

BỘ LAO ĐỘNG - THƯƠNG BINH VÀ XÃ HỘI
TỔNG CỤC DẠY NGHỀ

GIÁO TRÌNH

Tên mô đun: Tiếng Anh chuyên ngành

**NGHỀ: KỸ THUẬT MÁY LẠNH VÀ
ĐIỀU HÒA KHÔNG KHÍ**

TRÌNH ĐỘ: CAO ĐẲNG NGHỀ

*Ban hành kèm theo Quyết định số: 120 /QĐ – TCDN Ngày 25 tháng 2 năm
2013 của Tổng cục trưởng Tổng cục dạy nghề*



Hà Nội, Năm 2013

TUYÊN BỐ BẢN QUYỀN

Tài liệu này thuộc loại sách giáo trình nên các nguồn thông tin có thể được phép dùng nguyên bản hoặc trích dùng cho các mục đích về đào tạo hoặc tham khảo.

Mọi mục đích khác mang tính lệch lạc hoặc sử dụng với mục đích kinh doanh thiếu lành mạnh sẽ bị nghiêm cấm.

LỜI GIỚI THIỆU

Cùng với công cuộc đổi mới công nghiệp hóa và hiện đại hóa đất nước, kỹ thuật lạnh đang phát triển mạnh mẽ ở Việt Nam. Tủ lạnh, máy lạnh thương nghiệp, công nghiệp, điều hòa nhiệt độ đã trở nên quen thuộc trong đời sống và sản xuất. Các hệ thống máy lạnh và điều hòa không khí phục vụ trong đời sống và sản xuất như: chế biến, bảo quản thực phẩm, bia, rượu, in ấn, điện tử, thông tin, y tế, thể dục thể thao, du lịch... đang phát huy tác dụng thúc đẩy mạnh mẽ nền kinh tế, đời sống đi lên.

Cùng với sự phát triển kỹ thuật lạnh, việc đào tạo phát triển đội ngũ kỹ thuật viên lành nghề được Đảng, Nhà nước, Nhà trường và mỗi công dân quan tâm sâu sắc để có thể làm chủ được máy móc, trang thiết bị của nghề.

Đi đôi với sự phát triển về kỹ thuật là sự hòa nhập của tri thức. Trong kỹ thuật lạnh việc sử dụng Tiếng Anh, nhất là Tiếng Anh chuyên ngành là một đòi hỏi rất cấp bách. Tất cả các catalog trong máy móc của kỹ thuật lạnh đều sử dụng tiếng Anh. Bởi vậy việc trang bị cho học sinh, sinh viên của nghề **KỸ THUẬT MÁY LẠNH VÀ ĐIỀU HÒA KHÔNG KHÍ** vốn kiến thức Tiếng Anh chuyên ngành được biên soạn.

Giáo trình “Tiếng Anh chuyên ngành” được biên soạn dùng cho chương trình dạy nghề **KỸ THUẬT MÁY LẠNH VÀ ĐIỀU HÒA KHÔNG KHÍ** cho hệ Cao đẳng nghề và Trung cấp nghề.

Nội dung của giáo trình cung cấp các kiến thức cơ bản nhất về Tiếng Anh dùng trong Kỹ thuật lạnh ở phần lắp đặt, bảo dưỡng, sửa chữa các hệ thống lạnh cơ bản nhất.

Cấu trúc của giáo trình gồm 7 bài về 7 chủ điểm khác nhau. Mỗi bài có các phần chính: Reading comprehension, Language work, Translation, Vocabulary and Further reading mỗi bài được thiết kế một cách chặt chẽ, giới thiệu yêu cầu thảo luận, đọc, cấu trúc ngữ pháp và một số hoạt động hỗ trợ.... nhằm phát huy các kỹ năng cơ bản của Học sinh, **Sinh viên**, tạo điều kiện cho Học sinh, **Sinh viên** phát triển các kỹ năng, đặc biệt là kỹ năng đọc, dịch, nói và viết.

Reading comprehension: Phần này giúp Học sinh, **Sinh viên** phát triển kỹ năng đọc, dịch về các chủ đề từ đơn giản đến phức tạp liên quan đến lĩnh vực kỹ thuật máy lạnh và điều hoà không khí, qua đó Học sinh, **Sinh viên** có thể làm giàu vốn từ vựng của mình.

Language work: Phát triển kỹ năng viết cho Học sinh, **Sinh viên** về các chủ đề liên quan đến từng bài học, đồng thời phát triển kỹ năng làm việc theo cặp, theo nhóm và giúp Học sinh, **Sinh viên** tự tin sử dụng vốn từ đã học trong giao tiếp.

Translation: Phát triển kỹ năng dịch cho Học sinh, **Sinh viên** đồng thời củng cố vốn từ vựng và các hiện tượng ngữ pháp thường dùng trong ngữ cảnh chuyên ngành kỹ thuật máy lạnh và điều hoà không khí.

Vocabulary: Cung cấp cho Học sinh, **Sinh viên** những thuật ngữ cần thiết liên quan đến chủ điểm của mỗi bài học. Đồng thời giúp Học sinh, **Sinh viên** củng cố và ghi nhớ các thuật ngữ đó.

Further reading: Phần này giúp Học sinh, **Sinh viên** có thể tự củng cố và mở rộng vốn từ vựng, đồng thời phát triển kỹ năng đọc, dịch ở nhà.

Chắc chắn giáo trình không tránh khỏi thiếu sót. Chúng tôi mong nhận được ý kiến đóng góp để giáo trình được chỉnh sửa và ngày càng hoàn thiện hơn.

Mọi ý kiến đóng góp xin gửi về Khoa tiếng Anh không chuyên Trường Đại học Công nghiệp Hà Nội

Xin trân trọng cảm ơn!

Hà Nội, ngày 15 tháng 1 năm 2013

Tham gia biên soạn

Chủ biên: Nguyễn Ngọc Đức

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TÊN MÔ ĐƠN: TIẾNG ANH CHUYÊN NGÀNH

Mã mô đơn: MĐ 26

Vị trí, tính chất, ý nghĩa và vai trò của mô đơn:

+ Mô đơn tiếng Anh chuyên ngành là môn học áp dụng trong các khối đào tạo về kỹ thuật cụ thể và thường được thường được bố trí thực hiện sau khi học sinh đã học xong phần tiếng Anh không chuyên 1, 2;

+ Là mô đơn bắt buộc.

Mục tiêu của mô đơn:

- củng cố lại kiến thức và kỹ năng mà sinh viên đã được học ở học phần tiếng Anh không chuyên 1, 2

- Phân tích và mở rộng các cấu trúc ngữ pháp và từ vựng chuyên ngành kỹ thuật máy lạnh và điều hòa không khí thông dụng, chú ý tới các yếu tố liên kết văn bản tiếng Anh

- Nhớ được từ vựng về chuyên ngành kỹ thuật máy lạnh và điều hòa không khí (300 thuật ngữ)

- Phát triển các kỹ năng theo một hệ thống các chủ điểm gắn liền với các hoạt động chuyên ngành về Kỹ thuật máy lạnh và điều hòa không khí, đặc biệt phát triển kỹ năng đọc, dịch hiểu

- Xây dựng và rèn luyện các kỹ năng học tập ngoại ngữ đồng thời hình thành và phát triển khả năng độc lập suy nghĩ và sáng tạo trong giao tiếp bằng tiếng Anh cho sinh viên

- Phát triển kỹ năng làm việc theo cặp, theo nhóm

- Định hướng được tầm quan trọng của tiếng Anh trong cuộc sống và trong công việc tương lai

- Rèn luyện tính cẩn thận, chính xác trong quá trình làm việc

- Rèn luyện tính khoa học, tính sáng tạo trong giao tiếp.

Nội dung của mô đơn:

Số TT	Các bài trong mô đơn	Thời gian			
		Tổng số	Lý thuyết	Thực hành	Kiểm tra*
	Unit 1: Fundamentals Reading comprehension: Language work: Translation: Vocabulary: Further reading:	6	3	3	

2	Unit 2: Compressors Reading comprehension: Language work: Translation: Vocabulary: Further reading:	6	3	3	
3	Unit 3: Installation and construction Reading comprehension: Language work: Translation: Vocabulary: Further reading:	6	3	3	
4	Progress test 1 Reading comprehension: Language work: Translation: Vocabulary: Further reading:	1			1
5	Unit 4: Commissioning and maintance Reading comprehension: Language work: Translation: Vocabulary: Further reading:	6	3	3	
6	Unit 5: Air-conditioning Reading comprehension: Language work: Translation: Vocabulary: Further reading:	6	3	3	
7	Unit 6: Heat pumps and heat recovery Reading comprehension: Language work: Translation: Vocabulary: Further reading:	6	3	3	

8	Unit 7: Careers and job aids Reading comprehension: Language work: Translation: Vocabulary: Further reading:	6	3	3	
9	Progress test 2 Reading comprehension: Language work: Translation: Vocabulary: Further reading:	1			1
10	Revision Reading comprehension: Language work: Translation: Vocabulary: Further reading:	1		1	
	Cộng	45	21	22	2

UNIT 1: FUNDAMENTALS

Mã bài: MĐ26 - 01

PART 1: READING COMPREHENSION:

1.1. Reading text: Fundamentals:

A. FUNDAMENTAL OF AIR CONDITIONER:

1. What is air conditioning?

An air conditioning is defined as the process of treating air so as to control simultaneously its humidity, cleanness, distribution as well as temperature to meet the requirement or the conditioned space. It is a part of refrigeration in a wide sense.

2. Basic principles of air - conditioning

Most air conditioner uses the evaporation of a refrigerant, like Freon, to provide cooling. The mechanics of the Freon evaporation cycle are the same as in an air conditioner. Air conditioning systems are based on four principles. First, the compressor compresses cool Freon gas, causing it to become hot, high-pressure Freon gas (red in the diagram above). Second, this hot gas runs through a set of coils so it can dissipate its heat, and it condenses into a liquid. Third, the Freon liquid runs through an expansion valve, and in the process it evaporates to become cold, low-pressure Freon gas (light blue in the diagram above). Fourth, this cold gas runs through a set of coils that allow the gas to absorb heat and cool down the air inside the building.

