

PHYS11 CH:14 Invisible Vibrations

From Silence to Symphony

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Outline

- 1 Introduction
- 2 Speed of Sound, Frequency, and Wavelength
- 3 Sound Intensity and Decibels
- 4 Doppler Effect and Sonic Booms
- 5 Sound Interference and Resonance
- 6 Summary

If a tree falls in the forest
and no one is there to hear it,
does it make a sound?

The Mystery

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does it make a sound?

The answer depends on how you define sound...

Physics says: yes, but no one perceives it.

Fallen Tree



Fallen Tree



The Mental Model

Tree hits ground → disturbs air particles → creates pressure waves → sound wave travels outward.

Learning Objectives

By the end of this section, you will be able to:

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- **14.1:** Describe speed of sound and how it changes in media
- **14.1:** Relate speed of sound to frequency and wavelength

14.1 Sound as a Mechanical Wave

Nature's Rule

Sound is a disturbance of matter transmitted from source outward as a longitudinal wave.

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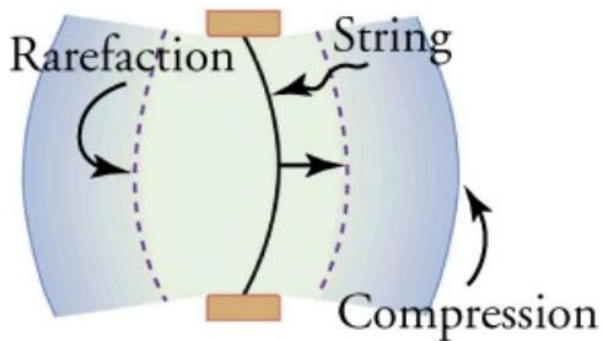
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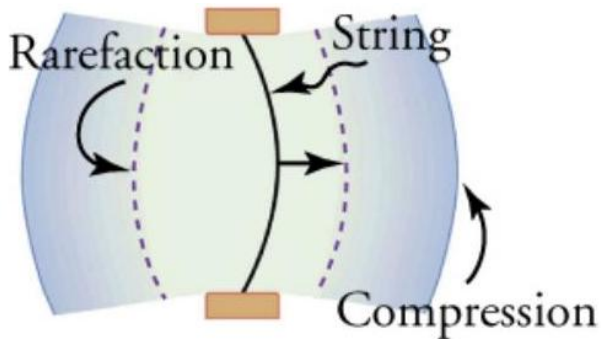
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- Matter must vibrate (compression and rarefaction)
- Energy transfers through medium
- **Requires matter** - no sound in vacuum

14.1 Vibrating String Creates Sound

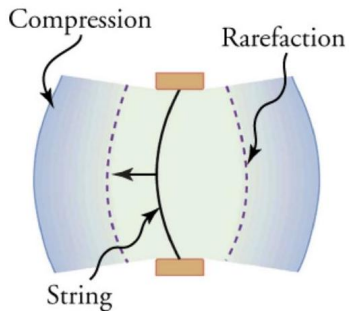


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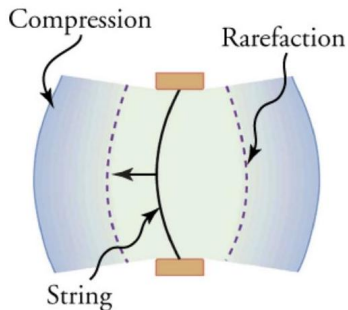


String oscillates → compresses air → creates pressure waves → longitudinal sound wave

