Issues for Debate
Pre-Reading Questions

Discuss these questions.

1. Which of the animals shown above do you think is the most intelligent, and why?
2. Which animal is the most useful to humans?
3. Describe some other ways in which humans use animals.
**READING 1**

*Animal Rights*

1. The American Declaration of Independence said that “all men are created equal, that they are endowed ... with certain inalienable rights, that among these are Life, Liberty and the *pursuit of* Happiness.” This was one of the first statements of human rights. Back in 1776, this was a new idea, but today we are used to the idea that as humans we have certain basic rights.

2. Our right to equal treatment also means that we have to treat other people as equals. In the beginning, equal rights and responsibilities were limited to certain groups. Over time, justice prevailed, and with the civil rights movement came the modern belief that it is not acceptable to discriminate on the grounds of sex, race, or religion.

3. Does the belief in equality, freedom, and the right to be treated in a certain way apply to animals as well? Do animals also have “certain inalienable rights” among which are “Life, Liberty and the pursuit of Happiness”? This issue is at the heart of the debate about animal rights.

4. Animal welfare societies started in Britain and the United States in the early 1800s. In fact, the United Kingdom passed laws to protect animals from *abuse* before there were any laws to protect children. The Royal Society for the Prevention of Cruelty to Animals (RSPCA) was founded in 1824 to find and punish people who deliberately harmed animals. The first book on animal rights was written by an Englishman, Henry Salt, in 1892. His book and the animal rights movement that he started were based on two ideas: that human beings are not made to eat meat and that we have a moral duty to treat animals “like us.” This means we should behave toward animals just as we behave toward other human beings. Not everybody supported Salt’s ideas, but he made people think about animals and their rights.

5. In 1948, human rights became universal with the United Nations Declaration of Human Rights, which stated that “recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of

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**Notes**

[1] *pursuit of* = search for  
[4] *abuse* = mistreatment
freedom, justice and peace in the world.” But it is only since the 1970s that the idea of animals having rights just as humans do has developed. It started with an essay written by Peter Singer in which he used the term “animal liberation.” In his article in the *New York Review of Books*, Singer wrote about how animals should be treated, and this started the debate that continues up to now.

How similar are animals to humans? Can some animals feel and think in ways similar to humans? Scientists have discovered that chimpanzees have many similarities with humans. Researchers who work with chimpanzees say they experience almost every emotion we do. They use tools, think ahead, and take care of one another. At Central Washington University in the United States, a chimpanzee named Washoe has learned American Sign Language; he uses it to communicate with humans and has even taught it to another chimpanzee called Loulis. Researchers also claim that other creatures, such as gorillas, whales, and dolphins, are more like us than we think. On May 20, 2003, the BBC reported on a study published in the U.S. journal *Proceedings of the National Academy of Sciences*, which claims chimpanzees are so closely related to humans that they should properly be considered members of the human family. Scientists from Wayne State University’s School of Medicine in Detroit, Michigan, examined key genes in humans and several ape species and found them to be 99.4 percent the same as those of chimpanzees.

A British animal welfare group called Compassion in World Farming (CIWF) started campaigning in the 1980s to win a new status in law for animals. They wanted animals to be given the status of “sentient beings” (i.e., possessing a level of conscious awareness and able to have feelings). After years of petitions, the concept that animals are sentient was finally recognized by the European Union in 1997. A statement was added to the treaty that established the EU, recognizing animals as sentient beings and requiring that their welfare be properly taken into account in the development of the Community’s policies on agriculture, transport, the internal market, and research. Compassion in World Farming accepts that farm animals will be killed for their meat but argues that they should be treated humanely. As reported by the BBC

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[6] claim = state that something is true, even though it has not been proven  
[7] campaign = lead or take part in a series of actions intended to achieve a particular result, especially in politics or business  
petition = a formal prayer or request to someone in authority
on May 9, 2003, the group believes that animals that live in communities “often exhibit signs of **morality** that resemble human behavior. There is evidence that some animals do have some level of morality and some concern over other animals. Living within a group requires a moral code of behavior. **Zoologists** who have spent their professional lives studying animal behavior, either by observation or by experiments to test their mental capacities, believe that many animals feel and think.” Joyce D’Silva, chief executive of CIWF, told BBC News Online, “This has huge **implications** for the ways we use animals and implies that all farm animals are entitled to **humane** lives and deaths.” If it is true that some creatures have a capacity for consciousness similar to that of human beings, then there is justification for giving them rights like those of humans.

