Appearance of the finished product—Will this be a weldment that is needed only to test an idea, or will it be a permanent structure?

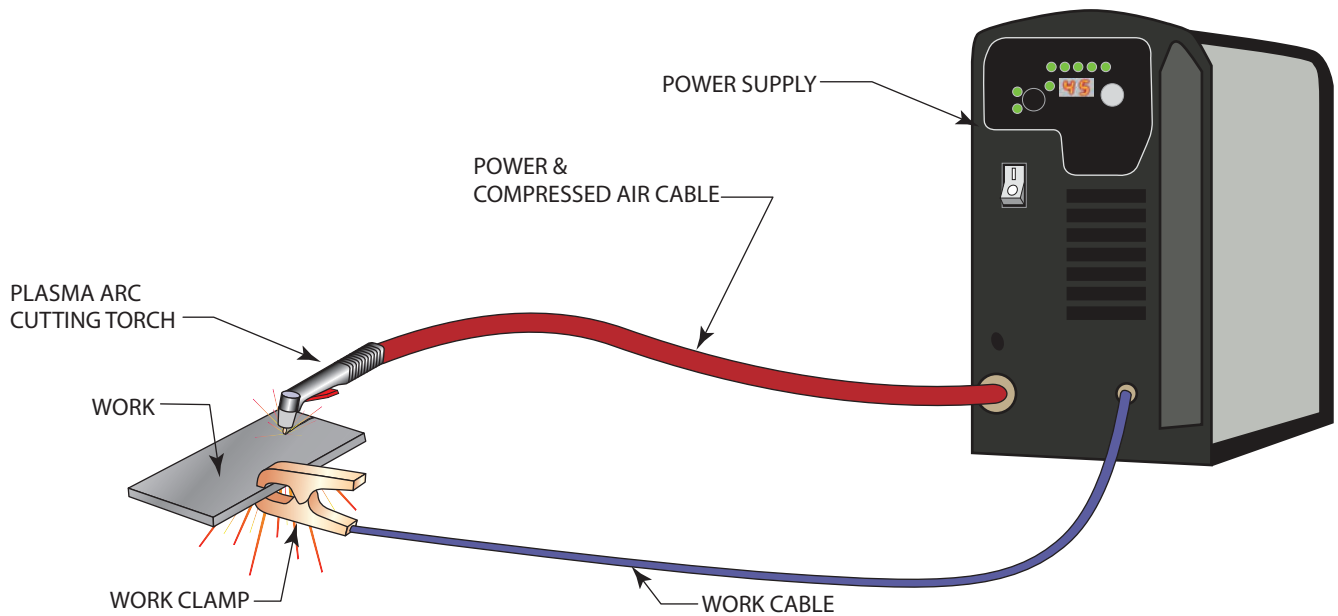


FIGURE 1-10 Plasma arc cutting equipment.

- Size of the parts to be joined—Are the parts small, large, or different sizes, and can they be moved or must they be welded in place?
- Time available for work—Is this a rush job needing a fast repair, or is there time to allow for preweld and postweld cleanup?
- Skill or experience of workers—Do the welders have the ability to do the job?
- Cost of materials—Will the weldment be worth the expense of special equipment materials or finishing time?
- Code or specification requirements—Often the selection of the process is dictated by the governing agency, codes, or standards.

The welding engineer and/or the welder not only must decide on the welding process but also must select the method of applying it. The following methods—**manual operation**, **semiautomatic operation**, **machine operation**, **automatic operation**, and **automated operation**—are used to perform welding, cutting, or brazing operations.

- **Manual**—The welder is required to manipulate the entire process.
- **Semiautomatic**—Filler metal is added automatically, and all other manipulation is done manually by the welder.
- **Machine**—Operations are done mechanically under the observation and correction of a welding operator.
- **Automatic**—Operations are performed repeatedly by a machine that has been programmed to do an entire operation without interaction of the operator.
- **Automated**—Operations are performed repeatedly by a robot or other machine that is programmed flexibly to do a variety of processes.

OCCUPATIONAL OPPORTUNITIES IN WELDING

The American welding industry has contributed to the widespread growth of the welding and allied processes. Without welding, much of what we use on a daily basis could not be manufactured. The list of these products grows every day, thus increasing the number of jobs for people with welding skills. The need to fill these well-paying jobs is not concentrated in major metropolitan areas, but rather is found throughout the country and the world. Because of the diverse nature of the welding industry, the exact job duties of each skill area will vary. The following are general descriptions of the job classifications used in our profession; specific tasks may vary from one location to another.

Welders perform the actual welding. They are the skilled craftspeople who, through their own labor, produce the welds on a variety of complex products, **Figure 1-11**. In many industries, the welder, welding operator, and tack welder must be able to pass a performance test to a specific code or standard.