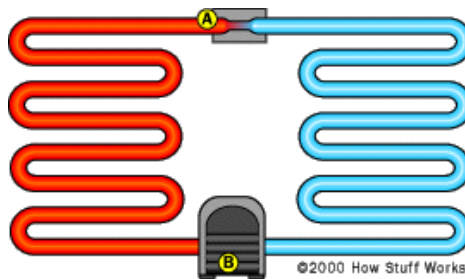


Figure 1 Diagram of a typical air conditioner

Most air conditioning systems have five mechanical components such as a compressor, a condensor, an evaporator coil, a blower and a chemical refrigerant.

B. FUNDAMENTAL OF REFRIGERATOR:

1. What is refrigeration?

Refrigeration is defined as the process of reducing and remaining the temperature of a space or material below the temperature of a space or material below the temperature of the surroundings.

2. Refrigerants

Refrigerants are fluids that change their state upon the application or removal of heat within a system and, in this act of change, absorb or release heat to or from an area or substance. Fluid which is suitable for as a refrigerant need to have the following properties including: inexpressive, non explosive, non poisonous, non flammable, non corrosive, stable (inert), high latent heat of vaporization, easy to vaporize and condense and easy to detect leaks. Today fluorinated hydrocarbon refrigerants are being used almost exclusively in air-conditioning system.

3. Basic principles of refrigeration

The principle of refrigeration is to remove heat from one area (i.e inside your fridge) and locate it to another area (i.e. outside of your fridge). Air is not brought in from the outside of the fridge the heat is absorbed by the evaporator inside the fridge which has refrigerant inside it, this refrigerant at low pressure is at low temperature inside the evaporator so the heat from the product inside the fridge is absorbed by the evaporator which has a fan to circulate the air around the fridge. Then the refrigerant is pushed around the pipe work by the compressor to the condenser where the refrigerant is hot from the heat out of the fridge. The outside air is absorbed by the ambient air so when coming back into the evaporator, it can absorb more heat and expel it into the ambient air. Normally a refrigeration system consists of 5 main components: a compressor, a condenser, an expansion device or capillary tube and an evaporator.

The mechanics of the Freon evaporation cycle are the same as in an air conditioner. Air conditioning systems are based on four principles. First, the compressor compresses cool Freon gas, causing it to become hot, high-pressure Freon gas (red in the diagram above). Second, this hot gas runs through a set of coils so it can dissipate its heat, and it condenses into a liquid. Third, the Freon liquid runs through an expansion valve, and in the process it evaporates to become cold, low-pressure Freon gas (light blue in the diagram above). Fourth, this cold gas runs through a set of coils that allow the gas to absorb heat and cool down the air inside the building.

1.2. Comprehension check:

* Task 1: Choose A, B, C or D which best completes each sentence:

1. Refrigerants are being used almost exclusively in today air - conditioning system such as

A. water

- B. fluorinated hydrocarbon
- C. methyl chloride
- D. air

Answer: **B**

2. In the third principle of air conditioning systems, the hot gas runs through..... before evaporating to become cold, low-pressure Freon gas.

- A. a set of coils
- B. evaporator coil
- C. capillary tube
- D. expansion device

Answer: **A**

* Task 2: Indicate whether the sentence or statement is true or false .WRITE (T) OR (F):

1. When two substances of different temperatures are brought in contact with each other, heat will flow from the colder substance to the warmer substance.

Answer: **F**. Because heat always transfers from the hotter object to the colder object.

2. Freon in the compressor remains in the gas state.

Answer: **T**

3. When a gas is compressed, it heats up, but when a gas expands, it cools down.

Answer: **T**

4. The warm gas passed through the condenser, where it heats the surroundings and cools the down.

Answer: **T**

5. There are 4 major components in a refrigerator such as a compressor, a condenser, an expansion device.

Answer: **F**

* Task 3: Answer the questions:

1. How does air - conditioning work?
2. What are four basic principles of refrigeration?
3. Which properties does a refrigerant need to have?
4. How many principles are air - conditioning system based on?
5. What refrigerants are widely used in today air - conditioning system?

PART 2: LANGUAGE WORK:

Grammar: Present simple

Form: Present Simple Tense

(+) Positive: S + V- infinitive + O

S + V(s/es)+ O

(-) Negative: S + don't + V-infinitive + O

S + doesn't + V-infinitive + O

(?) Question:

+ Yes/No question:

Do/Does + S + V-infinitive + O?









+ Wh-question:

Wh- + do/does + S + V-infinitive +O?

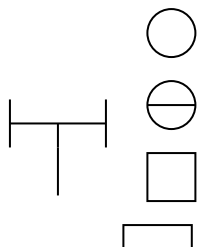
Practice:

* Task 1: Describing shapes

+ Study these nouns and adjectives for describing the shapes of objects:

	noun	adjective	shape	noun	adjective
onal			3 dimensional		
	circle	circular		sphere	spherical
	semi-circle	semi-circular		cylinder	cylindrical
	square	square		tube	tubular
	rectangle	rectangular		—	rectangular
lines			edges		
		straight			rounded
		curved			pointed

+ Describe the shapes of the following objects as examples:

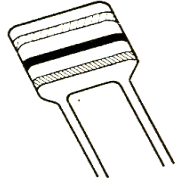


A square wave

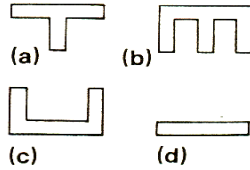


An H - shaped antenna

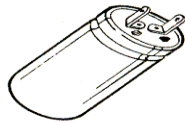
a saw - tooth wave



1. A ceramic capacitor



2. Transformer laminations



3. an electrolytic capacitor



4. an antenna



5. a magnet



6. a cable conduit



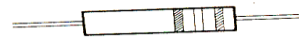
7. a carbon brush



8. a capacitor



9. a motor pole shoe



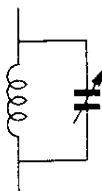
10. a resistor

* Task 2: Describing position and connection:

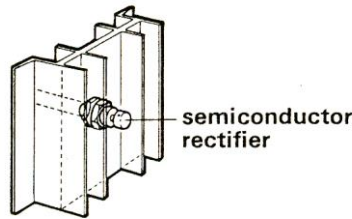
When describing the position of a component or how it is connected in a circuit, phrases of this pattern are used:

Be + past participle + preposition

Example:



1. The tuning capacitor **is connected across** the coil



2. The semiconductor rectifier **is mounted on** the heat sink

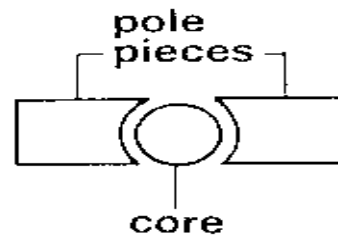
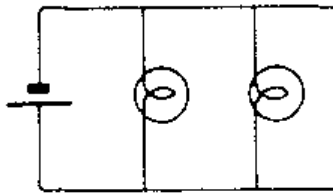
Be + past participle + preposition

Complete each sentence using an appropriate phrase from this list:

- | | |
|------------------|-------------------|
| Wound round | located within |
| Connected across | applied to |
| Mounted on | connected to |
| Wired to | connected between |

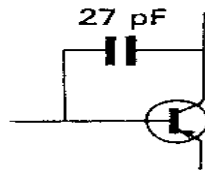
1. The bulbs are.....the battery

2. The core isthe pole pieces



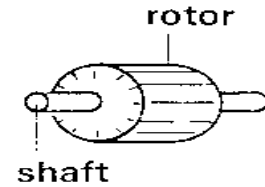
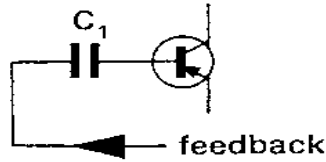
3. The 27pF capacitor isthe collector and the base

4. The antenna isthe coil

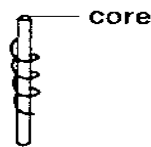


5. Feedback voltage isthe base of the transistor through C₁

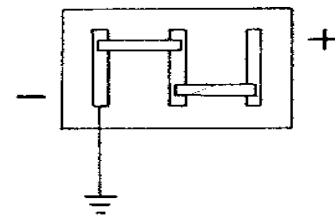
6. The rotor isthe shaft



7. The coil isan iron core



8. The negative pole of the battery.....earth



* Task 3: Put the set of words and phrases given into the correct order to make meaningful sentences:

1. Most/ uses /air /conditioner/ the /refrigerant/ like /evaporation/Freon.
2. Freon/ liquid/ the/ an/ through/ valve/ expansion.
3. system/ of/ 5/ consists/ refrigeration/ a/ normally.
4. cold/ runs/ a/ set/ the/ of/ coils/ through/ that/ gas/ the/ allow/ absorb/ heat/ to.

* Task 4: Translate the sentences into Vietnamese:

1. A refrigerant is a heat carrier to move heat from a room to be cooled to the outside.

2. When the temperature outside begins to climb, many people seek the cool comfort of indoor air conditioning.

3. Refrigerant is drawn from the evaporator and pumped to the condenser by the compressor.

4. Refrigeration is the process of removing heat from an area or a substance and is usually done by an artificial means of lowering the temperature, such as the use of ice or mechanical refrigeration.

5. Mechanical refrigeration is defined as a mechanical system or apparatus so designed and constructed that, through its function, heat is transferred from one substance to another.

* Task 5: Translate the sentences into English:

1. Làm lạnh và điều hòa không khí được sử dụng để làm mát sản phẩm hoặc môi trường của tòa nhà. Hệ thống làm lạnh và điều hòa không khí hấp thụ nhiệt từ nơi cần làm mát và truyền nhiệt hấp thụ ra khu vực khác, có nhiệt độ cao hơn.

2. Sự làm lạnh thực hiện theo 3 nguyên lý: Thứ nhất, nếu chất lỏng được làm nóng, nó sẽ chuyển thành khí hoặc hơi. Khi khí này được làm lạnh, nó lại trở lại trạng thái lỏng. Thứ hai, nếu một khí có thể giãn nở được, nó sẽ lạnh đi. Nếu một chất khí được nén, nhiệt độ của nó tăng lên. Thứ ba, chất lỏng giữ ở áp suất thấp hơn áp suất xung quanh, nó có thể sôi.

Suggested answer:

Refrigeration is based on three principles. Firstly, if a liquid is heated, it changes to a gas or vapour. When this gas is cooled, it changes back into a liquid. Secondly, if a gas is allowed to expand, it cools down. If a gas is compressed, it heats up. Thirdly, lowering the pressure around a liquid helps it to boil.

