



# Lesson 1

# Vibrations and Sound

5A Unit 2 Sound

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01

# Engagement

hear the sound



01

## Engagement: hear the sound

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[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]

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.**

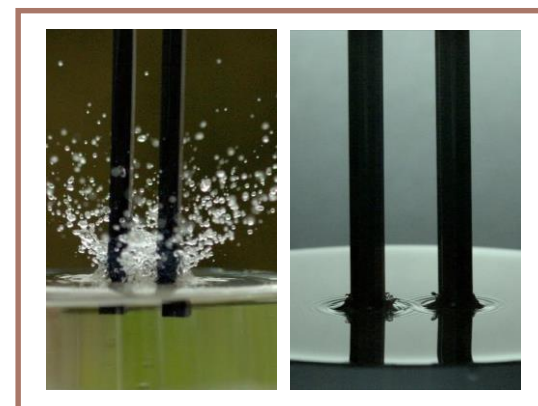


02

## 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.



## 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?





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



play a large drum



play small drums



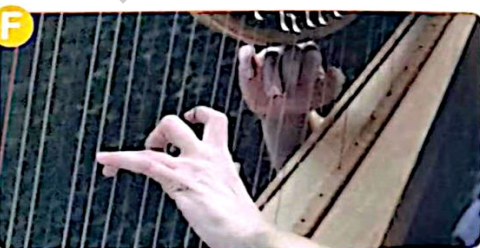
play the violin



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

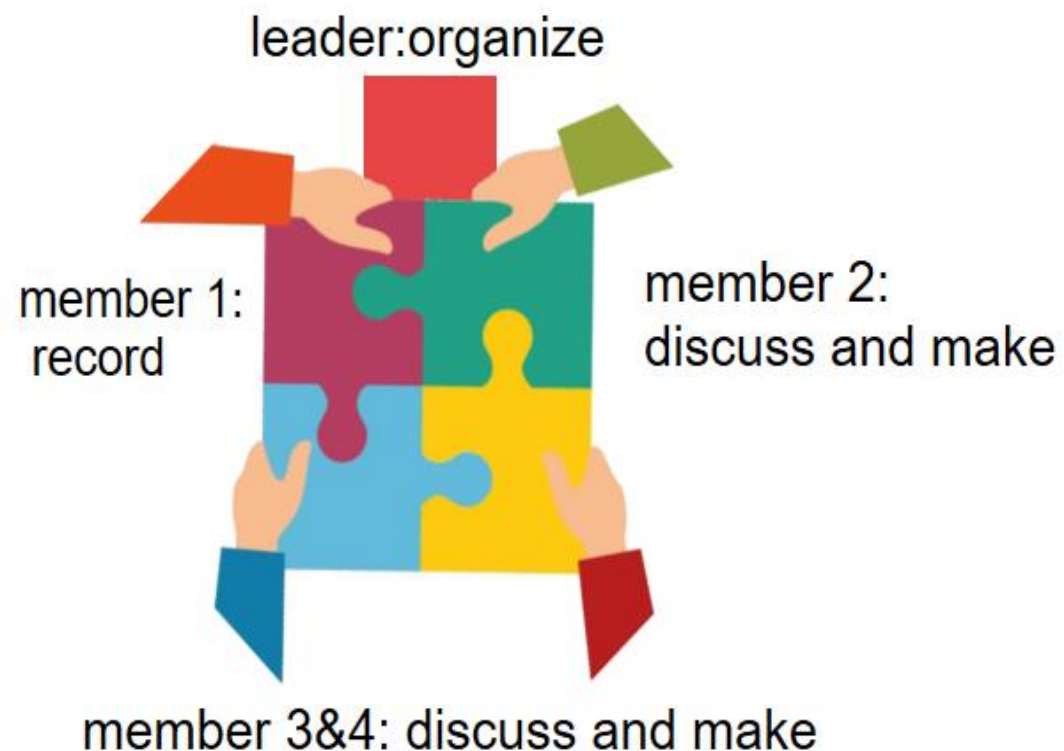
Task: 🗣️

**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	<b>S</b> peak fluently 表达流利	<b>O</b> rganize orderly 分工有序	<b>U</b> se target language 使用目标语言	<b>N</b> ote key information 记录关键信息	<b>D</b> 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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