Tack Welders, also skilled workers, often help the welder by making small welds to hold parts in place. The tack weld must be correctly applied so that it is strong enough to hold the assembly and still not interfere with the finished welding.

Welding Operators, often skilled welders, operate machines or automatic equipment used to make welds.

Welders' Helpers are employed in some welding shops to clean slag and grind welds and help the welder.

Welder Assemblers, or welder fitters, position all the parts in their proper places and make them ready for the



(A)

Larry Jeffus



(B)

Larry Jeffus



(C)

Larry Jeffus

FIGURE 1-11 Amusement parks like Silver Dollar City in Branson, Missouri require a lot of talented welders to produce attractions such as these. (A) Fabricating an antique train engine to be used in a parade. (B) Air-powered guns for launching toy balls. (C) The Branson Belle paddleboat.

tack welders. These skilled workers must be able to interpret blueprints and welding procedures. They must also have knowledge of the effects of contraction and expansion of the various types of metals.

Welding Inspectors are often required to hold a special certification such as the one supervised by the American Welding Society known as Certified Welding Inspector

(CWI). To become a CWI, candidates must pass a test covering the welding process, blueprint reading, weld symbols, metallurgy, codes and standards, and inspection techniques. Vision screening is also required on a regular basis, once the technical skills have been demonstrated.

Welding Shop Supervisors may or may not weld on a regular basis, depending on the size of the shop. In addition to their welding skills, they must demonstrate good management skills by effectively planning jobs and assigning workers.

Welding Salespersons may be employed by supply houses or equipment manufacturers. These jobs require a broad understanding of the welding process as well as good marketing skills. Good salespersons are able to provide technical information about their products to convince customers to make a purchase.

Welding Shop Owners are often welders who have a high degree of skill and knowledge of small business management and prefer to operate their own businesses. These individuals may specialize in one field, such as hardfacing, repair and maintenance, or specialty fabrications, or they may operate as subcontractors of manufactured items. A welding business can be as small as one individual, one truck, and one portable welder, or as large as a multimillion-dollar operation employing hundreds of workers.

Welding Engineers design, specify, and oversee the construction of complex weldments. The welding engineer may work with other engineers in areas such as mechanics, electronics, chemicals, or civil engineering in the process of bringing a new building, ship, aircraft, or product into existence. The welding engineer is required to know all of the welding process and metallurgy, as well as to have good math, reading, communication, and design skills. This person usually has an advanced college degree and possesses a professional certification.

Related Welding Jobs The highest-paid welders are those who have the education and skills to read blueprints and do the required work to produce a weldment to strict specifications.

Large industrial firms employ workers who serve as support for the welders. These engineers and technicians must have knowledge of chemistry, physics, metallurgy, electricity, and mathematics. Engineers are responsible for research, design, development, and fabrication of a project. Technicians work as part of the engineering staff. These individuals may oversee the actual work for the engineer by providing the engineer with progress reports as well as chemical, physical, and mechanical test results. Technicians may also require engineers to build prototypes for testing and evaluation.

Another group of workers employed by industry does layouts or makes templates. These individuals have had drafting experience and have knowledge of operations such as punching, cutting, shearing, twisting, and forming,



Courtesy of ESAB Welding & Cutting Products

FIGURE 1-12 Numerical control oxygen cutting machine.

among others. The layout is generally done directly on the material. A template is used for repetitive layouts and is made from sheet metal or other suitable materials.

Some operators use handheld torches, and others are skilled operators of oxyfuel cutting machines. These machines range from simple mechanical devices to highly sophisticated, computer-controlled, multiple-head machines that are operated by specialists, **Figure 1-12**.

TRAINING FOR WELDING OCCUPATIONS

Generally, several months of training are required to learn to weld. To become a skilled welder, both welding school and on-the-job experience are required. Because of the diverse nature of the welding industry, no single list of skills can be used to meet every job's requirements. However, there are specific skills that are required of most entry-level welders. This text covers those skill requirements.

Some welding shops require that welders have proficiency in reading, writing, math, communication, and science, as well as good work habits and an acceptance of close supervision. Some welding jobs may also require a theoretical knowledge of welding, blueprint reading, welding symbols, metal properties, and electricity. A few of the jobs that require less skill can be learned after a few months of on-the-job training. The fabrication of certain alloys requires knowledge of metallurgical properties as well as the development of a greater skill in cutting and welding them.

JOB-RELATED SKILLS

In addition to welding skills, an entry-level welder must possess workplace skills such as teamwork, leadership, integrity, honesty, organizational skills, time management, understand the importance of workplace diversity, and the Equal Employment Opportunity law.