3. Một hệ thống làm lạnh thông thường gồm 4 thành phần chính: máy nén, dàn ngưng, van giãn nở hoặc ống mao dẫn và dàn bay hơi.

Suggested answer:

Normally a refrigeration system consists of 4 main components: a compressor, a condenser, an expansion device or capillary tube and an evaporator.

Vocabulary:

- | | |
|-----------------------------|--|
| 1. Ambient air (n) | : không khí môi trường, không khí xung quanh |
| 2. Air conditioning (n) | : điều hòa không khí |
| 3. Blower (n) | : quạt gió |
| 4. Capillary tube (n) | : ống mao dẫn |
| 5. Chemical refrigerant (n) | : chất làm lạnh hóa học |
| 6. Chilled dry air (n) | : không khí khô được làm lạnh |
| 7. Condenser (n) | : dàn ngưng |
| 8. Compressor (n) | : máy nén |
| 9. Evaporator coil (n) | : Dàn bay hơi |
| 10. Expansion device (n) | : van giãn nở |
| 11. Refrigerant (n) | : môi chất lạnh |
| 12. Thermostat (n) | : rơ le nhiệt độ |

PART 3: FURTHER READING

Domestic Refrigerators:

Most domestic refrigerators are of two types - either a single door fresh food refrigerator or a two-door refrigerator - freezer combination. Most refrigerators use R - 22 refrigerant, normally maintaining temperatures of 0°F in the freezer compartment and about 35°F to 45°F in the refrigerator compartment.

Single Door Fresh Food Refrigerator:

A single door fresh food refrigerator consists of an evaporator placed either across the top or in one of the upper corners of the cabinet. The condenser is on the back of the cabinet or in the bottom of the cabinet below the hermetic compressor. During operation, the cold air from the evaporator flows by natural circulation through the refrigerated space. The shelves inside the cabinet are constructed so air can circulate freely past the ends and sides, eliminating the need for a fan. This refrigerator has a manual defrost, which requires that the refrigerator be turned off periodically (usually overnight) to enable the buildup of frost on the evaporator to melt.

Two - Door Refrigerator-Freezer Combination:

The two - door refrigerator-freezer combination is the most popular type of refrigerator. It is similar to the fresh food refrigerators in construction and the location of components except it sometimes has an evaporator for both the freezer compartment and the refrigerator compartment. Also, if it is a frost - free unit, the evaporators are on the outside of the cabinet. Because of the two separate compartments (refrigerator - freezer) and the larger capacity, these types of refrigerators use forced air (fans) to circulate the air through the inside of both compartments. The two - door refrigerator also has one of the following three types of evaporator defrost systems: manual defrost, automatic defrost, or frost - free. Today, the two - door refrigerator-freezer combination is widely used in almost houses.

UNIT 2: COMPRESSORS

Mã bài: MĐ26 - 02

PART 1: READING COMPREHENSION:

1.1. Reading text: Compressors:

The refrigeration system consists of four basic components including the compressor, the condenser, the liquid receiver, the evaporator, and the control devices. The compressor is one of indispensable components for any refrigeration system to operate.

The main purpose of refrigeration compressors is to withdraw the heat-laden refrigerant vapor from the evaporator and compress the gas to a pressure that will liquefy in the condenser. Compressors are designed depending upon the application and type of refrigerant. According to the principle of operation, there are three types of compressors: reciprocating, rotary, and centrifugal. Many refrigerator compressors have components besides those normally found on compressors, such as unloaders, oil pumps, mufflers, and so on.

External Drive Compressor:

An external drive or open-type compressor is bolted together. Its crankshaft extends through the crankcase and is driven by a flywheel (pulley) and belt, or it can be driven directly by an electric motor. A leak proof seal must be maintained where the crankshaft extends out of the crankcase of an open-type compressor. The seal which holds the pressure developed inside of the compressor prevents refrigerant and oil from leaking out and air and moisture from entering the compressor. Two types of seals are used such as the stationary bellows seal and the rotating bellows seal while an internal stationary crankshaft seal consists of a corrugated thin brass tube (seal bellows) fastened to a bronze ring (seal guide) at one end and to the flange plate at the other.

Hermetic Compressor:

In the hermetically sealed compressor, the electric motor and compressor are both in the same airtight (hermetic) housing and share the same shaft. After assembly, the two halves of the case are welded together to form an airtight cover. The compressor, in this case, is a double - piston reciprocating type, whereas, other compressors may be of the centrifugal or rotary types. Cooling and lubrication are provided by the circulating oil and the movement of the refrigerant vapor throughout the case. The advantages of the hermetically sealed unit (elimination of pulleys, belts and other coupling methods, elimination of a

source of refrigerant leaks) are offset somewhat by the inaccessibility for repair and generally lower capacity.

1.2. Comprehension check:

* Task 1: Choose A, B, C or D which best completes each sentence:

1. The main function of a compressor is to:

A. condense the high - pressure refrigerant vapor into liquid refrigerant and make it easier to vaporize.

B. reduce and maintain temperature of a space or material below the temperature of a space or material below the temperature of the surroundings.

C. withdraw the heat-laden refrigerant vapor and compress the gas to a pressure that will liquefy.

D. change cool refrigerant back into liquid form.

Answer: C

2. Select the appropriate type of compressor to handle oil or water aerosol contamination.

There are three types of compressors classified according to the principle of operation— reciprocating, rotary, and centrifugal.

A. Separator filter

B. Particulate filter

C. Coalescing filter

D. Adsorption filter

Answer: B

3. A bronze ring is also called:

A. seal bellows

B. stationary bellows

C. rotating bellows

D. seal guide

Answer: D

4. The hermetically sealed unit remains some drawbacks:

A. elimination of pulleys, belts, other coupling methods and a source of refrigerant leaks

B. inaccessibility for repair and

C. lower capacity

D. B and C are all correct

Answer: D

5. A component which has the functions as holding the pressure increased inside of the compressor and preventing refrigerant and oil from leaking out and air and moisture from entering the compressor is:

- A. the seal
- B. the oil pump
- C. the muffler
- D. the crankshaft

Answer: A

* Task 2: Indicate whether the sentence or statement is true or false .WRITE (T) OR (F):

1. There are three types of compressors used in refrigeration systems.

Answer: **T**

2. One of drawbacks of a hermetic compressor is difficult to repair.

Answer: **T**

3. A refrigeration compressor has one purpose to compress the gas to a pressure that will liquefy in the condenser.

Answer: **F**. Because the main purpose of refrigeration compressors is to withdraw the heat-laden refrigerant vapor from the evaporator and compress the gas to a pressure that will liquefy in the condenser.

4. Seals in an external drive compressor has four types.

Answer: **F**. Because two types of seals are used - the stationary bellows seal and the rotating bellows seal.

5. In a hermetic compressor, a piston is often a centrifugal or a rotary type.

Answer: **F**. Because the compressor, in this case, is a double-piston reciprocating type, whereas, other compressors may be of the centrifugal or rotary types

* Task 3: Answer the questions

1. How many types of seals does an External Drive Compressor has?

2. What are the two drawbacks of a hermetic compressor?

3. What are main components in the refrigeration system?

4. How are cooling and lubrication provided for the Hermetic Compressor?

5. What are differences between the External Drive Compressor and the Hermetic Compressor?

PART 2: LANGUAGE WORK

Relative Clause (1):

We use relative clauses to give additional information about something without starting another sentence. By combining sentences with a relative clause, your text becomes more fluent and you can avoid repeating certain words.

How to Form Relative Clauses:

Imagine, a girl is talking to Tom. You want to know who she is and ask a friend whether he knows her. You could say:

A girl is talking to Tom. Do you know the girl?

That sounds rather complicated, doesn't it? It would be easier with a relative clause: you put both pieces of information into one sentence. Start with the most important thing – you want to know who the girl is.

Do you know the girl ...

As your friend cannot know which girl you are talking about, you need to put in the additional information – the girl is talking to Tom. Use „the girl“ only in the first part of the sentence, in the second part replace it with the relative pronoun (for people, use the relative pronoun „who“). So the final sentence is:

Do you know the girl **who** is talking to Tom?

Relative Pronouns:

relative pronoun	use	example
Who	subject or object pronoun for people	I told you about the woman <i>who</i> lives next door.
Which	subject or object pronoun for animals and things	Do you see the cat <i>which</i> is lying on the roof?
Which	Referring to a whole sentence	He couldn't read <i>which</i> surprised me.
Whose	possession for people animals and things	Do you know the boy <i>whose</i> mother is a nurse?
Whom	object pronoun for people, especially in non-defining relative clauses (in defining relative clauses we colloquially prefer <i>who</i>)	I was invited by the professor <i>whom</i> I met at the conference.
that	subject or object pronoun for people, animals and things in defining relative clauses (<i>who</i> or <i>which</i> are also possible)	I don't like the table <i>that</i> stands in the kitchen.

Subject Pronoun or Object Pronoun?

Subject and object pronouns cannot be distinguished by their forms - who, which, that are used for subject and object pronouns. You can, however, distinguish them as follows:

If the relative pronoun is followed by a verb, the relative pronoun is a *subject pronoun*. Subject pronouns must always be used.

the apple **which** is lying on the table

If the relative pronoun is not followed by a verb (but by a noun or pronoun), the relative pronoun is an *object pronoun*. Object pronouns can be dropped in defining relative clauses, which are then called *Contact Clauses*.

the apple (**which**) George lay on the table

Relative Adverbs:

A relative adverb can be used instead of a relative pronoun plus preposition. This often makes the sentence easier to understand.

This is the shop **in which** I bought my bike.

→ This is the shop **where** I bought my bike.

relative adverb	meaning	use	example
When	in/on which	refers to a time expression	the day <i>when</i> we met him
Where	in/at which	refers to a place	the place <i>where</i> we met him
Why	for which	refers to a reason	the reason <i>why</i> we met him

* Task 1: Put the set of words and phrases given into the correct order to make meaningful sentences.

1. system/ of/ four/ the/ basic/ including/ refrigeration/ the/ compressor/ condenser/ the/ liquid receiver/ the/ evaporator/ the/ devices/ the/ control.

2. in/ external/ seals/ compressor/ four/ has/ types/ an.