14.1 Compressions and Rarefactions



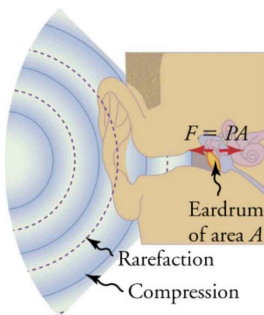
14.1 Compressions and Rarefactions



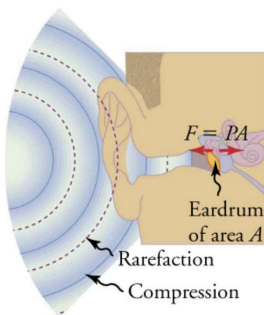
Analogy to Transverse Waves

- Compression = crest (high pressure)
- Rarefaction = trough (low pressure)
- Wavelength = distance between compressions

14.1 Sound Wave Enters Ear



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Compressions and rarefactions force eardrum to vibrate → converted to nerve impulses → brain interprets as sound

14.1 Speed of Sound

The Intuition Trap

Your brain expects: Denser material = slower sound

Reality: Speed depends on BOTH rigidity and density.

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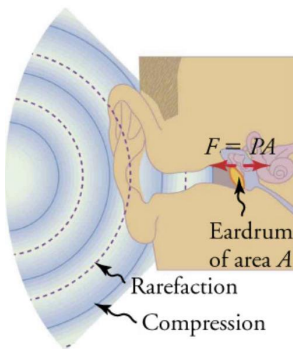
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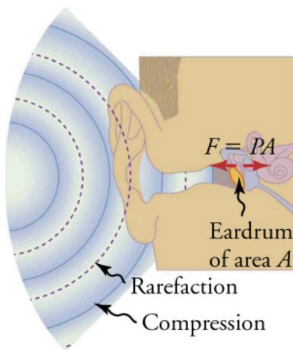
The rules:

- More rigid (less compressible) = faster sound
- Greater density = slower sound
- Solids: very rigid, so sound travels FAST despite density

14.1 Fireworks and Light vs Sound

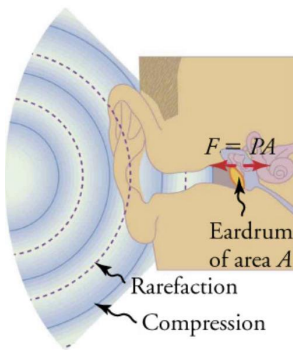


14.1 Fireworks and Light vs Sound



You see the flash BEFORE you hear the boom. Why?

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Light: 3×10^8 m/s Sound: ~ 340 m/s in air

14.1 The Universal Wave Equation

The Law of All Waves

$$v = f\lambda$$

Speed equals frequency times wavelength.

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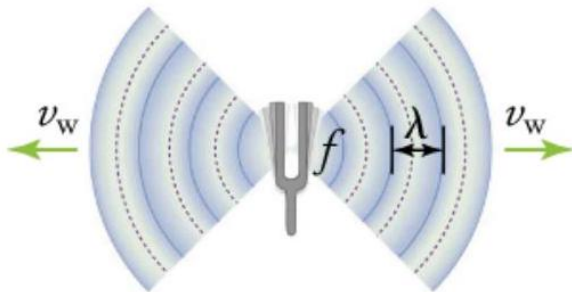
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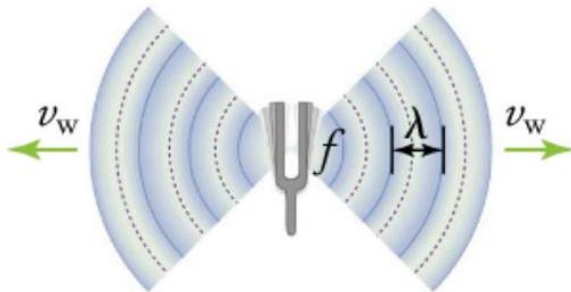
For sound:

- v = speed of sound (m/s) - depends on medium
- f = frequency (Hz) - set by source
- λ = wavelength (m) - adjusts automatically