8 Germany has become the first European nation to vote to guarantee animal rights in its constitution. Before the vote, animals in Germany were already protected by laws governing the conditions under which they could be held in captivity. The issue of animal rights had been debated among German politicians for years. Then, in 2002, **lawmakers** in Germany voted to add “and animals” to a clause that obliges the state to respect and protect the dignity of humans. With this new law, there will be tighter restrictions on the use of animals for testing cosmetics and nonprescription drugs. Lawmakers in Germany said that they would give more **funding** to projects that look at alternatives to using animals for experiments.

9 Today, animal welfare groups around the world continue with their work to change laws to protect animals and make their existence more humane.

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**morality** = beliefs or ideas about what is right and wrong, and about how people should behave  
**zoologist** = a scientist who studies animals and their behavior  
**implications** = a possible future effect or result of a plan, action, or event  
**imply** = suggest that something is true without saying or showing it directly  
**be entitled to ~** = be given the right to have ~  
**humane** = treating people or animals in a way that is kind, not cruel  
[8] **lawmaker** = an elected official responsible for making laws  
**funding** = an amount of money for a specific purpose
1 **VOCABULARY**

Select the letter of the answer that is closest in meaning to the italicized word or phrase.

1. All men are *endowed with* certain inalienable rights.
   a. gifted with  
   b. intelligent enough to have  
   c. capable of  
   d. lacking in

2. Over time, justice *prevailed*.
   a. failed  
   b. succeeded  
   c. existed  
   d. lived

3. This *issue* is at the heart of the debate about animal rights.
   a. question  
   b. doubt  
   c. danger  
   d. answer

4. The RSPCA was founded to punish people who *deliberately* harmed animals.
   a. intentionally  
   b. forcefully  
   c. accidentally  
   d. strongly

5. Chimpanzees have a richly developed *consciousness*.
   a. knowledge  
   b. awareness  
   c. memory  
   d. order

6. With this new law, there will be tighter *restrictions on* the use of animals for testing.
   a. limitations on  
   b. methods for  
   c. areas for  
   d. systems for

2 **LOOKING FOR THE MAIN IDEAS**

Answer the following questions.

1. Which paragraph describes the main issue affecting the debate about animal rights?
2. What was Henry Salt’s philosophy?
3. What aspects of our treatment of animals are called into question by animal rights groups?

3 Skimming and Scanning for Details

Scan the reading quickly to find the answers to these questions.

1. What were the aims of the RSPCA?
2. How did the issue of animal rights start to become discussed?
3. In what ways has Germany done more than other countries to protect animals?

4 Making Inferences and Drawing Conclusions

The answer to these questions are not directly stated in the article. Write complete answer.

1. What conclusion do you draw from the fact that, in Britain, laws protecting animals preceded laws protecting children?
2. How are prevention of suffering to animals and meat-eating related?

5 Discussion

Discuss these questions with your classmates.

1. How similar are animals to humans, in your opinion?
2. Should animals be used for medical research?
Clone Farm

The following article by Andrea Graves appeared in the New Scientist, August 18, 2001.

1. Billions of identical chickens could soon be rolling off production lines. Factory farming could soon enter a new era of mass production. Companies in the US are developing the technology needed to “clone” chickens on a massive scale.

2. Once a chicken with desirable traits has been bred or genetically engineered, tens of thousands of eggs, which will hatch into identical copies, could roll off the production lines every hour. Billions of clones could be produced each year to supply chicken farms with birds that all grow at the same rate, have the same amount of meat and taste the same.

3. This, at least, is the vision of the US’s National Institute of Science and Technology, which has given Origen Therapeutics of Burlingame, California, and Embrex of North Carolina $4.7 million to help fund research. The prospect has alarmed animal welfare groups, who fear it could increase the suffering of farm birds.

4. That’s unlikely to put off the poultry industry, however, which wants disease-resistant birds that grow faster on less food. “Producers would like the same meat quantity but to use reduced inputs to get there,” says Mike Fitzgerald of Origen.

5. To meet this demand, Origen aims to “create an animal that is effectively a clone”, he says. Normal cloning doesn’t work in birds because eggs can’t be removed and implanted. Instead, the company is trying to bulk-grow embryonic stem cells taken from fertilised eggs as soon as they’re laid. “The trick is to culture the cells without them starting to differentiate, so they remain pluripotent,” says Fitzgerald.

