



Lesson 1

Vibrations and Sound

5A Unit 2 Sound

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彭文

A white electric guitar with a black pickguard and a black neck is shown on the right side of the slide. The guitar is partially visible, showing the body, pickguard, and the beginning of the neck with frets. The background is a textured, light brown surface.

01

Engagement

hear the sound





Engagement: hear the sound



01

Engagement: hear the sound

[saund]

1. How many sounds do you hear from the video? n. 声音 🔊

2. Can you make the same rhythm by using your objects or body parts?



01

Engagement: hear the sound



panpipe

n. 排箫 

['pænpaɪp]

仅供学习交流 FLTPK

01

Engagement: hear the sound

Before making a panpipe with beautiful sounds, we have to figure out two questions:

Q1: Where does sound come from?

Q2: What are the basic characteristics of sound?



02

Exploration:

see the sound



Activity 1

1. How can we stop the cymbal sound quickly?
2. How do you feel when you hold it?

We can feel **vibrations**.

n. 振动 🗣️

[ˌvaɪˈbreɪʃn]





Can we “see” the sound?

Tips:

Put some scraps of paper on the cymbal, then beat it. What will happen?



We see that paper is dancing **because of vibration.**

Why can we see the sound?

We can see the sound because the **sound comes from vibration.**



02

Exploration: see the sound

Activity 2

Find some other ways to see the magic sound.



I made sounds



Sounds come from vibrations

All of the experiments
in this video are real.

03

Explanation:

know the sound



Activity 3

1. Touch your throat with the finger then speak out "GOOD". What do you feel?

Vibration

2. All the boys and girls say "good" respectively. Which sound is high?

Girls' sounds are high.
= Girls' sounds have a high pitch.

[pit] n. 音高 



Activity 4

Put different amounts of water in two glasses. Tap the glass. Do they sound the same?



The sound is high (high/low).
=This sound has a high
(high/low)pitch.



The sound is low (high/low).
=This sound has a low
(high/low)pitch.

I compared sounds



Sounds can have high pitch
or low pitch.

03

Exploration: know the sound

Because of it, there is a lot of beautiful music in the world.



Experiment 1

Pluck a ruler to make a sound in different length by yourself. What can you find out? Tick (✓).

		
Vibration	<input checked="" type="checkbox"/> Fast <input type="checkbox"/> Slow	<input type="checkbox"/> Fast <input checked="" type="checkbox"/> Slow
Pitch of sound	<input checked="" type="checkbox"/> High <input type="checkbox"/> Low	<input type="checkbox"/> High <input checked="" type="checkbox"/> Low

Result: Fast vibrations have (high/low) pitch.
Slow vibrations have (high/low) pitch.

03

Explanation: know the sound

Experiment 2

The thinner string is, the faster vibration it has.



Which string has a high pitch?
The thick one or the thin one?

I did experiments



Fast vibrations have high pitch.
Slow vibrations have low pitch.

03

Explanation: know the sound

Which side has a **high pitch**, left side or right side?



Explanation: know the sound

Which sound is high? Which sound is low? Write the letters in the box.



play a large drum



play small drums



play the violin



play the cello



pluck a long harp string



pluck a short harp string

B, C, F

high

A, D, E

low

04

Elaboration:

learn Panpipe's sound



Now, we have known the answer to the questions,

Q1: Where does sound come from?

Sound comes from vibration.

Q2: What are the basic characteristics of sound?

Sounds can have high pitch or low pitch.

Fast vibrations have high pitch. Slow vibrations have low pitch.

Group work

Task: 

1. Discuss two questions: 1) How does a panpipe make sounds? 2) Why does each pipe make a different sound?

2. Make a plastic panpipe.

3. Present all to us.

分工明确、相互探讨、
积极讨论、共享成果



Evaluation

Groups 小组	S peak fluently 表达流利	O rganize orderly 分工有序	U se target language 使用目标语言	N ote key information 记录关键信息	D emonstrate ideas 观点清晰
Group 1					
Group 2					
Group 3					
Group 4					
Group 5					

Homework
Think and explore:
Where can sound travel?



THANKS



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