14.1 Sound Wave Anatomy

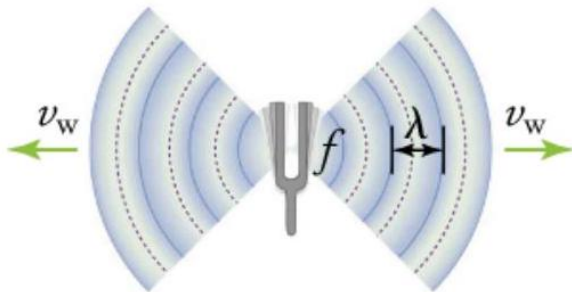


14.1 Sound Wave Anatomy



Source vibrates at frequency $f \rightarrow$ propagates at $v \rightarrow$ wavelength λ

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Distance between adjacent compressions = one wavelength

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The Consequence

Since $v = f\lambda$ and v is constant, higher frequency means shorter wavelength.

Attempt: Decoding Audible Sound

The Challenge (3 min, silent)

Calculate the wavelengths of sounds at the extremes of human hearing, 20 Hz and 20,000 Hz, when sound travels at 348.7 m/s.

Given:

- $v = 348.7 \text{ m/s}$
- $f_{\min} = 20 \text{ Hz}$, $f_{\max} = 20,000 \text{ Hz}$

Find: λ_{\max} and λ_{\min}

Can you decode the range? Work silently.

Compare: Wavelength Calculation

Turn and talk (2 min):

- 1 What equation connects speed, frequency, and wavelength?
- 2 How did you solve for wavelength?
- 3 Which frequency gives the LONGEST wavelength? Why?

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Reveal: The Range of Human Hearing

Self-correct in a different color:

Equation: $v = f\lambda \rightarrow \lambda = \frac{v}{f}$

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Check: Deep bass (20 Hz) has wavelength of a bus. High treble (20 kHz) is the size of your thumb.

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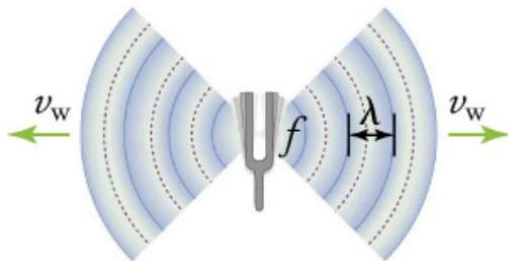
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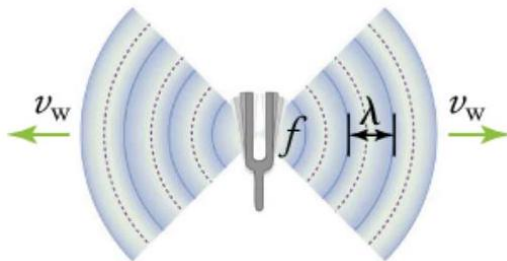
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- **14.2:** Relate amplitude to loudness and energy
- **14.2:** Describe the decibel scale for measuring intensity
- **14.2:** Solve problems involving sound intensity
- **14.2:** Describe how humans produce and hear sounds

14.2 Loudness and Amplitude

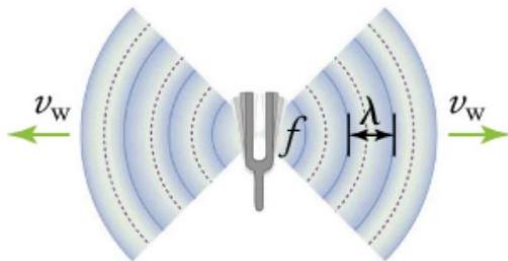


14.2 Loudness and Amplitude



Loudness relates to how energetically the source vibrates.

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The Connection

Louder sound = greater amplitude = more energy transferred

14.2 Sound Intensity

Universal Law: Intensity

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Intensity equals power per unit area.

