1.What is the lecture mainly about?

a. The various well-known effects of mass wasting
b. The processes involved in slower types of mass wasting
c. The characteristics of mass wasting in permafrost regions
d. The practice of building in areas where mass wasting occurs

2.What is one condition that the professor mentions that is necessary for creep to occur?

a. A hill or mountain has a steep slope
b. Water is present to move loose soil down the slope
c. There must be trees growing on the side of the slope
d. There is a soil layer that expands and contracts on a periodic basis

3.According to the professor, how is solifluction different from creep? Select 2 answers.

a. Solifluction requires less soil moisture than creep
b Solifluction is more difficult to measure
c. Solifluction moves soil in one mass
d. Solifluction requires cold temperatures

4.What does the professor imply when he apologizes for using Spitsbergen as an example?

a. He does not think it is the best example of the process of solifluction
b. He knows that the students would prefer to hear about the local area
c. He has talked about Spitsbergen in previous classes
d. He is sorry that the students are unfamiliar with Spitsbergen

5.What does the professor think is the reason for slow solifluction rates in some areas of Spitsbergen?

a. Differences in the thickness of the permafrost
b. The effect of wind on the accumulation of snowfall
c. The varying amount of snowfall from year to year
d. The use of slope stabilization techniques in those areas

6.What is the professor's opinion of the construction of buildings in permafrost areas?

a. It is well worth the risks
b. It always speeds up the process of solifluction
c. It should be done only if specific guidelines are followed
d. It's safe because the ground is permanently frozen