6. Using a long-established technique, these donor cells will then be injected into

Notes

[1] identical = exactly the same
[2] bred = past participle of ‘breed’
[4] poultry = birds such as chickens and ducks that are kept on farms for supplying eggs and meat
[5] laid = past participle of ‘lay’ e.g. Chickens lay eggs
[6] donor = a person or animal that gives something
the embryo of a freshly laid, fertilised recipient egg, forming a chick that is a “chimera.” Strictly speaking a chimera isn’t a clone, because it contains cells from both donor and recipient. But Fitzgerald says it will be enough if, say, 95 per cent of a chicken’s body develops from donor cells. “In the poultry world, it doesn’t matter if it’s not 100 per cent,” he says.

7 With its patent still at application stage, Origen is unwilling to reveal if it can reliably obtain such chimeras. But it has occasionally created the ideal: chicks that are 100 per cent donor-derived, or pure clones.

8 Another challenge for Origen is to scale up production. To do this, it has teamed up with Embrex, which produces machines that can inject vaccines into up to 50,000 eggs an hour. Embrex is now trying to modify the machines to locate the embryo and inject the cells into precisely the right spot without killing it. Automating the process will be tricky, admits Nandini Mandu of Embrex. Even when it’s done by hand, up to 75 per cent of the embryos die.

9 In [the] future, Origen envisages freezing stem cells from different strains of chicken. If orders come in for a particular strain, millions of eggs could be produced in months or even weeks. At present, maintaining all the varieties the market might call for is too expensive for breeders, and it takes years to breed enough chickens to produce the billions of eggs that farmers need.

10 Fitzgerald insists that genetic modification isn't on Origen’s menu. The stem cells will come from eggs laid by unmodified pedigree birds, he says. All the same, Origen’s website says the company has licenses for tools for genetically engineering birds, and it talks about engineering birds that lay eggs containing medical drugs.

11 Animal welfare groups say that it would be cruel if breeders used technology to mass-produce the fastest-growing birds. Some birds already go lame when bone growth doesn’t keep pace with muscle growth. “The last thing they should be doing is increasing growth rates,” says Abigail Hall of Britain’s Royal Society for the Prevention of Cruelty to Animals.

12 There are other dangers. If one bird were vulnerable to a disease, all its clones would be too. But if one set of clones fell victim to a disease, the technology would

allow farmers to “roll out” a resistant set rapidly.

There could also be benefits for consumers, as farmers could quickly adopt strains that don’t carry food-poisoning bacteria such as *Salmonella*, for instance. Whether shoppers will buy meat from a clone, even if it’s not genetically engineered, remains to be seen. And the FDA has yet to decide whether meat and milk from cloned animals is fit for humans.

1 **VOCABULARY**

Select the letter of the answer that is closest in meaning to the italicized word or phrase.

1. Factory farming could soon enter a new *era*.
   a. control  
   b. age  
   c. plan  
   d. law

2. The *prospect* has alarmed animal welfare groups.
   a. offer  
   b. test  
   c. idea  
   d. preparation

3. Another challenge for the company is to *scale up* production.
   a. discontinue  
   b. develop  
   c. decrease  
   d. increase

4. To do this, the company has *teamed up* with another company.
   a. worked together with  
   b. worked in small groups with  
   c. put in order  
   d. taken control of

5. The company *envisages* freezing stem cells.
   a. is not considering  
   b. is planning on  
   c. is fighting  
   d. is organizing

6. If one bird were *vulnerable* to a disease, all its clones would be too.
   a. without defense against  
   b. hurt by  
   c. protected from  
   d. free from
Looking for the Main Ideas

Circle the letter of the best answer to the first question. Write complete answers to the other questions.

1. What is the main idea of the first paragraph?
   a. United States companies plan to clone chickens.
   b. Cloning chickens is the future of chicken farming.
   c. We now have the technology to clone chickens.
   d. Cloning chickens will increase chicken production.
2. Why is it desirable to have chickens that are all identical?
3. Why are animal welfare groups against mass production of chickens?

Skimming and Scanning for Details

Scan the reading to find the answers to these questions.

1. In paragraph 3, line 4, what does it mean?
2. What is the difference between a chimera and a clone?
3. The first sentence in paragraph 8 refers to “another challenge.” What was the first challenge?