3. types/ are/ types/ used/ as/ the/ two/ bellows/ seal/ stationary/ and/ seal/ bellows/ the/ rotating.

* Task 2: *Combine the following sentences, using relative pronouns.*

Examples:

1. Starter motor brushes are made of carbon.
2. The carbon contains copper
- 1 + 2: Starter motor brushes are made of carbon *which contains copper*
3. Industrial consumers are supplied at higher voltages than domestic consumers
3. These consumers use large quantities of energy
- 3+4. Consumers who use large quantities of energy are supplied are higher voltages than domestic consumers.
4. 33kV lines are fed to intermediate substations
5. In the intermediate substations the voltage is stepped down to 11kV
- 5+6: 33kV lines are fed to intermediate substations *where the voltage is stepped down to 11 kV*

Now link these sentences. Make the second sentence in each pair a relative clause.

1. The coil is connected in series with a resistor
The resistor has a value of 240 ohms
2. The supply is fed to a distribution substation
The supply is reduced to 415 V in the distribution substation
3. Workers require a high degree of illumination
The workers assemble very small precision instruments
4. Manganin is a metal
This metal has a comparatively high resistance
5. The signal passes to the detector
The signal is rectified by the detector
6. A milliammeter is an instrument
The instrument is used for measuring small currents
7. Workers require illumination of 300 lux
The workers assemble heavy machinery
8. Armoured cables are used in places
There is a risk of mechanical damage in these places

* Task 3: Reason and result connectives 1

Study the examples:

1. Copper is used for cables
2. Copper is a good conductor
- 1+2. Copper is used for cables because it is a good conductor
3. The flow of electrons through an insulator is very small

4. The flow can be ignored

3 + 4: The flow of electrons through an insulator is very small, *therefore* it can be ignored.

Use because or therefore to link these sentences into one as the above examples:

Soft iron is used in electromagnets. Soft iron can be magnetized easily.

1. The voltage is 250V and the current is 5A. The resistance is 50 ohms.

2. PVC is used to cover cables. PVC is a good insulator.

3. Transistors can be damaged by heat. Care must be taken when soldering transistors.

4. Capacitance is usually measured in microfarads or picofarads. The farad is too large a unit

5. Output transistors are mounted on a heat sink. Output transistors generate heat.

6. It is easy to control the speed of dc motors. Dc motors are used when variable speeds are required.

7. A cathode ray tube screen glows when an electron beam strikes it. The screen is coated with a phosphor.

* Task 4: Use the suggested words to join the following groups of sentences:

1. *or*

Circuits can be protected from excessive currents by a fuse.

Circuits can be protected from excessive currents by a circuit breaker.

2. *however*

A fuse is the simplest and cheapest protection.

For accurate and repetitive operation a circuit breaker is used.

3. *which*

The simplest circuit breaker consists of a solenoid and a switch with contacts.

The contacts are held closed by a latch.

4. *thus energizing*

The current from the supply line flows through the switch and solenoid coil.

This energizes the solenoid.

5. *which, therefore*

At normal currents the pull of the solenoid on the latch will not overcome the tension of the spring.

The spring holds the latch in place.

The switch remains closed.

6. *if*

The current rises to a dangerous level.

The pull of the solenoid on the latch increases.

7. *and*

The increased pull overcomes the latch spring tension.

The increased pull pulls the latch towards the solenoid.

8. *which*

This releases the switch contacts.

The switch contacts are pulled apart by a spring.

9. *as*

The circuit is now broken.

The unit is protected.

10. *when*

The fault in the supply or unit is put right.

The latch can be reset.

* Task 5: Translate the sentences into Vietnamese:

1. The designs of compressors vary, depending upon the application and type of refrigerant.

2. Oil from the crankcase lubricates the surfaces of the seal guide and seal ring.

3. Two types of seals are used—the stationary bellows seal and the rotating bellows seal.

4. The refrigeration system consists of four basic components such as the compressor, the condenser, the liquid receiver, the evaporator, and the control devices.

5. If there is liquid in the vapor as it enters the compressor, this can be harmful to the compressor.

* Task 6: Translate the sentences into English:

1. Thiết bị làm lạnh hấp thụ là một máy tạo ra nước lạnh bằng cách sử dụng nhiệt như hơi, nước nóng, khí, dầu, vv... Nước lạnh được tạo ra dựa trên nguyên tắc là dung dịch (tức là môi chất lạnh, bốc hơi ở nhiệt độ thấp) hấp thụ nhiệt từ xung quanh khi bốc hơi. Nước tinh khiết được sử dụng làm môi chất lạnh và dung dịch lithi bromua (LiBrH₂O) được sử dụng làm chất hấp thụ.

2. Môi chất lạnh (nước) bay hơi ở nhiệt độ khoảng 40C trong điều kiện chân không 754 mm Hg ở thiết bị bay hơi. Nước lạnh đi qua ống của bộ trao đổi nhiệt trong thiết bị bay hơi và truyền nhiệt cho môi chất lạnh đã hoá hơi.

3. Khi đã mua máy nén, bảo trì hiệu quả là yếu tố then chốt giúp tối ưu hoá mức tiêu thụ năng lượng.

4. Để máy nén hoạt động hiệu quả, tỷ suất nén phải thấp, để giảm áp suất và nhiệt độ đẩy.

5. Với những thiết bị ứng dụng nhiệt độ thấp có tỷ suất nén cao, và cần dải nhiệt độ rộng, sử dụng máy nén pittông đa cấp hoặc máy nén ly tâm/trục vít thường được ưa chuộng hơn và mang tính kinh tế hơn (do hạn chế trong thiết kế thiết bị).

Vocabulary:

1. Centrifugal : Ly tâm
4. Control devices : Thiết bị điều khiển
5. Crankcase : Cácte
6. Crankshaft : Trục khuỷu
7. Evaporator : Dàn bay hơi
8. External drive compressor : Máy nén hở
9. Hermetic compressor : Máy nén kín
10. Oil pump : Bơm dầu
11. Muffler : Bộ giảm thanh
12. Pump : Bơm
13. Reciprocating compressor : Máy nén kiểu pittông
14. Rotary : Quay / xoay
15. Seal bellows : Vòng đệm làm kín
16. Unloader : xubáp
17. Withdraw : rút ra, lấy đi
18. Liquid receiver: bình chứa chất lỏng

PART 3: FURTHER READING

Open Types of Compressors

Some of the duties you may perform in maintaining this and other open-type compressors are discussed in this lesson.

Shaft Bellows Seal

Refrigerant leakage often occurs at the shaft bellows seal with consequent loss of charge. Install a test gauge in the line leading from the drum to the compressor. Attach a refrigerant drum to the suction end of the shutoff valve

outlet port. Apply the proper amount of pressure, as recommended in the manufacturer's instructions. Test for leaks with a halide leak detector around the compressor shaft, seal gasket, and seal nut. Slowly turn the shaft by hand. When a leak is located at the seal nut, replace the seal plate, gasket, and seal assembly; when the leak is at the gasket, replace the gasket only. Retest the seal after reassembly.

Valve Obstructions

Obstructions, such as dirt or corrosion, may be formed under seats of suction or discharge valves.

When the suction side is obstructed, the unit tends to run continuously or over long periods. Connect the gauge manifold and start the unit. This pressure gauge (HI) will not indicate an increase in pressure.

UNIT 3 : INSTALLATION AND CONSTRUCTION

Mã bài: MĐ26 - 03

PART 1: READING COMPREHENSION:

1.1 Reading text: Installation and construction:

Successful site erection of plant demands coordination of the following:

1. Site access or availability
2. Supply on time, and safe storage, of materials
3. Availability of layout drawings, flow diagrams, pipework details, control and wiring circuits, material lists and similar details
4. Availability at the correct time of specialist trades and services - builders, lifting equipment, labourers, fitters, welders, electricians, commissioning engineers, etc.

Materials used in the construction of refrigeration, air-conditioning and heat pump systems are standard engineering materials, but there are a few special points of interest:

1. Compressor bodies are generally of gray cast iron, although some are fabricated from mild steel. Hermetic types have steel shells.
2. Compressor pistons are of cast iron or aluminium, the latter following automobile practice.
3. Piping for the smaller halocarbon installations is usually of copper, because of the cleanliness and the ease of fabrication and jointing.
4. Some stainless steel pipe is used, mainly because of its cleanliness, although it is more difficult to join.
5. Most other piping is mild steel. For working temperatures below - 45°C, only low - carbon steels of high notch strength are used.
6. Aluminium tube is used to a limited extent, with the common halocarbons and also with ammonia.
7. Copper and its alloys are not used with ammonia.
8. Sheet steel for ductwork, general air-conditioning components, and outdoor equipment is galvanized.

Refrigeration systems contain pressurized fluid and there are safety standards that must be adhered to and there are certain legal requirements. Under the European Pressure Equipment Directive (PED) and the UK Pressure Equipment Regulations the main duties are placed on the user/owner of the system. They are a clear and practical means of legislating for safe practices in refrigeration. Responsible contractors and users will have been using such safe

procedures well before the introduction of these regulations. In addition to the regulations themselves the HSE has published ‘Safety of pressure systems - Approved code of Practice’ which is a clear and helpful. The regulations apply to vapour compression refrigeration systems incorporating compressor drive motors, including standby compressor motors, having a total installed power exceeding 25 kW.

Factory - built equipment will be constructed to the relevant standards and will be pressure-tested for safety and leaks prior to shipment. In cases of doubt, a test certificate should be requested for all such items. Under the PED, vessels, including compressors, are categorized, depending on the refrigerant and volume. Those falling into certain categories will be CE marked and for smaller ones, not categorized, a statement of sound engineering practice can be obtained from the manufacturer.

1.2. Comprehension check:

* Task 1: Choose A, B, C or D which best completes each sentence

* Task 2: Indicate whether the sentence or statement is true or false .WRITE (T) OR (F)

* Task 3: Answer the questions

PART 2: LANGUAGE WORK:

Grammar: Passive voice of Present and Past

Use of Passive:

Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.

Example: My bike was stolen.

In the example above, the focus is on the fact that my bike was stolen. I do not know, however, who did it.

Sometimes a statement in passive is more polite than active voice, as the following example shows:

Example: A mistake was made.

In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

Passive voice of Present and Past:

Tense		Subject	Verb	Object
Simple	<i>Active:</i>	Rita	writes	a letter.