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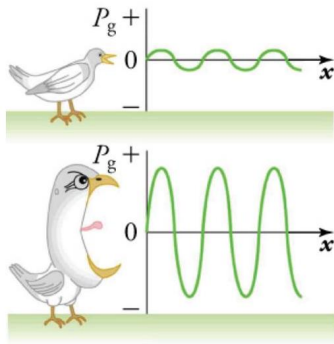
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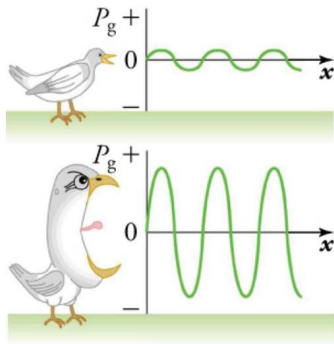
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Key insight: $I \propto (\Delta p)^2$ where Δp is pressure amplitude.
Intensity is proportional to amplitude squared!

14.2 Pressure Amplitude Graphs



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More intense sound has larger pressure maxima and minima, greater forces on objects.

14.2 Why Decibels?

Civilian View vs. Reality

Civilian: "Intensity in W/m^2 makes sense."

Physicist: "Human ears perceive logarithmically, not linearly."

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The Decibel Scale

$$\beta \text{ (dB)} = 10 \log_{10} \left(\frac{I}{I_0} \right)$$

where $I_0 = 10^{-12} \text{ W}/\text{m}^2$ (threshold of human hearing)

14.2 Understanding the Decibel Scale

Key patterns:

- Each factor of 10 in intensity = 10 dB

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- 0 dB = threshold of hearing (10^{-12} W/m^2)

Examples

- Whisper: 20 dB
- Conversation: 60 dB
- Rock concert: 120 dB (pain threshold)

Attempt: Calculating Decibels

The Challenge (3 min, silent)

A sound wave in air at 0°C has pressure amplitude 0.656 Pa . Calculate the sound intensity level in decibels.

Given:

- $\Delta p = 0.656\text{ Pa}$
- $v = 331\text{ m/s}$ (air at 0°C)
- $\rho = 1.29\text{ kg/m}^3$ (air density)
- $I_0 = 10^{-12}\text{ W/m}^2$

Find: β in dB

Two steps: find intensity, then decibels. Work silently.

Compare: Decibel Calculation

Turn and talk (2 min):

- 1 What formula did you use to find intensity from pressure?
- 2 What values did you substitute?
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Name wheel: One pair share your approach.

Reveal: From Pressure to Decibels

Self-correct in a different color:

Step 1 - Find intensity: $I = \frac{(\Delta p)^2}{2\rho v}$

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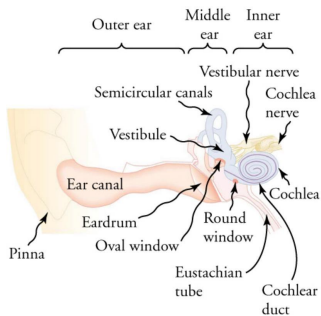
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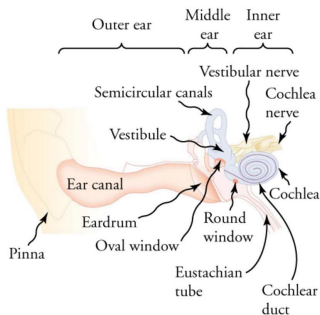
$$\boxed{\beta = 87.0 \text{ dB}}$$

Check: 87 dB is about as loud as heavy traffic - reasonable.

14.2 How We Hear



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Sound waves → eardrum vibrates → bones amplify → cochlea converts to electrical signals → brain interprets

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- **14.3:** Explain a sonic boom
- **14.3:** Calculate frequency shift using Doppler formula

Why Ambulances Lie to You

The siren isn't changing pitch.
Your ears are being fooled.

