

Conclusions and findings: Geography by Keith Kelly

AGE: Teenagers
LEVEL: Intermediate
TIME NEEDED: Approx. 90 minutes
OBJECTIVES: to consider evidence and the consequences of soil creep; carry out an investigation into soil creep; practise terms and phrases related to expressing conclusions and findings.
KEY SKILLS: reading, speaking, writing, listening
MATERIALS: one copy of the worksheet per student; photograph of mass land movement in your country (optional); set of four photographs of soil creep (one per group of four students)

Content focus Soil creep

Warm up: 5 minutes
Activity 1: 15 minutes
Activity 2: 20 minutes
Activity 3: Homework + 15 minutes in the next lesson

WARM UP

If possible, find a photograph of a mass land movement in your country. Otherwise, use the photograph on the students' worksheet (which shows a landslide over several lanes of a highway). Ask the students if anyone has ever seen a landslide. In pairs, ask the students to discuss with each other what they can see in the photograph. Gather their ideas as a whole class. Discuss with the students how some mass land movements, unlike the one in the photograph, are so slow that we don't see them happening and only see the consequences. Soil creep is an example of this kind of slow mass land movement.

ACTIVITY 1

Ask the students to read the text, answer the questions and then check their answers with a partner. Check the answers with the class.

Key

1. near the surface; 2. because of its effects on surface objects; 3. it causes them to bulge and break;

4. they move with the soil and break; 5. no – they will only lean; 6. terracettes, which appear as small ridges across a slope

ACTIVITY 2

Divide the students into groups of four. Give each group the set of photographs showing soil creep. Ask each student to study one of the photographs and share the evidence of soil creep with the rest of the group. Point students to the starting phrases if they need help. Ask each group to offer their conclusions and findings to the whole class.

ACTIVITY 3

This activity could be set as homework.

Ask the students to look out for signs of any mass land movement near their home or the school. Give each student a copy of the *Soil creep in my area* sheet and encourage them to use the structure in it to help them record their findings and present their conclusions in the next lesson.

Language focus Conclusions and findings

Activity 1: 7–8 minutes
Activity 2: 12–13 minutes
Activity 3: 15 minutes

Encourage students to practise language related to findings and conclusions and read the [Your CLIL: Conclusions and Findings: Geography](#) list

ACTIVITY 1

Ask the students to choose the correct words to complete the sentences.

Key

1. *disputed*; 2. *present*; 3. *substantiated*; 4. *valid*; 5. *arrived at*; 6. *about*; 7. *for*; 8. *from*; 9. *on*.

Conclusions and findings: Geography by Keith Kelly

ACTIVITY 2

Ask the students to find the *conclusions and findings* words in the wordsearch.

Key _____



Ask students to check their work in pairs and share the words they have found with the whole class.

ACTIVITY 3

Ask the students to complete the crossword. All the answers are words to do with conclusions and findings.

Key _____

Across: 2. discuss; 6. explain; 8. see; 9. provide; 11. contradict; 12. comment; 13. draw.

Down: 1. justify; 3. conclude; 4. confirm; 5. report; 7. means; 10. record.

Conclusions and findings: Geography
by Keith Kelly

Content focus
Soil creep

WARM-UP

In pairs, discuss what you can see in the photograph. Share your ideas with the rest of the class.



Conclusions and findings: Geography by Keith Kelly

ACTIVITY 1

Read the text about soil creep and answer the questions, then check your answers with a partner.

Soil creep is a type of mass movement which takes place very slowly. Soil creep is greatest near the surface and decreases with depth. It can occur even on very gentle slopes.

Anything that loosens the soil, including freeze-thaw action or burrowing animals, assists the movement of soil down the slope. Soil creep can be as little as one millimetre per year, yet the results can be destructive.

Soil creep sometimes might not be noticed at all if it were not for the effect that it has on surface objects. For example, if soil creeps behind a wall, it builds up and can cause the wall to bulge and break and eventually fall over. A similar thing happens

to fences. At the point in a fence where soil creep is occurring, the fence will move with the soil. Eventually the fence may break at that point, as it is pulled from the rest of the fence. A bend in a tree on a slope or leaning telephone poles and electricity pylons may also be a result of soil creep, as the poles lean in the direction of the movement of the soil.

Another visible consequence of soil creep is *terraces*. These are a series of small ridges which form across a slope.

Adapted from *New Complete Geography 3rd edition* by Charles Hayes pp. 24 © Gill & Macmillan 2002

1. Where does soil creep take place?
2. Why is it noticeable?
3. What affect does it have on walls?
4. What happens to fences affected by soil creep?
5. Is the effect the same on telephone poles and electricity pylons?
6. What is another indication of soil creep and how does this appear on a slope?