Present	<i>Passive:</i>	A letter	is written	by Rita.
Simple	<i>Active:</i>	Rita	wrote	a letter.
Past	<i>Passive:</i>	A letter	was written	by Rita.

Practice:*** Task 1: Describing function**

When we answer the question “*What does X do?*” that means we describe the function of *X*.

Example: What does a fuse do? It protects a circuit./ It is used to protect a circuit.

We can emphasize function by using this pattern:

The function of a fuse is to protect a circuit

Name the following components. Then explain the function of each component as the example.



- adds capacitance to a circuit
- rectifies alternating currents
- adds resistance to a circuit
- measures very small currents
- breaks a circuit
- protects a circuit
- varies the current in a circuit
- transform ac voltages

- i. receives rf signals
- j. selects a frequency

* Task 2: Writing impersonal instructions:

Study these instructions:

1. Use a high-resistance voltmeter.
2. Do not insert a fuse in an earth conductor.

In writing, instructions are often made impersonal using **SHOULD**

1. A high-resistance voltmeter should be used.
2. A fuse should not be inserted in an earth conductor.

We can emphasize an instruction by using **MUST**.

1. A high-resistance voltmeter must be used.
2. A fuse must not be inserted in an earth conductor.

Here are some points to resemble when using transistors. Study them:

1. Use heat shunts when soldering.
2. Do not connect or disconnect transistors with the power on.
3. Do not use an ohmmeter for checking transistors unless a safe voltage or current range is used.
4. Keep sharp bends in the leads at least 1-5 mm away from the transistor body.
5. Do not exceed the reverse breakdown voltage.

*Rewrite each instruction to make it impersonal. Then emphasize each instruction using **MUST***

* Task 3:

Join the following group of sentences to make 10 longer sentences. Use the word printed in italics at the beginning of each group. You may omit words and make whatever changes you think are necessary in the word order and punctuation of the sentences.

1. *which*

A resistor is a device. A resistor is used to add resistance to a circuit.

2. *both*

Many types of resistors are made. Fixed and variable resistors are made.

3. *eitheror*

Most resistors are made from two materials. Resistance wire and compressed graphite are used.

4. *such as, which*

Wirewound resistors consist of a coil of resistance wire. Nichrome is a resistance wire.

The resistance wire is wound on a former.

5. *to*

A ceramic coating is applied over the winding. The ceramic coating insulates the winding.

6. *for example*

For small currents, carbon resistors are used. Small currents are usual in radio work.

7. *which*

Carbon resistors are made of compressed graphite. The graphite is formed into small tubes.

8. *which*

Connections are made with wires. The wires are attached to the ends of the resistor.

9. *either.....or*

Variable resistors may have a coil of resistance wire. Variable resistors may have a carbon track.

10. *so that*

The wire or track is mounted .A sliding contact can rub over it to select the resistance required.

UNIT 4: COMMISSIONING AND MAINTENANCE

Mã bài: MĐ26 - 04

PART 1: READING COMPREHENSION:

1.1 Reading text: COMMISSIONING AND MAINTENANCE:

The commissioning of a refrigeration or air - conditioning plant starts from the stage of static completion and progresses through the setting – to - work procedure and regulation to a state of full working order to specified requirements. Commissioning is the completion stage of a contract, when the contractor considers that the plant is in a correct state to hand over to the purchaser for acceptance and payment

Maintenance is the effort required to ensure that a commissioned plant continues to deliver correct performance, and includes inspections designed to detect signs of deterioration prior to any noticeable effects.

The work of commissioning must be under the control of a single competent authority, whether it be the main contractor, a consultant or the user. It can happen that when building specifications are written, they split the responsibilities to sub - contractors with the presumption that everything will be exactly as specified after commissioning, which it rarely is. With no one responsibility for the total operation of the cooling system it can be found that it operates, but in an unsatisfactory manner - for example, frequent cycling instead of steadily operating at reduced capacity.

Complex systems need to have follow - up on the initial commissioning at low, medium and high load (warm, medium and cold ambient) to ensure proper and energy efficient operation. To include this as a responsibility in the contract is very cost - effective.

The commissioning engineer will require details and ratings of all major items of the plant and copies of any manufacturer's instructions on setting to work and operating their products. If this information is not to hand, the work will be delayed. The following stages may be identified in a commissioning process.

The installation should be initially checked to ensure that it is in accordance with the specified design. The next stage is to preset as many controls and protection devices as possible

The refrigerant charge and system operation should be checked and set for the complete range of load and ambient conditions. Follow - up tests may be required to cover a range of ambient conditions. The refrigerant charge should

have been added according to the weight specified, and additional charge should not be required. When the system has been operating for a sufficiently long period, conditions in the cooled space can be checked against specification, and other typical points to watch for include evaporator superheat and refrigerant distribution, excessive pressure drops, compressor oil levels, correct condensing pressure. The operation of pressure controls such as evaporator pressure regulator and condensing pressure controls together with defrost systems can be checked.

In the final commissioning stage, readings are taken and recorded and compared with the specification and design figures. Some final adjustments to air flows, secondary fluid flows, etc. may be necessary

Grammar: Relative Clauses 2

Defining Relative Clauses

Defining relative clauses (also called *identifying relative clauses* or *restrictive relative clauses*) give detailed information defining a general term or expression. Defining relative clauses are not put in commas.

Imagine, Tom is in a room with five girls. One girl is talking to Tom and you ask somebody whether he knows this girl. Here the relative clause defines which of the five girls you mean.

Do you know the girl who is talking to Tom?

Defining relative clauses are often used in definitions

A seaman is someone who works on a ship.

Object pronouns in defining relative clauses can be dropped. (Sentences with a relative clause without the relative pronoun are called *Contact Clauses*.)

The boy (**who/whom**) we met yesterday is very nice.

Non-Defining Relative Clauses

Non-defining relative clauses (also called *non-identifying relative clauses* or *non-restrictive relative clauses*) give additional information on something, but do not define it. Non-defining relative clauses are put in commas.

Imagine, Tom is in a room with only one girl. The two are talking to each other and you ask somebody whether he knows this girl. Here the relative clause is non-defining because in this situation it is obvious which girl you mean.

Do you know the girl, who is talking to Tom?

Note: In non-defining relative clauses, *who/which* may not be replaced with *that*.

Object pronouns in non-defining relative clauses must be used.

Jim, who/whom we met yesterday, is very nice.

How to Shorten Relative Clauses?

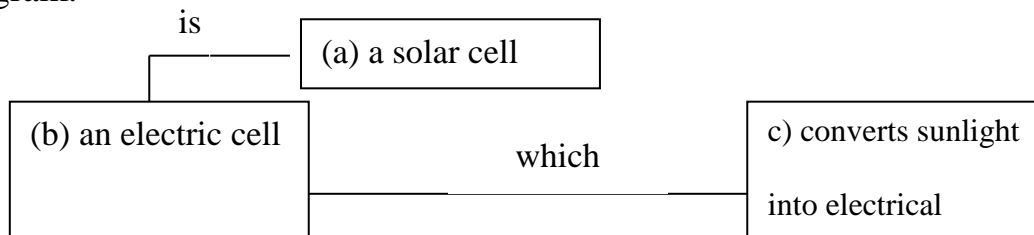
Relative clauses with *who, which, that* as subject pronoun can be replaced with a participle. This makes the sentence shorter and easier to understand.

I told you about the woman *who lives* next door. – I told you about the woman *living* next door.

Do you see the cat *which is lying* on the roof? – Do you see the cat *lying* on the roof?

* Task 1: Making definitions.

One use of defining relative clauses is to make definitions. Study this diagram.



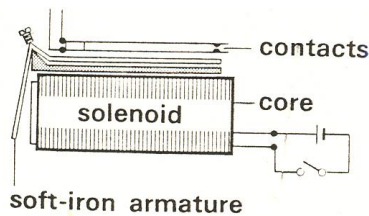
We can make a definition of a solar cell by joining (a), (b) and (c)
A solar cell is an electric cell which converts sunlight into electrical energy.

Combine (a), (b) and (c) to make correct sentences as the above Examples:

a)	b)	c)
1. A generator	A material	Measures light
2. An insulator	An	Readily releases electrons
3. An alternating current	instrument	Flows first in one direction, then in the other
4. A direct current	A current	Does not readily release electrons
5. A resistor	A device	Impedes the flow of current in a circuit
6. A conductor		Measures current
7. A light meter		Converts mechanical energy into electrical energy
8. An ammeter		Flows in one direction only

* Task 2: Adding information to a passage:

Use non-defining relative clauses to add extra information to this paragraph about a relay. This extra information is given bellow the paragraph. Then translate it into Vietnamese:



Electric relays (1).....utilize the magnetic effect of a current in a solenoid. One of the most common types (2)consists of a solenoid with a soft-iron core. When energized by a suitable dc current, the solenoid attracts an armature (3) The armature is pivoted in such a way that it pushed together or pulls apart a set of contacts (4) These contacts (5) control one or more circuits. Normally these circuits draw a much heavier current than the relay coil itself.

1. Electric relays are widely used in telecommunications
2. The most common type of relay is known as the hinged armature relay
3. The armature is also made of soft iron
4. The sets of contacts are mounted on the body of the relay
5. The contacts are often made of platinum.

* Task 3: Combine the following sentences, using relative clauses or reduced relative clauses:

1. In Britain electrical energy is fed to the National Grid. The energy is generated in power stations.

2. The energy passes through a transformer. The transformer steps up the voltage to 132, 25, or 400kV.

3. The transmission lines are usually arranged in groups of three overhead conductors. The lines carry the supply. The overhead conductors are suspended from porcelain insulators.

4. Energy from power stations may be fed to the Grid by underground cables. The power stations are located in built-up areas.

5. For voltages up to 400 kV cables are used. These cables contain oil under low pressure.

* Task 4: Reason and result connective 2:

We learned that **BECAUSE** links a statement and a reason and that **THEREFORE** links a statement and a result. The following connectives can also be used:

4. The electrolyte is a paste and not a liquid. This type of cell is called a dry cell.

5. The paste also contains manganese dioxide. The manganese dioxide prevents gas being formed.

6. The cell is sealed with a cap. The cap is made of metal or plastic. The cap is to prevent the paste coming out.

7. A small space is left below the cap. Gas formed by the cell can collect in the space.

8. Dry cells are usually enclosed in a cardboard case. An additional metal jacket may be added. The jacket makes the cell leakproof.