Why Ambulances Lie to You

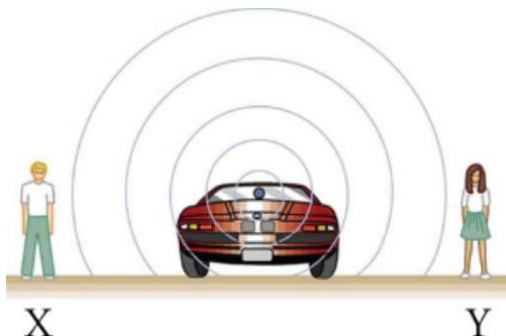
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The Illusion

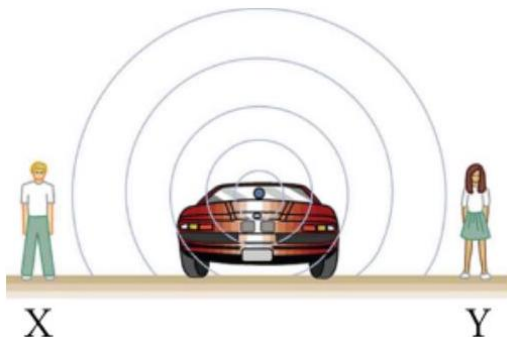
Ambulance plays one constant note. You hear two different pitches approaching vs. receding.

What's happening?

14.3 Stationary Source and Observers

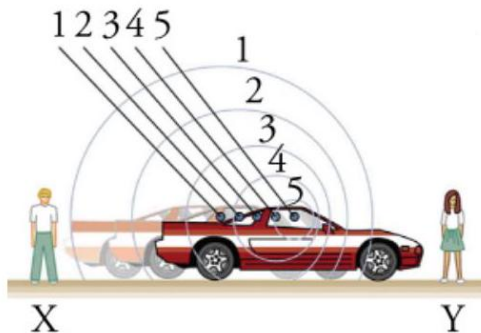


14.3 Stationary Source and Observers

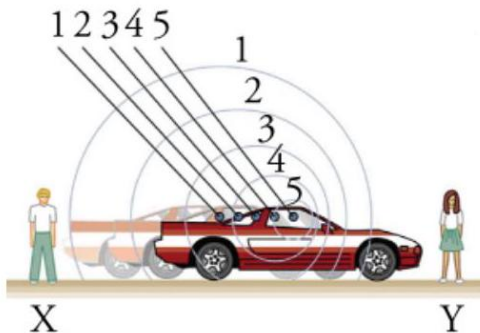


When source and observers are stationary, wavelength and frequency are same in all directions.

14.3 Moving Source

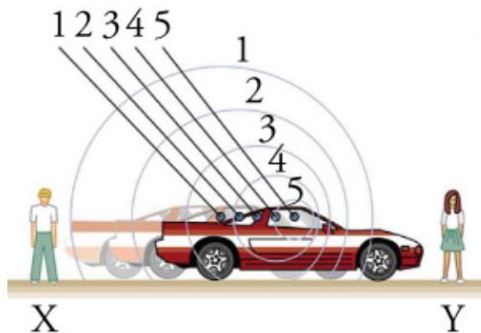


14.3 Moving Source



Source moving right → waves bunch up ahead, spread out behind

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Source moving right \rightarrow waves bunch up ahead, spread out behind

Observer on right: shorter λ , higher f

Observer on left: longer λ , lower f

14.3 The Doppler Effect Formula

For Moving Source, Stationary Observer

$$f_{\text{obs}} = f_s \left(\frac{v_w}{v_w \pm v_s} \right)$$

Use minus for motion toward observer, plus for motion away.

14.3 The Doppler Effect Formula

For Moving Source, Stationary Observer

$$f_{\text{obs}} = f_s \left(\frac{v_w}{v_w \pm v_s} \right)$$

Use minus for motion toward observer, plus for motion away.

Intuition check:

- Source approaching: denominator smaller \rightarrow frequency higher
- Source receding: denominator larger \rightarrow frequency lower

14.3 Sonic Booms

What happens when source speed approaches sound speed?