Making Inferences and Drawing Conclusions

The answers to these questions are not directly stated in the reading. Write complete answers.

1. Why might some shoppers hesitate to buy meat from cloned chickens?
2. Why might Origen be unwilling to reveal details of its results?
3. Do you think the article presents a balanced view of the topic? What is the author’s opinion?
5 DISCUSSION

Discuss these questions with your classmates.

1. Do you think there are purposes for which cloning technology should not be used?
2. What are the benefits of cloning chickens and other farm animals? What are the dangers?
**Writing a Summary**

Write a one-paragraph summary of Reading 1. Check your summary with the Summary Checklist on page 135.

**Research**

Do research to find the name of an organization or group that is against eating meat. Find three arguments for and against the group’s point of view. Use the library and the Internet to find facts to support your arguments. Use your own experience and that of your friends to gather information on this topic.

You will use your research later to write an argument essay.

**Student Essay**

Read the following essay written by a student.

**Against Animal Rights**

There has been a debate about animal rights for a long time. People who support animal rights believe that animals should have the same rights as humans, such as the right to equality and freedom. It is important that as rational humans we protect all living things in order to keep our planet in balance. However, it is my belief that this does not mean that animals should have the same rights as humans. First, animals are not the same as humans; they are different. If we give them the same rights as humans, we will not be able to eat meat or keep animals for pleasure and entertainment, which humans have done since the beginning of time.

Are animals like us? This is a complex problem. It is true that animals feel pain like humans, but they cannot think like humans. Animals cannot reason. Animals do not survive by making conscious decisions. Human rights are about conscious decisions we make about how we live and how we behave toward one another. Can animals make decisions like that? Animals cannot tell you what their rights are. No animals can take you to court for violating its rights. This does not mean we should treat them cruelly or in a way that is not humane. On the contrary, we should treat them with respect because they are different from us. We need to treat all living species with respect to keep our planet in balance.

Secondly, if animals had the same rights as humans, then people who killed animals for food would be murderers. Anyone who ate a steak or had turkey for Thanksgiving would go to prison. What would happen if someone killed a fly? Most people who support animal rights are vegetarians. They believe that humans are supposed to be vegetarians, and that their teeth and stom-
achs are designed to eat vegetables and not meat. However, there is historical and biological proof that humans have always eaten meat. They hunted animals for food and ate seeds and nuts. Humans are not different today. Not only could we no longer eat meat, but we could not wear leather or fur. Humans have been wearing the skins of animals since the beginning. If it was not wrong then, why should it be wrong now?

My opponents say it is wrong for people to use animals in experiments or use them for entertainment. The web page of PETA (People for the Ethical Treatment of Animals), an organization that supports animal right, says, “Animals are not ours to eat, wear, experiment on or use for entertainment.” People who support animal rights have such strong beliefs about this that they have set fire to or destroyed fur and leather stores and medical laboratories. They have even used violence to show their beliefs. Is this humane toward other humans? They believe that animals should not be used for research even if it would lead to cures for deadly diseases. Using animals for research has saved and will save human lives, but this does not matter to animal rights supporters. Is it better to experiment on humans rather than animals? They think so. They also believe that animals should not be used for entertainment. This means that we could not have zoos to go to, and we could not even have pets because to have pets would be a form of pleasure and entertainment.

In conclusion, I think people want to protect all species to keep the earth in balance. Some want to give animals the same rights as humans, while others, which I think are the majority, want to give animals the right to be free from cruelty and torture. Even if some animals are more conscious of the world than others, this does not mean animals are “like us.” They are different and cannot have the same rights as humans. If they did, we could no longer eat meat, wear their skins, or use them for research. This does not mean we should be cruel to animals. We should respect them and treat them humanely.

Fernando
Brazil

Student Essay Follow-Up
1. Underline the thesis statement.
2. Is the student’s argument for animal rights or against them? State his three reasons.
3. Are the two reasons developed in the body paragraphs?
4. Are the main points restated in the conclusion? Does the writer give a final comment on the topic?
Organizing: The Argument Essay

In an argument essay, just like an oral argument, you must win the person over to your way of thinking. You must appeal to the other person’s sense of reason by being logical and by providing evidence.

Just presenting your own reasons is not sufficient to convince the reader. In order to convince the reader, you must understand your opponents’ position and the reasons they would give to support their opinion. It is therefore essential to know both sides of the argument in order to be convincing.