9. Leakproof cells are often preferred. The electrolyte cannot leak out.

10. Leaking electrolyte may damage the equipment. The cells are installed in the equipment.

Vocabulary:

PART 3: FURTHER READING:

FAULT - FINDING

System faults fall into two general classes: the sudden catastrophe of a mechanical breakdown and the slow fall-off of performance which can be detected as a malfunction in its early stages, but will also lead to a breakdown if not rectified. Identification of the first will be obvious. To track down the cause of a malfunction is more complicated.

Fault tracing is seen as a multi-step process of deduction, ending in normal operation again and a record of the incident to inform other operatives. The steps are as follows:

1. Detection, i.e. detection of abnormal operation.
2. Knowledge of the system to track down the cause.
3. Observation of exact operating conditions.
4. Identification of the fault.
5. Decision: what to do? how? when? can it be left?
6. Action to rectify the fault.
7. Test: is it now normal?
9. Record note in log, for future information.

An experienced technician will often know where to look, and more sophisticated tools, which give immediate indication of superheat, and sub-cooling, for example, are now becoming available. Often refrigeration systems

show dynamic characteristics that are difficult to follow if not visualized in graphs.

UNIT 5: AIR – CONDITIONING

Mã bài: MĐ26 - 05

PART 1: READING COMPREHENSION:

1.1. Reading text: Air – conditioning:

A. Basic Principles of Air Conditioning:

1. Principles of cooling

Heat is a form of energy and every object on earth has some heat energy. The less heat an object has, the colder we say it is. Cooling is the process of transferring heat from one object to another. When an air - conditioning system cools, it is actually removing heat and transferring it somewhere else. There are two forms of heat energy: sensible heat and latent heat.

Sensible heat is the form of heat energy which is most commonly understood because it is sensed by touch or measured directly with a thermometer. Latent heat cannot be sensed by touch or measured with a thermometer. Latent heat causes an object to change its properties.

2. Change of state

An object that changes from a solid to a liquid or liquid to vapor is referred to as a change of state. When an object changes state, it transfers heat rapidly.

Humidity

Moisture in the air is called humidity. The ability of air to hold moisture directly relates to its temperature. The warmer air is, the more moisture it is capable of holding. Relative humidity is the percentage of moisture in the air compared to the amount of moisture it can hold. Humidity is also a form of latent heat. When air contains more humidity, it has more latent heat.

Refrigerant

Refrigerants are substances used by air conditioners to transfer heat and create a cooling effect. Air - conditioning systems use specially formulated refrigerants designed to change state at specific temperatures providing optimum cooling.

B. Air - conditioning Systems:

In general, all air - conditioning systems have four major components, including: compressor, condenser, metering device and evaporator. Refrigerant is drawn from the evaporator and pumped to the condenser by the compressor. The compressor also pressurizes the refrigerant vapor so that it will change state (condense) readily. The high - pressure refrigerant vapor releases heat through

the condenser coils as it condenses into liquid refrigerant which makes it easier to vaporize. The metering device restricts the flow of liquid refrigerant from the condenser to the evaporator. As refrigerant passes through the metering device, its pressure decreases. The low - pressure liquid refrigerant absorbs heat as it vaporizes in the evaporator coils.

1.2 Comprehension check:

* Task 1: Choose A, B, C or D which best completes each sentence

1.is the form of heat energy which is sensed by touch or measured directly with a thermometer.

- A. Latent heat
- B. Sensible heat
- C. Radiant heat
- D. Geothermal

2. Air - conditioning systems use specially formulated designed to change state at specific temperatures providing optimum cooling.

- A. sensible heat
- B. water
- C. refrigerants
- D. vapour

3.absorbs heat as it vaporizes in the evaporator coils.

- A. the high - pressure liquid refrigerant
- B. the low - pressure liquid refrigerant
- C. the metering device
- D. the high - pressure refrigerant vapor

4. absorbs heat as it vaporizes in the evaporator coils.

- A. the low - pressure liquid refrigerant
- B. the high - pressure refrigerant vapor
- C. the high - pressure refrigerant vapor
- D. the low - pressure refrigerant vapor

5. Which is the percentage of moisture in the air compared to the amount of moisture it can hold?

- A. high humidity
- B. low humidity
- C. relative humidity
- D. very low humidity

* Task 2: Indicate whether the sentence or statement is true or false. WRITE (T)
OR (F):

1. The compressor also pressurizes the refrigerant vapor so that it will change state (condense) readily.

2. Sensible heat cannot be sensed by touch or measured with a thermometer.

3. Latent heat is the form of heat energy which is most commonly understood because it is sensed by touch or measured directly with a thermometer.

4. The metering device allows the flow of liquid refrigerant from the condenser to the evaporator.

5. Humidity is also a form of sensible heat.

* Task 3: Answer the following questions:

1. What are principles of air - conditioning?

2. How many kinds of heat energy does an air - conditioning system have?

3. How to measure the latent heat?

4. What do refrigerants use for?

5. What are four main components in all common air - conditioning systems?

PART 2: LANGUAGE WORK:

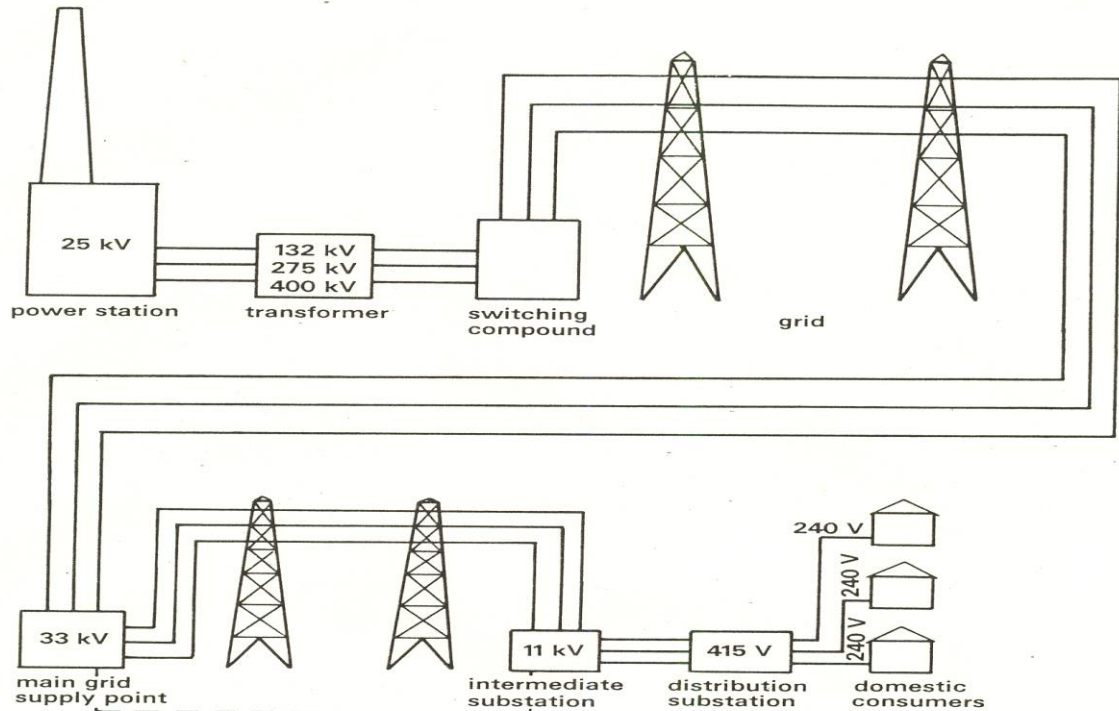
* Task 1: Describing sequence

To make the correct sequence of a number of events clear, we often use sequence words like these:

a. First/ b. then / c. next / d. after that/ e. finally

Among them, *a* and *e* must come **FIRST** and **LAST** respectively, but these others can be used in any order and can be repeated.

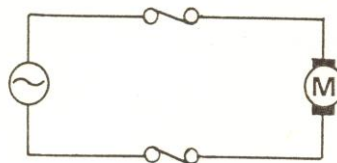
These following sentences describe the distribution of power from the power station to the consumer. And the diagram which follows them shows it. Put these sentences in the correct order and mark this order using sequence words.



- (a) It is fed to distribution substations where it is reduced to 415 V, 3 phase and 240 V, 1 phase.
- (b) It is stepped up by a transformer to 132, 275 or 400 kV for long-distance distribution.
- (c) It is distributed via the grid system to main grid supply points where it is stepped down to 33kV for distribution to heavy industry.
- (d) It is distributed to the domestic consumer.
- (e) In the UK, electrical energy is generated at power stations at 25 kV.
- (f) It passes via the switching compound to the grid.
- (g) It is distributed via overhead or underground cables to intermediate substations where it is further reduced to 11 kV for light industry.

* Task 2: Writing instructions as explanations

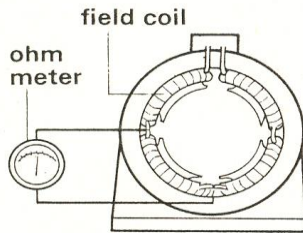
Study these instructions. They explain how to disconnect the supply to the motor in a circuit.



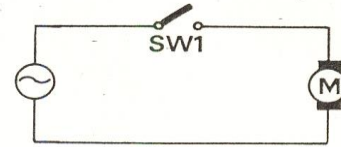
1. Disconnect the supply BY WITHDRAWING THE FUSES.

2. TO DISCONNECT the supply, WITHDRAW the fuses.

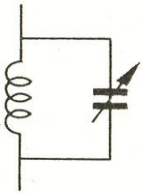
Now write instructions like the examples above to explain how to do the following.



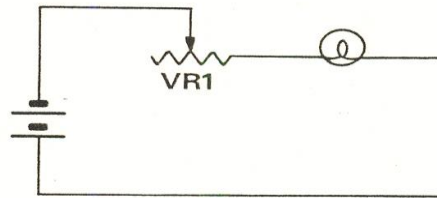
1. Check the field coils.



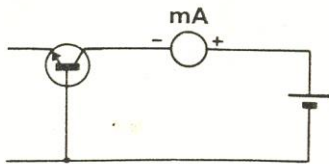
2. Start the motor.