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As $v_s \rightarrow v_w$, denominator in $f_{\text{obs}} = f_s \left(\frac{v_w}{v_w - v_s} \right)$ approaches zero...

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Observed frequency approaches infinity!

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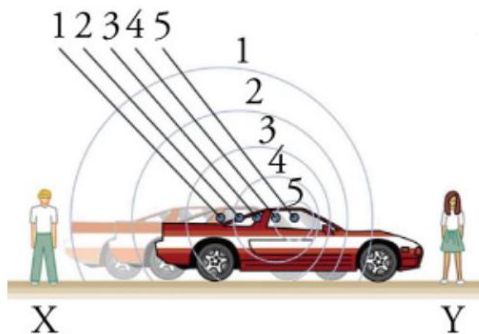
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Sonic Boom

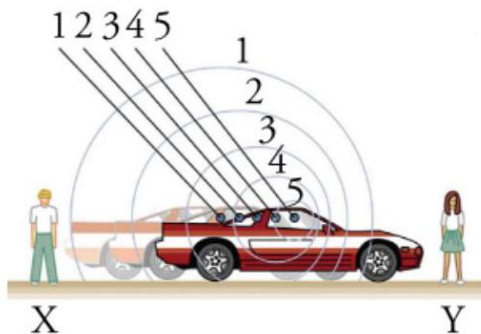
Constructive interference of sound created by object moving faster than sound.

All waves superimpose at same instant \rightarrow huge amplitude \rightarrow BOOM!

14.3 Sonic Boom Geometry



14.3 Sonic Boom Geometry



Two booms: one from nose, one from tail. Time separation equals time for aircraft to pass by a point.

Attempt: Doppler Shift Calculation

The Challenge (3 min, silent)

A train has 150 Hz horn and moves at 35 m/s. Speed of sound is 340 m/s. What frequencies are observed by stationary person as train approaches and recedes?

Given:

- $f_s = 150 \text{ Hz}$
- $v_s = 35 \text{ m/s}$
- $v_w = 340 \text{ m/s}$

Find: $f_{\text{obs, approaching}}$ and $f_{\text{obs, receding}}$

Which sign for approaching? Receding? Work silently.

Compare: Doppler Strategy

Turn and talk (2 min):

- 1 Which formula did you use?
- 2 Approaching: plus or minus sign? Why?
- 3 Receding: plus or minus sign? Why?
- 4 How did you check if answer was reasonable?

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Reveal: Train Horn Doppler Shift

Self-correct in a different color:

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Check: Shift up by 20 Hz, down by 10 Hz. Asymmetric - correct!

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By the end of this section, you will be able to:

- **14.4:** Describe resonance and beats

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- **14.4:** Solve problems involving harmonics and beat frequency

14.4 Resonance

Universal Law: Resonance

Systems oscillate best at their natural frequency. Driving a system at its natural frequency produces resonance.

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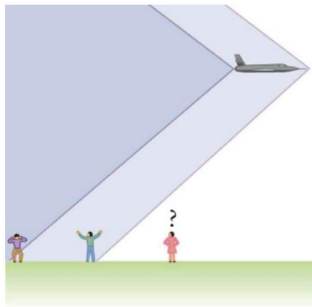
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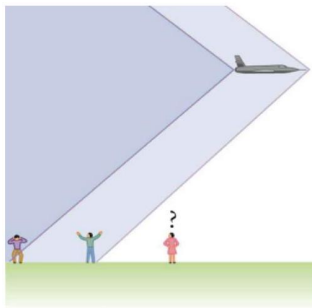
The Mental Model

Resonance is when driving frequency matches natural frequency, creating maximum energy transfer.