Robotics and computer-aided manufacturing (CAM) both require more than a basic understanding of the welding process; they require that the student be computer literate.

A young person planning a career as a welder needs good eyesight, manual dexterity, hand-and-eye coordination, and understanding of welding technology. For entry into manual welding jobs, employers prefer to hire young people who have high school or vocational training in welding processes. Courses in drafting, blueprint reading, mathematics, and physics are also valuable.

Beginning a Welding Career

Beginners in welding who have no training often start in manual welding production jobs that require minimum skill. Occasionally, they first work as helpers and are later moved into welding jobs. General helpers, if they show promise, may be given a chance to become welders by serving as helpers to experienced welders.

A formal apprenticeship is usually not required for general welders. A number of large companies have welding apprenticeship programs. The military has programs in welding at several of its installations.

Skill and technical knowledge requirements are higher in some industries. In the fields of atomic energy, aerospace,

and pressure vessel construction, high standards for welders must be met to ensure that weldments will withstand the critical forces that they will be subjected to in use.

Job Prospects

After two years of training at a vocational school or technical institute, the skilled welder may qualify as a technician. Technicians are generally involved in the interpretation of engineers' plans and instructions. Employment of welders is increasing rapidly for a number of reasons.

Many more skilled welders will be needed for maintenance and repair work in the expanding metalworking industries. The number of welders in production work is expected to increase in plants manufacturing sheet metal products, pressure vessels, boilers, railroads, storage tanks, air-conditioning equipment, ship yards, pipe lines, petrochemical plants, and all other areas of energy exploration and production. The construction industry will need an ever-increasing number of good welders as the use of welded steel buildings grows.

Before being assigned a job where service requirements of the weld are critical, welders usually must pass a certification test given by an employer. In addition, some localities require welders to obtain a license for certain types of outside construction.

THINK GREEN

All welding and cutting processes consume large quantities of energy and materials, and some produce environmental pollution. It is important that you always look at ways to minimize the impact these processes have on our environment. For example, if a spill occurs, notify your supervisor and clean it up promptly and properly. Always look for ways to be better stewards of our environment.

After welders, welding operators, or tack welders have received a certification or **qualification** by passing a standardized test, they are only allowed to make welds covered by that specific test. The welding certification is very restrictive; it allows a welder to perform only code welds covered by that test. Certifications are usually good for a maximum of six months unless a welder is doing code-quality welds routinely. As a student, you should check into the acceptance of a welding qualification test before investing time and possibly money in the test.



JOB-RELATED PERSONAL SKILLS

(3.3.1 LI Module 1 Occupational Orientation)

Job-related personal skills are important because people are hired based on their welding skills, but too often they may be later fired for not having good job-related personal skills. The material that follows is designed to give you some sense

of the various important job related personal skills that you need to be practicing daily. Some of these skills include teamwork, communication, problem solving, and technical reading.



Teamwork (3.3.1 LI Module 1: Key Indicator 2)

It is often necessary to collaborate and work as a team on large fabrications. Each individual working on a project has to work efficiently and effectively with the other team members.

Do not wait to be given instructions or be told what to do; a self-starting mindset and keeping busy by asking for more work when your task is completed, shows initiative and increases efficiency and productivity. If you need additional information, ask for help, but do not be a pest.

Welding can be a dirty occupation, and keeping your tools clean is important for safety and efficiency. You may want to have a clean change of clothes available if needed. From time to time, you may need to borrow tools from the tool room or from a coworker. Be sure that any borrowed tools are returned and are cleaner than when you received them and that they are in good working condition.

To effectively work as a team, distractions must be kept to a minimum. Clothing should not be offensive; tee shirts, hats, or clothes should be appropriate. Stay off your cell phone during work hours, and refrain from using profanity and discussing politics or religion. Horseplay is not considered appropriate in a work environment and can cause safety issues and decreased productivity.

A work environment should be courteous and respectful; be mindful of others.

It's important to have a good reputation on the job, so be careful not to use harsh words in haste by saying something you will regret later. And remember that you do not learn by talking but by listening.

PRACTICE 1-1

Working as a Team Member

Form a small group and have each member of the team fold a paper airplane using a standard 8.5-by-11 sheet of paper. As a group, decide which paper airplane will represent the group in a competition between your group and the other groups. The team must decide on how to select the one paper airplane that will be used in the competition.

All the teams must decide on how the competition is to be judged—i.e., is it the plane that flies the furthest, the one that is in the air the longest, the one that flies in the biggest loop, or the one that has the safest landing? Whatever the competition rules are, you must work as a member of your team and negotiate for the best rules that will benefit your team's entry.