Exercise 1

Look at both sides of the issue. Read each thesis statement and then write two reasons for it and two reasons against it. The first one is done for you.

1. Is it right to clone animals?

   For
   a. Cloning allows us to mass-produce animals that provide products that are desirable to humans.
   b. It is possible for scientists to advance our knowledge of genetics by studying cloned animals.

   Against
   a. It violates animal rights.
   b. Cloning is expensive. We could spend the money on more important things.

2. It is not right to kill animals for any reason.

   For
   a. ____________________________
   ____________________________
   b. ____________________________
   ____________________________

   Against
   a. ____________________________
   ____________________________
   b. ____________________________
   ____________________________

Using Specific Evidence
Nothing will support your opinion better than pertinent facts and statistics.
tics. To find evidence, go to the library, where you will find facts, numbers, and data. These will make your argument more definite and harder to contest.

Look at the following examples of statements with and without support:

**Example:**

*Without support:* Many American don’t support human cloning.

*With support:* According to the 2002 Genetics and Public Policy Center survey, most Americans (76 percent) oppose allowing scientists to work on ways to clone humans.

**Use authority to support your argument.** The authority you use must be recognized, reliable, and expert. In the above examples, the authority for cloning was the Genetics and Public Policy Center, and the authority for animal rights was the Gallup News Service, a famous polling service.

When using an authority, you should identify it by name and enclose the exact words of the authority in quotation marks. In Reading 2, an authority is used to make a convincing argument:

> “The last thing they should be doing is increasing growth rates,” says Abigail Hall of Britain’s Royal Society for the Prevention of Cruelty to Animals.

Avoid vague references to authorities using terms such as “authorities agree ...,” “people say ...,” and “research says ....” These are not acceptable in a logical argument.

**Exercise 2**

Which of these sentences do not use a reliable authority?

1. A 2002 poll from Johns Hopkins University shows that 76 percent of Americans are against scientific efforts to clone humans.
2. Research indicates that most Americans are against cloning humans.
3. A resent study shows that fish don’t like fishermen.
4. According to PETA (People for the Ethical Treatment of Animals), fish farms make fish suffer by keeping them in overcrowded conditions.

**Organizing Your Argument**

**The Introduction**
The thesis statement in an argument essay is different from those in other types of essays. In the argument essay thesis, you have to be persuasive and take a stand or choose a side on an issue. Look back at the thesis statement of the student essay.

**Body Paragraphs**
The body paragraphs give reasons for your opinion and support them with evidence or facts. Each body paragraph relates back to a point of the argument stated in your thesis. The body paragraphs should be ordered so that the strongest reason is last.

A characteristic of the argument essay is that it recognizes the opposing view and proves it wrong, or refutes it. This means that you start with one of your opponents’ viewpoints and use your superior reasons to prove that it is wrong. Generally, the refutation occurs in the last body paragraph. Look back at the student essay to see how the student refutes the opposing argument.

**The Conclusion**
In the conclusion, summarize the main points of your argument or restate the thesis. End your conclusion with a strong statement, such as a demand for action or an alternative solution.

The following is a brief outline for an argument essay:

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Introduction
   Background information
   Thesis: Take a stand

Paragraph 1
   Argument that supports your opinion

Paragraph 2
   Stronger argument that supports your opinion

Paragraph 3
   Strongest argument that supports your opinion

Paragraph 4
   Refutation

Conclusion
   Restate thesis or summarize main points.
   End with an alternative or demand for action.
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©Writing Practice©

Write an argument for or against eating meat, using the information you researched earlier in this chapter.

1. Pre-writing
   Work alone, with a partner, or in a group.
   a. Brainstorm the topic. Look at page 129 to find out about brainstorming.
      Write three reasons for and three reasons against some aspect of the topic.

   b. Select the strongest points. Which side do you want to take a stand on?

   c. Work on a thesis statement.

2. Develop an outline.
   a. Organize your ideas.
      Step 1: Write your thesis statement, including the three reasons for or against some aspect of the topic.
      Step 2: Order your reasons. Choose the opponents’ arguments that you will refute.
      Step 3: Decide what kinds of support would be relevant. Go to the library or use the Internet to get relevant facts.

   b. Make a more detailed outline. The essay outline on page 14 will help you.

3. Write a rough draft.

4. Revise your rough draft.
   Use the checklist on page 132.

5. Edit your Essay.

6. Write your final copy.