14.4 Paddle Ball Resonance

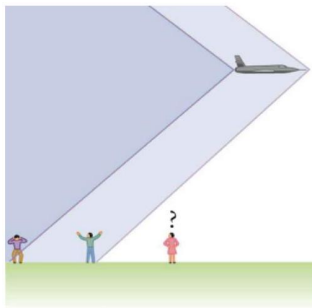


14.4 Paddle Ball Resonance



Move finger at ball's natural frequency \rightarrow amplitude grows dramatically

14.4 Paddle Ball Resonance



Move finger at ball's natural frequency \rightarrow amplitude grows dramatically
Move too slow or too fast \rightarrow amplitude stays small

14.4 Beat Frequency

Beats from Superposition

Two waves with slightly different frequencies superimpose \rightarrow alternating constructive and destructive interference \rightarrow amplitude varies in time.

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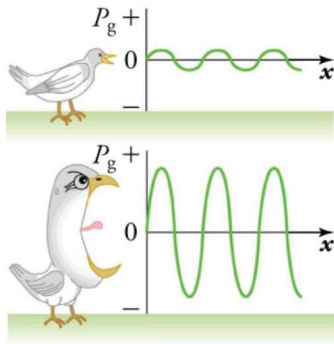
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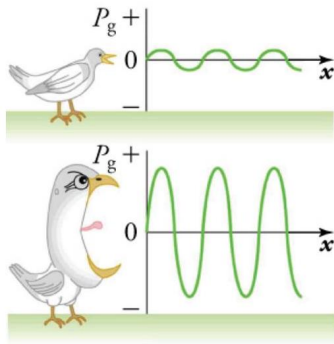
$$f_B = |f_1 - f_2|$$

You hear average frequency getting louder and softer at beat frequency.

14.4 Beat Pattern

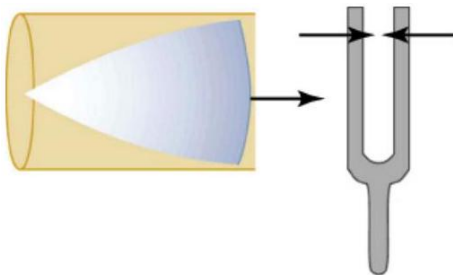


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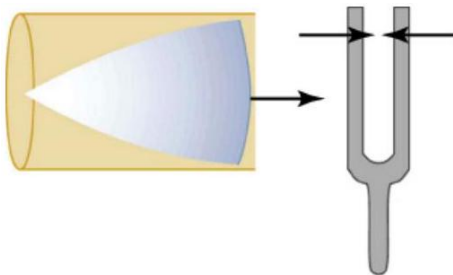


Amplitude oscillates at beat frequency while wave oscillates at average frequency.

14.4 Standing Waves in Closed Pipe



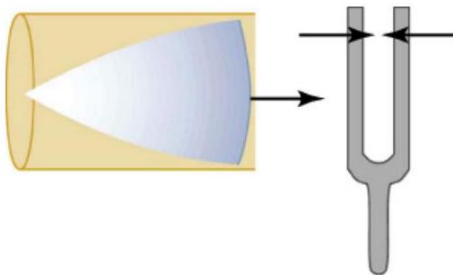
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Closed end: node (no displacement)

Open end: antinode (maximum displacement)

14.4 Standing Waves in Closed Pipe



Closed end: node (no displacement)

Open end: antinode (maximum displacement)