As a team, write a short report describing how the competition worked, and include a sketch of the team's paper airplane. Turn your report in to your teacher. ♦

Communication

Communication can be formal or informal and can take several forms. For example, written communication can be given as detailed as in a Welding Procedure Specification or as informally as a handwritten note or email. Drawings can be detailed blueprints or quick sketches on the part with soapstone or on a pad of paper with a pencil. You may even see drawings made on the floor with soapstone when parts are being laid out. Verbal communication can be part of a company meeting where new company policies and procedures are presented. Communication can also be as simple as two or more coworkers discussing what has to be done next.

All communication is crucial to the success of any project. While many welding tasks are individually completed, many tasks are part of a larger project. The specifications, requirements, measurements, and other factors need to be communicated to all members working on a project so that the project runs smoothly and is completed accurately and on time. Communication should be as brief and specific as necessary to convey understanding in any situation.

Verbal communication may happen quickly in a shop or work environment and is likely to be the most common means of communication between workers. Sometimes it may be difficult to hear verbal instructions because of the noise level in the shop environment. If you are not sure what you were told, repeat it back to verify what you think you heard. Verbal instructions may also include receiving directions for work assignments, asking for assistance from coworkers, and describing welding progress to managers.

Written communication is used to record information or relay it in an easily understood method. Welders may be required to update reports and record data for invoices and time spent on projects. Written communication also may involve specific parameters for a project; updates to a plan; and completing required forms for safety, materials, or project reports.

You may be asked to take a leadership role. Leadership requires you to be an effective communicator with coworkers, management, and possibly the welding engineer. Leaders need to communicate in a positive, constructive, clear, and concise manner to ensure good morale.

PRACTICE 1-2

Communication to a Group

Form a small group, and take turns leading a discussion of a topic that your instructor has recently covered in class. Use the whiteboard or paper to make sketches or diagrams as needed to help illustrate your topic. Make sure everyone in your group has had his or her turn.

Following the discussions, each group member writes a paragraph to communicate to the instructor what was discussed. Turn in your written communication paper to your instructor. ♦

Problem Solving

As a welder, there will be many types of problems to solve. In these situations, the ability to use an adaptive thinking process is important as well as an important skill that will set you apart to your employers. Each welding project may have unique challenges that must be overcome in order to complete the task or work, requiring welders to have the ability to adapt their thinking to solve different and unique problems.

Critical thinking is the process of being able to objectively analyze and evaluate a problem or issue. Being able to be objective and logical enables facts to guide the thinking process. An effective welder must be able to solve problems without constant direction and guidance from managers and supervisors.

Problem solving is the brainstorming process used to create different solutions to one problem. Once several solutions are identified, evaluation is used to narrow the solution by which is the most reasonable and practical method. For welders, this could mean identifying multiple—or developing the best—welding procedures for a given weld requirement.

Planning and organization is developing logical systems and procedures to get a task completed. This skill is important as it helps to break down and plan processes needed to complete a job efficiently. A foreman or supervisor may divide a large welding project into smaller jobs or by putting more skilled welders on difficult welds and less skilled welders on easier tasks.

Researching means being able to seek information that is needed to understand a problem better. Finding relevant information could include using the Internet, product manuals, MSDS sheets, textbooks, or other references. As a welder, knowing how to find useful information for a project or job will produce a better weld and product.

Be Sure Not to Fall into the Red Car Trap If I tell you whatever you do, don't think of a red car, the first thing that everyone does is picture a red car. Sometimes when trying to solve a complex problem you can be swayed by the "red car syndrome." That is where someone makes a suggestion that subconsciously can become a barrier to your contemplating other solutions. The best way to avoid that trap is to realize that you have been "had" by the red car and move on beyond that in your thought processes.

Reading and Understanding Text

(3.3.1 LI Module 1: Key Indicator 4)

Welders are required to read and understand a variety of written material such as safety precautions, text assignments, and codes and standards. In some cases, you will be giving the material a quick scan to locate specific information. Scanning is a reading technique where you quickly look over printed material to gain an overview while looking for a specific piece of information. For example, you might be looking through a manufacturer's equipment

manual to locate the recommended machine setting for a specific welding task. In this case, you might flip through the entire manual in less than a minute. However, if you are reading the entire text for comprehension and understanding, you might spend the better part of an hour going through the same manual.

In this section, you will be asked to perform reading tasks such as scanning text for information, reading text for learning, and evaluating text for comprehension.