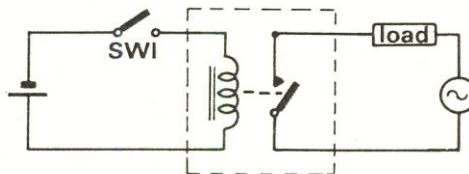
3. Change the frequency of the tuned circuit.



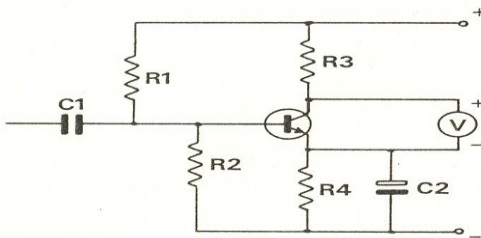
4. Dim the light.



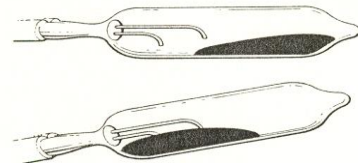
5. Measure the collector current.



6. Supply power to the load.



7. Measure the collector-emitter



8. Operate the mercury relay

* Task 3: Put the set of words and phrases given into the correct order to make meaningful sentences:

1. a/ state/ change/ of/ an/ changes/ from/ a/ liquid/ vapor/ a/ solid/ a/ to/.
2. heat/ latent/ an/ causes/ to/ change/ properties/ its/ object.
3. the/ process/ cooling/ transferring/ from/ one/ of/ another/ object/ heat.

* Task 4: Translate the sentences into Vietnamese

1. Refrigerants are substances used by air conditioners to transfer heat and create a cooling effect. Air-conditioning systems use specially formulated refrigerants designed to change state at specific temperatures providing optimum cooling. Portables use a refrigerant called R-22 or HCFC-22. HCFC stands for hydrochloro fluorocarbon. This is currently the most common refrigerant used by air-conditioning systems.

2. Many of the current forms of refrigerants used today are being phased out based on concern for depletion of the ozone layer. Portables use R - 22, which has been deemed acceptable for use by the EPA until the year 2010. By that time, an ozone - friendly refrigerant that can be easily substituted for R - 22 will be readily available.

3. An air conditioner is basically a refrigerator without the insulated box. It uses the evaporation of a **refrigerant**, like Freon, to provide cooling. The mechanics of the **Freon** evaporation cycle are the same in a refrigerator as in an air conditioner. According to the Merriam - Webster Dictionary Online, the term Freon is generically "used for any of various nonflammable fluorocarbons used as refrigerants and as propellants for aerosols."

* Task 5: Translate the sentences into English:

1. Chu trình làm lạnh nén hơi dựa trên nguyên tắc chất lỏng được nén ở nhiệt độ nhất định sẽ lạnh hơn khi chúng được giãn nở.

2. Với mức thay đổi áp suất phù hợp, khí nén sẽ nóng hơn nguồn làm mát của chúng ta (ví dụ như không khí bên ngoài) và khí giãn nở sẽ lạnh hơn nhiệt độ lạnh chúng ta mong đạt được.

3. Có rất nhiều loại môi chất lạnh sử dụng trong hệ thống nén hơi. Nhiệt độ làm mát mong muốn sẽ quyết định việc lựa chọn chất lỏng. Các môi chất lạnh thường được sử dụng là tập hợp các flocacbon được clo hóa (CFCs, còn gọi là các Freon): R - 11, R - 12, R - 21, R - 22 và R - 502.

Vocabulary:

1. Sensible heat : nhiệt cảm biến
2. Latent heat : nhiệt ẩn

3. Thermometer : nhiệt kế
4. Humidity : độ ẩm
5. Metering device : thiết bị đo
6. Moisture : độ ẩm

PART 3: FURTHER READING

Air conditioner maintenance

Central air conditioners have two separate components: the condenser and the evaporator. The condenser unit is usually located outside the house on a concrete slab. The evaporator coil is mounted in the plenum or main duct junction above the furnace. Most central air conditioners are connected to a home's forced - air distribution system. Thus, the same motor, blower, and ductwork used for heating are used to distribute cool air from the air conditioning system. When a central air conditioner is operating, hot air inside the house flows to the furnace through the return - air duct. The hot air is moved by the blower across the cooled evaporator coil in the plenum and is then delivered through ducts to cool the house. When the air conditioner works but the house doesn't cool, the problem is probably in the distribution system. Both the evaporator and the condenser are sealed. Therefore, a professional service person should be called for almost any maintenance other than routine cleaning. Central air conditioners should be professionally inspected and adjusted before the beginning of every cooling season.

Caution:

Before doing any work on an air conditioning system, make sure the power to the system, both to the condenser and to the evaporator assembly, is turned off.

UNIT 6: HEAT PUMPS AND HEAT RECOVERY

Mã bài: MĐ26 - 06

PART 1: READING COMPREHENSION:

1.1. Reading text: Air - conditioning:

Where heat transfer is taking place at the saturation temperature of a fluid, evaporation or condensation (mass transfer) will occur at the interface, depending on the direction of heat flow. In such cases, the convective heat transfer of the fluid is accompanied by conduction at the surface to or from a thin layer in the liquid state. Since the latent heat and density of fluids are much greater than the sensible heat and density of the vapour, the rates of heat transfer are considerably higher. The process can be improved by shaping the heat exchanger face (where this is a solid) to improve the drainage of condensate or the escape of bubbles of vapour. The total heat transfer will be the sum of the two components. Rates of two - phase heat transfer depend on properties of the volatile fluid, dimensions of the interface, velocities of flow and the extent to which the transfer interface is blanketed by fluid. The driving force for evaporation or condensation is the difference of vapour pressures at the saturation and interface temperatures. Equations for specific fluids are based on the interpretation of experimental data, as with convective heat transfer. Mass transfer may take place from a mixture of gases, such as the condensation of water from moist air. In this instance, the water vapour has to diffuse through the air, and the rate of mass transfer will depend also on the concentration of vapour in the air. In the air – water vapour mixture, the rate of mass transfer is roughly proportional to the rate of heat transfer at the interface and this simplifies predictions of the performance of air - conditioning coils.

PART 2: LANGUAGE WORK:

* Task 1: Cause and effect expression:

Study this sentence:

Insulation breakdown leads to short circuits:

This sentence contains a cause and an effect. We can link a cause and an effect as follow:

Cause		Effect
Insulation breakdown	causes results in produces leads to gives rise to	short circuits

We can also put the effect first:

Effect		Cause
Short circuits	Are caused by result from arise from are the effect of are the result of are the consequence of are due to	Insulation breakdown

When a cause has several effects or when an effect has a number of possible causes, we put **CAN** or **MAY** before the causative expression.

Example:

Sparking **MAY** be caused by worn brushes.

Sparking **CAN** be caused by a worn commutator.

Similarly, instead of **THE** cause/ effect/ result/ consequence of, we write **ONE** cause/ effect/ result/ consequence of.

Example:

Worn brushes are **ONE** cause of sparking.

A worn commutator is **ONE** cause of sparking.

Now match these cause and the effect pairs. Then link them using expressions given above. Write 2 sentences for each example, 1 with cause first and the other with effect first.

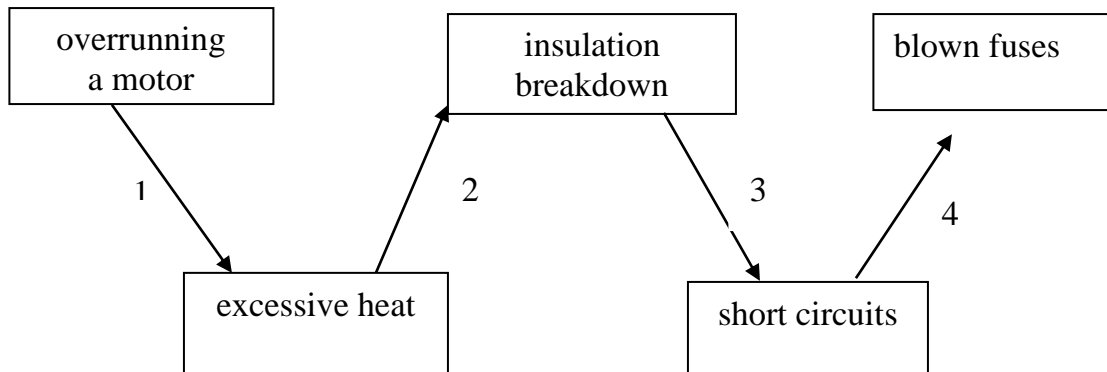
Cause

- 1 . glare
- 2 . eddy currents
- 3 . excessive heat
- 4 . faulty soldering
- 5 . speaking
- 6 . failure of a point capacitor
- 7 . exceeding the motor rating
- 8 . faulty earth connections

Effect

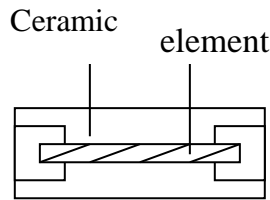
- arcing across the points
- power losses in transformers
- serious accidents
- breakdown of the motor
- discomfort to the eyes
- damage to semiconductors
- bad joints
- interference in receivers

* Task 2: Rewrite the following description, using cause and effect expression.
(Homework):

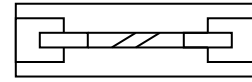


* Task 3: Describing sequence: Time clause

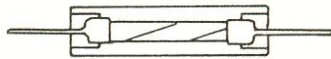
Study this list of events in the manufacture of carbon resistors.



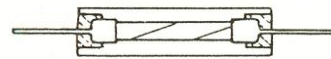
1. The resistive element is inserted into the ceramic housing.



2. The ends of the element are sprayed with metal.



3. End caps and leads are forced on to the sprayed ends.



4. The ends of the resistor are sealed.

We can show that event 2 follows event 1 by using sequence words **FIRST**, **THEN**.

Example:

FIRST the resistive element is inserted into the ceramic housing. **THEN** the ends are sprayed with metal.

We can also show the sequence using time clauses.

Example:

AFTER THE RESISTIVE ELEMENT IS INSERTED IN A CERAMIC HOUSING, the ends are sprayed with metal.

BEFORE THE ENDS OF THE ELEMENT ARE SPRAYED WITH METAL, it is inserted into the ceramic housing.

The part of each sentence in capitals is a time clause.

