



Animal communication

Lessons 3-4
Handout 1

Warm-up

1. With your partner, answer these questions:
 - What types of animal communication did we read about last lesson?
 - Which animals do you remember?
 - If we had to put these animals into two groups based on how they communicate, how would we do it?

Vocabulary

2. Match the words to their definitions.

Words	Definitions
1. species	a. movements of the body, especially hands, arms or face, that communicate meaning
2. vocalizations	b. sounds produced by animals (or humans) to communicate (e.g., calls, songs, clicks)
3. gestures	c. pictures, signs or signals that represent ideas, actions or things
4. symbols	d. be the most powerful, important or common type in a group
5. dominant	e. different types of living things that can reproduce with each other
6. account for	f. make up a particular part or proportion of something



3. Complete the sentences with the correct word from the box.

species, vocalizations, gestures, symbols, dominant, account for

- Whales use complex _____ to communicate with members of their pod.
- Chimpanzees use facial expressions and hand _____ to show anger, fear or reassurance.
- In some research studies, chimpanzees have learned to use _____ on a keyboard to ask for food or toys.
- In many groups of animals, one individual is more powerful or _____ than the others.
- Hundreds of different _____ live in one section of the rainforest.
- In this chart, vocalizations _____ nearly half of the total types of communication.

Analyzing Data

4. Read the table about animal communication and answer the questions.

Table 1: Observed Communication Methods in Five Animal Species

Data based on a 100-hour observation study of social interactions.

Species	Vocalizations (Sounds)	Gestures (Body / Face)	Smell and Touch	Symbols (Signs / Icons)*
Bees	5%	35%	60%	0%
Whales	85%	5%	10%	0%
Prairie Dogs	70%	10%	20%	0%
Dolphins	60%	15%	10%	15%
Chimpanzees	20%	50%	15%	15%

*Symbols = abstract shapes or learned human signs used in research.



1. Identify the Highs: Which three species rely on vocalizations for the majority (more than 50%) of their communication?

2. Identify the Lows: Which communication method is the least common across all five species?

3. Find a Relationship: Look at the data for symbols. Which two species are the only ones to use this method, and what is the percentage for both?

4. Compare the Groups: Which two species rely more on gestures and smell and touch than they do on vocalizations?

5. Identify the Overall Trend: True or False: In this study, vocalizations are the dominant method of communication for most animals.

Language

5. Match the linking word to how it is used in writing.

Linking Words	Use
1. Overall / In general	a. To give extra information
2. In addition / Furthermore	b. To give a big picture or summary
3. However / In contrast	c. To give a specific case or detail
4. For example / For instance	d. To show a difference or opposite idea



6. Combine the data from the table using the linker in brackets.

Example:

Whales use vocalizations for 85% of their communication. Prairie dogs use them for 70%. (In addition)

*Answer: Whales use vocalizations for 85% of their communication; **in addition**, prairie dogs use them for 70%.*

Use a semicolon ; before the linker and a comma , after it.

1. Bees rely mainly on smell and touch for 60% of their signals. Whales use these methods only 10%. (**In contrast**)

2. Dolphins use vocalizations 60% of the time. They are one of the few species to use symbols. (**However**)

3. Vocalizations are the most used method for three species. They are the most important way animals share information. (**Overall**)



Writing

7. The table below shows the percentage of different communication methods used by five animal species during a 100-hour observation study.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

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Writing Plan: The 3-Paragraph Structure

Use your analytical answers from Activity 4 to build your report.

Paragraph 1: Introduction & Overview

- **What to do:** Paraphrase the prompt and state the **dominant** trend (from Activity 4, Question 5).
- **Sentence Starters:** "The table shows ..." and "Overall, it is clear that..."

Paragraph 2: The Vocalization Group (The "Highs")

- **What to do:** Describe the species that rely on sound (from Activity 4, Question 1). Compare their percentages.
- **Sentence Starters:** "Regarding vocal communication, whales account for..." and "In addition, prairie dogs..."

Paragraph 3: The Non-Vocal Group & Symbols (The "Others")



8. Exchange your writing with a partner. Read their report and complete the checklist below.

Task Achievement (The "Big Picture")

- The Overview:** Did the writer include a clear "Overall" sentence in the first paragraph?
- The Groups:** Did the writer group the "Vocalization" species together in one paragraph?
- The Data:** Did the writer include at least **4 specific percentages** from the table?
- The Vocabulary:** Circle any of these words used: *species / dominant / account for / vocalizations / gestures / symbols*.

Coherence & Cohesion (The "Signposts")

- Linkers:** Underline all the linkers used (e.g., *In contrast, However, In addition*).
- Punctuation:** Did the writer use a **comma** after their linkers? (e.g., *Overall, ...*)
- Logic:** Is the report easy to read, or is it just a list of numbers?

Partner Feedback

- One thing I liked:** "I liked how you..."
- One thing to improve:** "Try to ... next time."