Fundamental: $\lambda = 4L$ so $f_1 = \frac{v}{4L}$

14.4 Harmonics in Closed Pipe

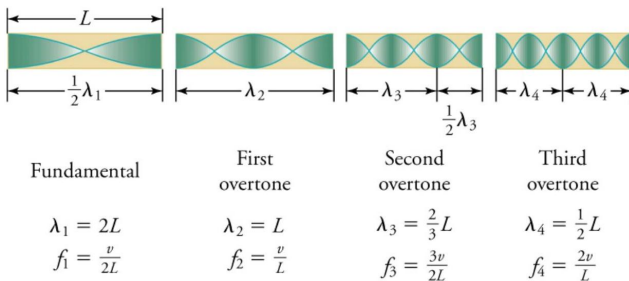


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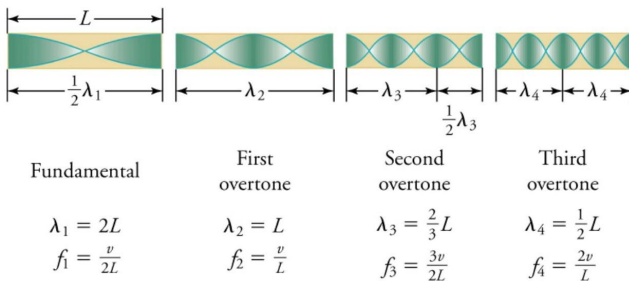


Closed-pipe resonator: $f_n = n \frac{v}{4L}$ where $n = 1, 3, 5, \dots$
Only odd harmonics!

14.4 Open-Pipe Resonator

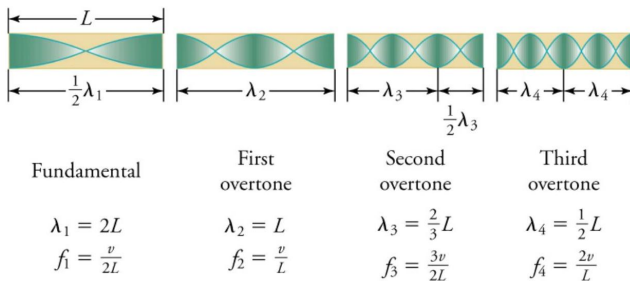


14.4 Open-Pipe Resonator



Both ends: antinodes (maximum displacement)

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Both ends: antinodes (maximum displacement)

Open-pipe resonator: $f_n = n \frac{v}{2L}$ where $n = 1, 2, 3, \dots$

All harmonics!

Attempt: Closed-Pipe Length

The Challenge (3 min, silent)

Sound travels at 344 m/s. What length should a tube closed at one end have for fundamental frequency of 128 Hz?

Given:

- $f_1 = 128 \text{ Hz}$ (fundamental)
- $v = 344 \text{ m/s}$

Find: Length L

Which formula for closed pipe? Work silently.

Compare: Pipe Length Strategy

Turn and talk (2 min):

- 1 Closed pipe or open pipe formula?
- 2 What is n for the fundamental?
- 3 How did you solve for length L ?

Compare: Pipe Length Strategy

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Name wheel: One pair share your approach.

Reveal: Tube Length for Resonance

Self-correct in a different color:

Closed-pipe formula: $f_n = n \frac{v}{4L}$ with $n = 1$ for fundamental

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Solve for L: $L = \frac{v}{4f_1}$

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$$L = \frac{344 \text{ m/s}}{4(128 \text{ Hz})} = \frac{344}{512} = \boxed{0.672 \text{ m} = 67.2 \text{ cm}}$$

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Check: About 2 feet - reasonable for a musical instrument.

What You Now Know

The Revelations

- 1 Sound = matter disturbed, propagating as longitudinal wave

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- 5 Resonance: driving at natural frequency maximizes energy
- 6 Harmonics: geometry restricts allowed frequencies

Key Equations

$$v = f\lambda \quad (1)$$

$$I = \frac{P}{A} = \frac{(\Delta p)^2}{2\rho v} \quad (2)$$

$$\beta \text{ (dB)} = 10 \log_{10} \left(\frac{I}{I_0} \right) \quad (3)$$

$$f_{\text{obs}} = f_s \left(\frac{v_w}{v_w \pm v_s} \right) \quad (4)$$

$$f_B = |f_1 - f_2| \quad (5)$$

$$f_n = n \frac{v}{4L} \text{ (closed), } n = 1, 3, 5, \dots \quad (6)$$

$$f_n = n \frac{v}{2L} \text{ (open), } n = 1, 2, 3, \dots \quad (7)$$

Complete the assigned problems
posted on the LMS