ACTIVITY 2

Work in groups of four. Take one of the photographs that your teacher has given you.

Find evidence of soil creep in the photographs and discuss your findings with your group. You could use starting phrases such as:

- *The photograph (clearly) shows ...*
- *The photograph suggests ...*
- *The photograph indicates ...*
- *We can (clearly) see in the photograph that...*
- *The ... in the photograph is (clear) evidence of soil creep.*
- *From the photographs it is clear that ...*

If you're not sure about your evidence, say so. You could use a phrase such as:

- *The ... in the photograph could suggest soil creep.*
- *The ... in the photograph may be evidence of soil creep.*

As a group, prepare a short summary of your conclusions to share with the whole class.

Conclusions and findings: Geography

by Keith Kelly

ACTIVITY 3

In pairs, look out for signs of soil creep near your home or school. Use the *Soil creep in my area* worksheet to record your evidence and help you present your findings. Afterwards, use your notes when you present your conclusions to the rest of the class.

Soil creep in my area

Take a photograph or draw a sketch. Explain what the image shows

The image shows ...

Describe the location of the soil creep. Draw a map or use a grid reference to pinpoint the location.

The soil creep is located ...

State what the evidence for soil creep is (fallen wall, broken fence, leaning poles, terracettes, bending tree, other).

If there is any other evidence of soil creep, describe it. (For example: *The land is no longer used because of soil creep.*)

The evidence for soil creep is ...

Describe any signs of burrowing wildlife or anything that might have contributed to the soil creep.

Other signs of soil creep are ...

Conclusions and findings: Geography by Keith Kelly

Language focus Conclusions and findings

ACTIVITY 1

Circle the correct word to complete the sentences.

1. The conclusions were *disrupted* / *disputed* on the grounds that the data source was not trustworthy.
2. The aim was to collect information about the group and *present* / *populate* it in a bar chart.
3. Though the government's findings were persuasive, they were *not substantiated* / *not substandard*.
4. The group presented *vivid* / *valid* conclusions based on their field work findings.
5. The committee *arrived at* / *aimed at* a conclusion after considering all of the evidence.
6. Research findings *in* / *about* migration suggest that governments can influence migration through policy.
7. The results *in* / *for* the first group can be applied to the second group.
8. Conclusions drawn *about* / *from* a recent research project show a rise in consumption patterns.
9. The findings *on* / *from* the overpopulation of the cities show an increasing demand on public transport.

ACTIVITY 2

Do the wordsearch and find the words to do with conclusions and findings. The words appear horizontally, vertically and diagonally.

Z	E	V	S	L	R	E	Y	M	H	W	J	I	D	E	D
D	R	R	W	R	F	K	T	F	A	C	T	H	A	S	G
A	R	H	P	Y	R	W	G	I	X	R	G	E	T	P	V
D	N	M	V	D	A	N	I	N	N	S	E	N	A	R	H
G	N	A	L	A	A	V	G	D	O	U	E	T	L	E	O
C	E	A	M	T	E	E	D	I	I	M	V	S	X	O	W
E	M	H	E	O	R	W	I	N	U	M	I	Q	X	T	O
E	H	M	N	R	I	S	Q	G	D	A	D	A	N	G	C
P	N	F	E	M	I	T	R	S	S	R	E	S	U	L	T
E	I	D	J	C	R	A	S	I	M	Y	N	S	M	N	O
E	Q	S	I	O	U	T	C	O	M	E	C	U	O	N	F
S	D	S	U	R	V	E	Y	O	S	A	E	Y	R	G	E
W	I	O	O	G	W	M	X	N	R	J	H	O	N	I	M
Z	N	P	L	N	A	E	D	F	F	S	R	E	C	I	I
E	B	E	D	N	C	N	R	D	E	M	P	Z	Q	H	M
U	E	E	P	A	S	T	X	D	L	L	F	S	V	P	G

