

**Lecture Review**

Yesterday, we reviewed the skill pyramid that you should work towards (reading → listening → writing → speaking) in physics communication. Special attention was given to the requirements of reading in physics, focusing on finding abstracts in English via research **themes** and topic **key words**:

Abstract ↔ research theme ↔ key words

In particular, each student was asked to express their lab's research **theme** and focus in order to understand topical **key words** in both languages. We finished with the importance of the word “analyzing” as it relates to physics.

**Relevant Websites**

<http://phet.colorado.edu/ja/simulations/category/physics>

<https://youtu.be/dFf4AgBNR1E>

**Homework One**

1. You are to interview one senior member of your lab and write down their answers to the following questions (in both Japanese and English).

- a. The theme of their research.
- b. Is their research experimental, theoretical, or computational?
- c. The key words that explain their research.

Example answers:

- a. “My research theme is quantum information.”
- b. “My research is theoretical.”
- c. “The key words are ‘phase space’ ‘quantum information’ and ‘distribution functions’.”

2. You are to “analyze” one simulation from <http://phet.colorado.edu/> by writing down (in both Japanese and English) the following:

- a. The theme of the simulation.
- b. The key words that describe the simulation.

Example answers: (looking at <http://phet.colorado.edu/ja/simulation/legacy/rutherford-scattering>)

- a. Rutherford Scattering
- b. Quantum Mechanics, Atomic Nuclei, and Atomic Structure

**For Next Class**

For 20 April, please make sure to bring your laptop and journal notebook. We will discuss Homework One and use it to do the first simulation write-up (Analyzing and Assessing).

(If you have any problems accessing the above websites or videos, please let me know).