PRACTICE 1-3

In this practice, you will scan Chapter 1 and identify two occupational opportunities in welding. Write the page number where you found this information. ♦

PRACTICE 1-4

In this practice, you will scan Chapter 2 and identify three face and eye PPEs. Write the page number where you found this information. ♦

PRACTICE 1-5

In this practice, you will scan Chapter 2 and locate the correct term for a GFI device. Write the page number where you found this information. ♦

PRACTICE 1-6

In this practice, you will scan Chapter 28 to locate the heading for Tubular Wire and then read that section to learn about the AWS abbreviation for tubular wires. Write the page number where you found this information. ♦

PRACTICE 1-7

In this practice, you will use the index to locate the submerged arc welding material. Scan the material to locate the advantages of SAW, and then read that section to learn its advantages. Write the page number where you found this information. ♦

PRACTICE 1-8

In this practice, you will use the glossary to locate the terms *reducing atmosphere* and *reducing flame* to understand the differences between these two similar terms. Write the page number where you found this information. ♦

PRACTICE 1-9

In this practice, you will use the index to locate the submerged arc welding material. Locate in Chapter 1 the section on Thermal Cutting Processes. Compare and contrast the processes. Write the page number where you found this information. ♦

Punctuality

Punctuality is a work-related trait that is easy for your boss to notice. You need to demonstrate to your boss that you enjoy your job and are interested in working for the company by being on time, being ready to work, having all your tools, etc. Texting, talking, or web surfing on your phone doesn't count as being ready and willing to work. In fact, it can be a major distraction, and distractions can lead to accidents.

It is important that you be punctual for work. That includes arriving in the morning at least 15 or 20 minutes before work begins so that you can be ready to start work promptly. It is not fair to your coworkers for you to dally around after the workday has begun as you are looking for your tools or getting ready to work. Use the time before work to take care of any personal needs such as finishing the last few sips of coffee or bites of your breakfast sandwich and getting ready to start work immediately on time.

Being punctual also includes getting back to work immediately following scheduled breaks and lunch. Don't wait until it is time to be back at your workstation before leaving the break or lunch area; start back early to be on time even if other workers are still hanging around.

Another key aspect of punctuality is not rushing the time clock; don't stop work and start cleaning up well before the end of your shift. Your work should stop at quitting time and not earlier.

Missing Work

It is important that you show up at work every day ready and willing to work. The company is counting on you being there to get your job done so that it can deliver the parts that you have been working on to the customer. When you are absent from work, your job may not get done, which can delay delivery to the customer. The company's reputation can be seriously damaged if it is not able to deliver the goods on time. In many cases, production contracts have penalty clauses that can cost the company significant financial losses if the schedule is not met. Absences can cause lost productivity and potential lost contracts for the company and lost earnings.

You need to be aware of the company policy regarding missing work. Most policies require that you notify your supervisor or the personnel office if you are going to be out of work or late to work. Failing to notify the company or accruing excessive absences can result in your termination. Everyone has unexpected things happen, and sometimes they can interfere with your ability to get to work or be on time. If this happens to you or you are sick, be prompt in talking with your employer so they might be able to find a replacement or at least know they are going to be short-handed for the day. Letting them know early can let them make schedule changes to work around your not being there.

Being at work is important, but if you are truly sick, you should stay home to minimize the risk of infecting

coworkers. Welding can be a hazardous profession, and being sick or taking cold medication can make you less attentive, which can result in your being injured in an accident.

From time to time, everyone has to miss work for illness, family, doctor's appointments, car trouble, etc. The most important thing is to have a plan so that you can minimize the impact on yourself, your coworkers, and your company.

PRACTICE 1-10

Missing Class

Write a detailed plan as if you were an employee of a company to let your instructor know if you are going to miss class. Include in your plan various scenarios such as car trouble, childcare, illness, appointments, etc., and what actions you might take to make it to class or notify your instructor of your impending absence. Be sure your plan complies with your school's rules and regulations regarding absenteeism.

Turn in your plan to your instructor. ♦

Continued Education

After you graduate or complete your welding program, you need to continue to learn. In order to stay up with the latest technologies and advancements in welding and manufacturing, it requires dedication on your part. You can continue your education by taking classes or attending seminars put on by companies or professional organizations. A good source of current welding technologies is the American Welding Society's *Welding Journal*.

Being willing and able to learn how to apply new technology is a valuable skill in today's workplace that employers look for and need in employees. Continuing your education can be a major consideration for advancement within your company. It shows that you have a true passion for welding and take pride in your work.

AWS SENSE WELDER CERTIFICATION

The **American Welding Society (AWS)** has developed two levels of certification for welders. The first level, Entry-Level Welder, is for the beginning welder, and Level II is for the more skilled welders. The AWS Schools Excelling through National Skills Standards Education (SENSE) certifications have gained widespread acceptance by the industry. SENSE certifications allow welders to demonstrate their skills on a standard welding test.