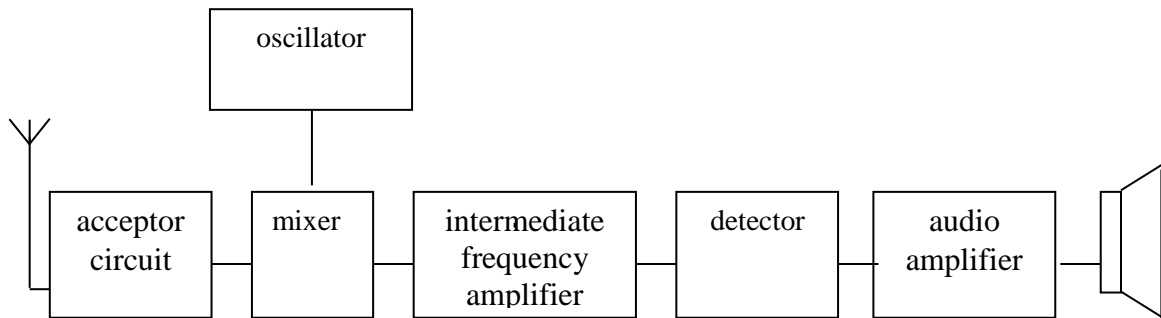
Time clause can also be put last in the sentence. When this happens, there is no comma between the time clause and the rest of the sentence.

Example:

The ends of the element are sprayed with metal *after it is inserted into the ceramic housing*.

Now write sentences linking these events with time clause using the time word given.

* Task 4: Put these events in sequence with the help of the diagram.
(Homework):



- (a) the signal is again amplified
- (b) the desired signal is fed to the acceptor circuit
- (c) the signal is amplified
- (d) the signal is fed to a loudspeaker
- (e) the signal is mixed with a signal from the oscillator to give a standard intermediate frequency
- (f) the signal is rectified by the detector.

* Task 5: Describing sequence: Reduced time clauses:

We can show that event 2 follows event 1 using a time clause:

After the cell is sealed, it is cased with a metal skin.

The subject of the time clause, *the cell*, is the same as the subject of the main clause, *it*. When this happens we can rewrite the time clause using the – **ING** part of the verb.

After being sealed, the cell is cased with a metal skin.

Rewrite these sentences by reducing the time clause in all those ones where both subjects are the same. Not all the time clause can be reduced.

1. After the resistors are sorted, they are marked to indicate their values.
2. Before you service an oscilloscope, you should discharge all large electrolytic capacitors.
3. Immediately after the pulse is transmitted, the antenna switch is closed to the receiver.
4. Before the signal is applied to the Y plates, it must be amplified.
5. The signal is amplified after it is rectified.

Before the operator signals off, he repeats his call sign.

* Task 6: Link pairs of instructions, using reduced time clauses. (Homework):

Example:

1. Switch off the main supply.

2. Remove the fuses.

→ Having switched off the main supply, remove the fuses.

1. Set the controls in the recommended positions.

2. Switch on.

3. Allow a few minutes to warm up.

4. Advance the brightness control until the trace appears.

5. Centralize the trace with the X and Y shift controls.

6. Adjust the focus control for a clear, sharp trace.

7. Switch to the ac input.

8. Connect the input leads.

9. Increase the Y gain control to obtain a convenient size of waveform.

10. Adjust the time base controls to obtain a clear waveform.

PART 3: FURTHER READING:

Global warming is possibly the most severe environmental issue faced by civilization today. The risk posed by its effects has been described in terms of environmental disaster due to huge future climate changes. Global warming is the increasing of the world's temperatures, which results in melting of the polar ice caps and rising sea levels. It is caused by the release into the atmosphere of so - called "greenhouse" gases, which form a blanket and reflect heat back to the earth's surface, or hold heat in the atmosphere. The most infamous greenhouse gas is carbon dioxide (CO₂), which once released remains in the atmosphere for 500 years, so there is a constant build - up as time progresses. The exact extent of the contribution arising from man's activities may be uncertain, but in any case it is vital to keep it to a minimum and conserve fossil fuel reserves, i.e. minimize greenhouse gas emissions. A major cause of CO₂ emission is in the generation of electricity at power stations. The CO₂ emission factor (kg of CO₂ emitted per kWh of electricity supplied) is dependent on the UK fuel mix for electricity generation. For coal - fired power stations, the figure is relatively high, for gas - fired stations it is lower and for hydroelectric, wind power or nuclear stations it is zero. Electricity suppliers may claim various mixes of generation type and hence differing emission factors, but the best presently available average UK figure is 0.422 kg CO₂/kWh (TEWI Guidelines, IOR/BRA). This value is an average of predicted values for 2005 and 2010. It is

estimated that refrigeration compressors in the UK consume 12.5 billion kWh per year. The global warming potential (GWP) of a gas may be defined as an index comparing the climate impact of its emission to that of emitting the same amount of carbon dioxide. The integrated effect over a fixed time allows for time decay of the substance. A time horizon of 100 years is usually adopted, although this is much less than the lifetime of CO₂ in the atmosphere. The refrigerant only affects global warming if released into the atmosphere.

UNIT 7: GETTING A JOB

Mã bài: MD26 - 07

I. JOB TITLE:

Sau khi tốt nghiệp, các bạn có thể xin việc ở cơ quan nhà nước (state company), công ty tư nhân (private company), công ty liên doanh (joint venture), trường học (school) hoặc tự mở doanh nghiệp riêng (self - employed). Dưới đây là một số nghề cụ thể mà các bạn có thể làm trong tương lai.

Automation Engineer
 Electricity Control Engineer
 Electricity System Engineer
 Electrical Equipment Engineer
 Electrical Measure Engineer
 Electrician

1. Which job do you want to be?
2. Where do you like working?

II. READING:

Quá trình xin việc bắt đầu từ lúc bạn quan tâm tìm đọc những quảng cáo tuyển dụng trên báo hoặc niêm yết tại trụ sở các văn phòng giới thiệu việc làm, hoặc tại phòng tổ chức của công ty bạn muốn dự tuyển. Bạn cũng có thể tham gia vào các hội trợ việc làm (thường được tổ chức vào dịp các bạn tốt nghiệp ra trường). Dưới đây là một quảng cáo tuyển dụng trên báo (job ad). Hãy đọc và trả lời các câu hỏi dưới đây:

1. What job is it for?
2. Where will the person work?
3. How old is the person?
4. What qualification, experience will the person need?
5. If you are interested in this position, what do you have to do?

“Wanted a skilled electrical engineer for a large engineering/electronics company to be built in the industrial complex in Gia Lam - Ha Noi.

Candidates must have a good degree in electricity and sufficient practical experience. Minimum age 23 years. Apply stating full particulars regarding, age, experience, salary expected to National Industrial Complex, Gia Lam - Ha Noi within 10 days.”

III. WRITING: APPLYING FOR A JOB:

Dưới đây là một mẫu thư xin việc cụ thể. Hãy đọc và trả lời các câu hỏi sau đó:

1	<p style="text-align: right;">15 Hang Dao Ha Noi, Viet Nam 20 August 2004</p> <p>The Advertiser, National Industrial Complex Gia Lam, Ha Noi</p>
2	<p>Dear Sir,</p> <p>I am writing to apply for the post of an electrical engineer advertised in “Labour” on the 19 August 2010.</p> <p>I graduated from HAUI in June 2011, with a Diploma in Electrical Engineering. While in college, I did a part-time job as electrician for Rang Dong Lighting Company. Along with it, I was repairing appliances for some households when they required.</p> <p>Concerning my language ability, I am good at English, and currently I am following an English class in the evening language centre. I also have computer skills in Word and Excel. I am hard working, creative and ready to travel away for work if required.</p> <p>A copy of my curriculum vitae is enclosed giving further details and testimonial from HIC relating to my character and proficiency in studies.</p> <p>I hope to hear from you soon, and to be given the opportunity to present myself at an interview.</p>
3	<p>Yours respectfully,</p> <p style="text-align: center;">Nguyen Thanh Binh</p>

1. How many main parts are there in an application letter?
2. Who write this letter?
3. Who will the letter be sent to?
4. What is the post applied?
5. Underline the sentences or words which can be changed to suit you.

CURRICULUM VITAE

Name: Nguyen Thanh Binh

Day of birth: 26 May 1980

Address: 15 Hang Dao – Hanoi - Vietnam

Telephone: 04 857632

Nationality: Vietnamese

Marital status: single

Education:

19.... to 19.....: Tran Phu High School

19.... to 20.....: Ha Noi Industrial College(Electricity Department)

2000 – present: graduated from HIC

Qualification:

Degree in electricity, Ha Noi Industrial College

C level certificate: English, Computer

Extra - curricular:

Captain - College Volleyball

President - College Union

Interests:

Music (country folk songs and foreign music)

Volleyball, Basketball and Swimming

Structure of an application:

- | | |
|----|---------------------------------------|
| 1. | The address of the writer |
| 2. | The date of writing the application |
| 3. | The name and address of the employer |
| 4. | The salutation |
| 5. | The introductory or opening paragraph |
| 6. | The body of the application |
| 7. | The concluding paragraph |
| 8. | The subscription |
| 9. | The signature. |

TASK:

Write an application for yourself (Use the letter above as a model)

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IV. SPEAKING: WORK IN PAIRS:

Sau đây là một số câu hỏi thường gặp khi bạn được mời phỏng vấn xin việc. Hai người lập thành một nhóm, hoàn thành các câu hỏi sau. Sau đó, một bạn hỏi, bạn kia trả lời câu hỏi.

1. When / you / leave /college (university)?
2. You / married?
3. Where /you /live?
4. You/tell me / family?
5. You / work / factory?
6. You / speak / foreign language?
7. You / play /sport?
8. You/go / ever /aboard?
9. How much /salary /you / expect?
10. What /your ambition / future?
11. What/your career objectives (mục tiêu nghề nghiệp)
12. You mind/travel/away for work?

TÀI LIỆU THAM KHẢO

- Fundamentals (latest edition): ASHRAE Handbook.
- Refrigeration (latest edition): ASHRAE Handbook.
- Principles of Refrigeration: Cambridge University Press – Gosney WB.
- The refrigeration scroll compressor and its application: IOR, 1996-7 – Hundy GF and Kulkarni S.
- Heating, ventilating, air conditioning and refrigeration, 2004: CIBSE Guide B.
- Air conditioning Engineering: Butterworth Heinemann, 2000 – Jones WB.