data
evidence
fact
findings
outcome
result
statement
arguments
summary
survey

Conclusions and findings: Geography by Keith Kelly

ACTIVITY 3

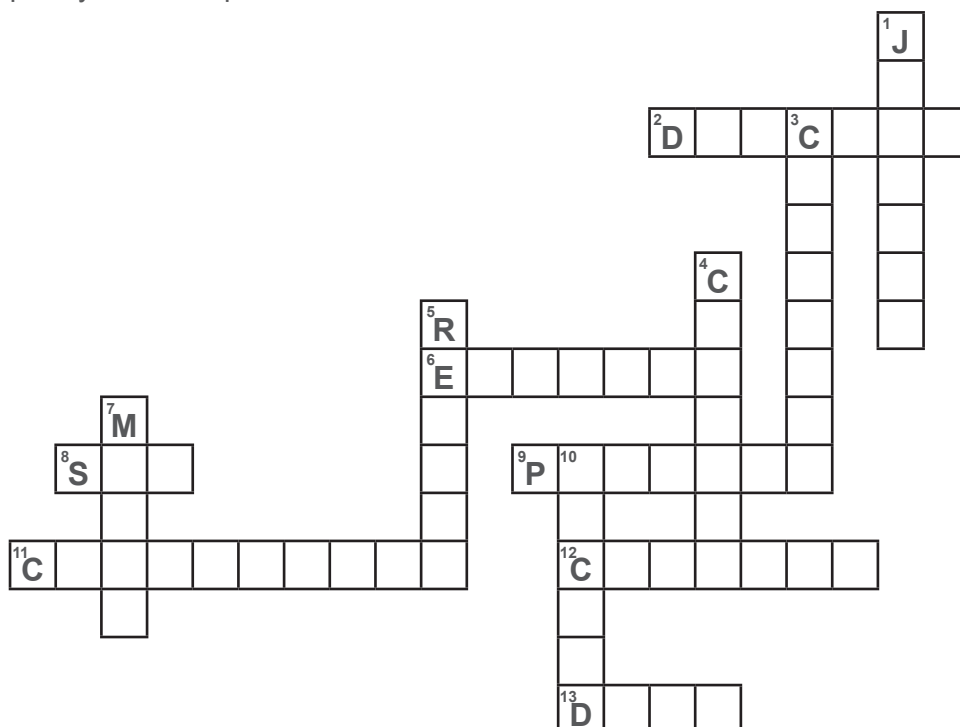
Complete the crossword. The answers are all words to do with conclusions and findings.

Across

- 2. Each group should take one of the images and d_____ its relevance to the causes of Third World poverty.
- 6. E_____ some reasons why some local people might not welcome the new industry.
- 8. When limestone is shattered we can sometimes s_____ the preserved shapes of the creatures that died.
- 9. Look at the photograph of the location of the factory and p_____ three reasons which might contribute to this choice of location.
- 11. In what way do the images c_____ the statement above?
- 12. C_____ on the importance of availability of transport for the rural population in this part of the country.
- 13. D_____ a diagram to show why you could expect landslides to happen at that place.

Down

- 1. J_____ your answer with evidence from the map
- 3. C_____ with a discussion on the factors affecting population change over the last century in Europe.
- 4. Are you able to c_____ your findings with the data in the chart?
- 5. Discuss the best solutions as a group and then r_____ your conclusions back to the class.
- 7. A small proportion of Germany's population are children, so this m_____ that its population pyramid has a rather narrow base.
- 10. Observe the road traffic in the high street of your town and r_____ the types of transport and their frequency over the space of an hour.



Conclusions and findings: Geography
by Keith Kelly

CUT-OUTS

YOUR CLIL CUT-OUTS

IMAGE 1

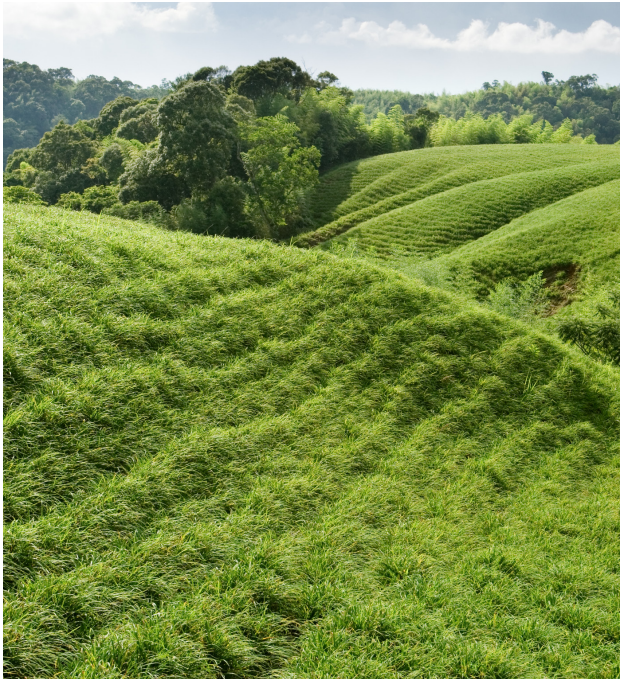


IMAGE 2



IMAGE 3



IMAGE 4