The AWS SENSE guidelines have been established as the minimum skill standards according to AWS QC10 Specifications for Qualification and Certification for Entry-Level I Welders and according to AWS QC11 Specifications for Qualification and Certification for Level II—Advanced Welders.

Schools that become Participating Organizations of the AWS SENSE program can forward the records of students who have passed the required knowledge test and one or more workmanship standard to the AWS. The AWS will then post the students' information on the National Registry of SENSE Program Welders. The National Registry is a web-based program available to employers looking for skilled welders.

LEVEL I QUALIFICATION PROCEDURES

The Entry Level Welder SENSE program is divided into nine modules. The first three modules relate to practical knowledge that is common to all areas of welding and that welders must have to succeed in the welding field. Modules 4 through 7 relate to welding performance (skills) in each of the major welding processes.

Documentation must be kept for all the knowledge tests and workmanship tests. Examples of forms that can be used for student record keeping can be found in Appendixes I, II, and III.

Practical Knowledge Qualification—Written Test

The three areas covered in the knowledge modules are: Module 1, Occupational Orientation; Module 2, Safety and Health of Welders; and Module 3, Drawing and Welding Symbol Interpretation. The chapters in this textbook that relate to these performance qualifications areas are listed in **Table 1-2**.

As part of the qualification process students must pass a closed book test regarding Module 2 (Safety and Health of Welders) with minimum grade of 90%. Closed book test regarding material covered in Modules 1 and 3 must be passed with a minimum grade of 70%.

Performance Qualification—Workmanship Samples and Test Plates

Each of the four major welding processes are covered in Modules 4 through 7: Module 4, Shielded Metal Arc Welding (SMAW) Principles and Practices; Module 5, Gas Metal Arc Welding (GMAW, GMAW-S) Principles and Practices; Module 6, Flux Cored Arc Welding (FCAW, FCAW-G/GM) Principles and Practices; and Module 7, Gas Tungsten Arc Welding (GTAW) Principles and Practices. The chapters in this textbook that relate to these performance qualifications areas are listed in **Table 1-3**.

Each of the welding performance qualification workmanship tests has a list of acceptable limits for discontinuities that must be met for the student to pass. Students can pass one or more of the workmanship qualification standard welding tests.

Learning Module or Unit	Competency	Written	Visual	Destructive	Competency Achieved by
Module 1	Occupational Orientation	N/A	N/A	N/A	Instructor/Advisor observation
Module 2	Safety and Health of Welders	Yes	N/A	N/A	Written Test Score 100% minimum
Module 3	Drawing and Welding Symbol Interpretation	Yes	N/A	N/A	Written Test Score 75% minimum
Module 4	Shielded Metal Arc Welding (SMAW)	Yes	Yes	Yes	Written Test Score 75% minimum Visual Inspection Passed Destructive Test Passed
Module 5	Gas Metal Arc Welding (GMAW, GMAW-S)	Yes	Yes	N/A	Written Test Score 75% minimum Visual Inspection Passed
Module 6	Flux Cored Arc Welding (FCAW-G/GM, FCAW-S)	Yes	Yes	N/A	Written Test Score 75% minimum Visual Inspection Passed
Module 7	Gas Tungsten Arc Welding (GTAW)	Yes	Yes	N/A	Written Test Score 75% minimum Visual Inspection Passed
Module 8	Thermal Cutting Processes	Yes	Yes	N/A	Written Test Score 75% minimum Visual (see below)
Unit 1	Manual Oxyfuel Gas Cutting (OFC)	Yes	Yes	N/A	Included in Module 8 Test
Unit 2	Mechanized Oxyfuel Gas Cutting (OFC)	Yes	Optional	N/A	Included in Module 8 Test
Unit 3	Manual Plasma Arc Cutting (PAC)	Yes	Yes	N/A	Included in Module 8 Test Visual Inspection Passed
Unit 4	Manual Air Carbon Arc Cutting (CAC-A)	Yes	Optional	N/A	Included in Module 8 Test
Module 9	Welding Inspection and Testing	Yes	N/A	N/A	Written Test Score 75% minimum

TABLE 1-2 AWS SENSE Knowledge Subjects for Level I Entry-Level Welder Qualification

Level 1 Module	Welding Process	Chapter Number(s)
4	SMAW	3, 4, 5, and 6
5	GMAW & GMAW-S	10, 11, 14, and 15
6	FCAW-S & FCAW-G	12, 13, 14, and 15
7	GTAW	16, 17, 18, and 19
8 Unit 1	OFC Manual	7
8 Unit 2	OFC Machine	7
8 Unit 3	PAC	8
8 Unit 4	CAC-A	9
9	Inspection and Testing	6, 15, 19, and 24

TABLE 1-3 AWS SENSE Performance Skills for Level I Entry-Level Welder Qualification

The welding practices in this textbook that are based on these SENSE standards are identified as “AWS SENSE Level I.” The practices are set up in the same way as a Welding Procedure Specification (WPS) for SMA welding

of plate and pipe. The welding and testing procedures are in accordance with the AWS QC10 standards.

Thermal Cutting Principles and Practices

Module 8, Thermal Cutting Principles and Practices, is divided into four units, with each covering different types of thermal cutting: Unit 1, Manual Oxyfuel Gas Cutting (OFC); Unit 2, Mechanized Oxyfuel Gas Cutting (OFC); Unit 3, Plasma Arc Cutting (PAC); and Unit 4, Air Carbon Arc Cutting (CAC-A). The chapters in this textbook that relate to these performance qualifications areas are listed in Table 1-3.

Welding Inspection and Testing Principles and Practices

Module 9 covers two main areas of inspection and testing. The first covers the examination of cut surfaces and edges of prepared base metal parts. The second covers the examination of tack welds, intermediate welding layers, and completed welds, Table 1-3.

LEVEL II ADVANCED WELDER QUALIFICATION

Level II Advanced Welding Qualifications are divided into two sections: Knowledge Subjects, which require students to be tested, and Performance Testing, which requires students to pass a welding skill test, **Table 1-4**. For Level II, the students must pass the safety test with a grade of at

least 90% and the other knowledge areas with a grade of at least 75%.

The welding practices in this textbook that are based on these SENSE standards are identified as “AWS SENSE Level II.” The practices are set up in the same way as a Welding Procedure Specification (WPS) for SMA welding of plate and pipe. The welding and testing procedures are in accordance with the AWS QC11 standards.

AWS SENSE Level II—Advanced Welder Compulsory Modules					
Module	Prerequisite	Practical Knowledge Exam	NDE	Destructive	Competency Achieved by
1. Trade Math	None	Yes	NA	NA	Practical knowledge exam score 75%
2. Welding Metallurgy	None	Yes	NA	NA	Practical knowledge exam score 75%
3. Welding Inspection & Testing Methods	Level I Welding Inspection & Testing	Yes	Yes (Visual, Liquid Penetrant)	Yes (Fillet Break, Macroetch ^a)	Practical knowledge exam score 75% Fillet break, liquid penetrant tests, and visual examination completed
4. Documents Governing Welding & Welding Inspection	None	Yes	NA	NA	Practical knowledge exam score 75%
5. Thermal Cutting Processes	Level I Thermal Cutting Processes	Yes	Yes (Visual)	NA	Practical knowledge exam score 75% Visual examination passed
AWS SENSE Level II—Advanced Welder Optional Plate Modules					
6. SMAW Plate	SMAW Level I	Yes	Yes (Visual)	Yes ^a	Practical knowledge exam score 75% Visual inspection passed Destructive test passed ^a (QC7 Cert optional)
8. GMAW Plate	GMAW Level I	Yes	Yes (Visual)	Yes ^a	Practical knowledge exam score 75% Visual inspection passed Destructive test passed ^a (QC7 Cert optional)
10. FCAW Plate	FCAW Level I	Yes	Yes (Visual)	Yes ^a	Practical knowledge exam score 75% Visual inspection passed Destructive test passed ^a (QC7 Cert optional)
12. GTAW Plate	GTAW Level I	Yes	Yes (Visual)	Yes ^a	Practical knowledge exam score 75% Visual inspection passed Destructive test passed ^a (QC7 Cert optional)

TABLE 1-4 AWS SENSE Knowledge Subjects for Level 2 Advanced Welders

(continued)

Module	Prerequisite	Practical Knowledge Exam	NDE	Destructive	Competency Achieved by
AWS SENSE Level II—Advanced Welder Optional Pipe Modules					
7. SMAW Pipe	SMAW Level I SMAW Level II Plate	Yes ^a	Yes (Visual)	Yes ^b	Practical knowledge exam score 75% Visual inspection passed Destructive test passed ^a (QC7 Cert optional)
9. GMAW Pipe	GMAW Level I GMAW Level II Plate	Yes ^a	Yes (Visual)	Yes ^b	Practical knowledge exam score 75% Visual inspection passed Destructive test passed ^a (QC7 Cert optional)
11. FCAW Pipe	FCAW Level I FCAW Level II Plate	Yes ^a	Yes (Visual)	Yes ^b	Practical knowledge exam score 75% Visual inspection passed Destructive test passed ^a (QC7 Cert optional)
13. GTAW Pipe	GTAW Level I GTAW Level II Plate	Yes ^a	Yes (Visual)	Yes ^b	Practical knowledge exam score 75% Visual inspection passed Destructive test passed ^a (QC7 Cert optional)

^aThe pipe practical knowledge exam is generic to all pipe welding processes.

^bRadiographic Examination (RT) accepted in lieu of destructive testing.

TABLE 1-4 (Continued)

SKILLSUSA

Each year SkillsUSA sponsors a series of welding skill competitions for its student members. Students can begin by joining their local SkillsUSA chapter. They can then compete in local, regional, and state competitions. Each time, the students with the best welding skills and knowledge can advance to the next level of competition. Contestants are challenged with a written test and must show their proficiency in welding and fabrication. There is a national SkillsUSA Olympics competition held each year in Kansas City, Missouri. The winners at the national competition can then go on to the International Skill Olympics. The international competition is held in a different country each year. Like most professional organizations, SkillsUSA emphasizes community service and citizenship as key components to the philosophy of the organization.

EXPERIMENTS AND PRACTICES

A number of the chapters in this book contain both experiments and practices. These are intended to help you develop your welding knowledge and skills.

The experiments are designed to allow you to see what effect changes in the process settings, operation, or techniques have on the type of weld produced. The knowledge gained from the experiments will help you troubleshoot welding problems. When you try an experiment, you should observe and possibly take notes on how the change affected the weld. Often as you make a weld, it will be necessary for you to make changes in your equipment settings or your technique to ensure you are making an acceptable weld. By watching what happens when you make the changes in the welding shop, you will be better prepared to decide on changes required to make good welds on the job.

It is recommended that you work in a small group as you try the experiments. When trying the experiments in a small group, one person can be welding, one can be adjusting the equipment, and the others can be recording the machine settings and weld effects. This also allows you to watch the weld change more closely if someone is welding as you look on. Then, as a group member, changing places will reinforce your learning.

The practices are designed to build your welding skills. Each practice tells you in detail what equipment, supplies, and tools you will need as you develop the specific skill. In most chapters, the practices are easy in the beginning and become progressively harder. Welding is a skill that requires you to develop in stages from the basic to the more complex.

Each practice gives the evaluation or acceptable limits for the weld. All welds have some discontinuities, but if they are within the acceptable limits, then they are not defects. Instead, they are called flaws. As you practice your welding, keep in mind the acceptable limits so that you can progress to the next level when you have mastered the process and weld you are working on.

WELDING VIDEO SERIES

Cengage Learning, in cooperation with the author, has produced a series of videotapes. Each of the four tape sets covers specific equipment setup and operation for welding, cutting, soldering, or brazing. When there are specific skills shown both in this textbook and on a videotape, you will see a framed shot from the video, as shown in **Figure 1-13**. Reading the material, watching the video, and practicing should help you to develop your welding skills more rapidly.

METRIC UNITS

Both standard and metric (SI) units are given in this text. The SI units are in parentheses () following the standard unit. When nonspecific values are used—for example, “set the gauge at 2 psig” where 2 is an approximate value—the SI units have been rounded to the nearest whole number. Rounding occurs in these cases to agree with the standard value and because whole numbers are easier to work with. The only time that SI units are not rounded is when the standard unit is an exact measurement.

Often students have difficulty understanding metric units because exact conversions are used even when the standard measurement was an approximation. Rounding the metric units makes understanding the metric system much easier, **Table 1-5**. Estimating the approximate conversion from one unit type to another makes it possible



FIGURE 1-13 This GMA welding can be seen in the Gas Metal Arc Welding video series on tape 2.

1/4 inch = 6 mm
1/2 inch = 13 mm
3/4 inch = 18 mm
1 inch = 25 mm
2 inches = 50 mm
1/2 gal = 2 L
1 gal = 4 L
1 lb = 1/2 K
2 lb = 1 K
1 psig = 7 kPa
1°F = 2°C

TABLE 1-5 Conversion Approximations

to quickly have an idea of how large or heavy an object is. When estimating a conversion, it is not necessary to be concise.

By using this approximation method, you can make most standard-to-metric conversions in your head without needing to use a calculator.

Once you have learned to use approximations for metric, you will find it easier to make exact conversions whenever necessary. Conversions must be exact in the shop when a part is dimensioned with one system's units and the other system must be used to fabricate the part. For that reason you must be able to make those conversions. **Tables 1-6** and **1-7** are set up to be used with or without the aid of a calculator. Many calculators today have built-in standard–metric conversions. Of course, it is a good idea to know how to make these conversions with and without these aids. Practice making such conversions whenever the opportunity arises.