



5 The Chase

Before you start

1 Describe what is happening in the pictures.

KEY WORDS

Nouns: cab, laboratory, microscope, slide, slippers, test tube, top hat

Verbs: get out of, hold, look at, wave goodbye

Reading

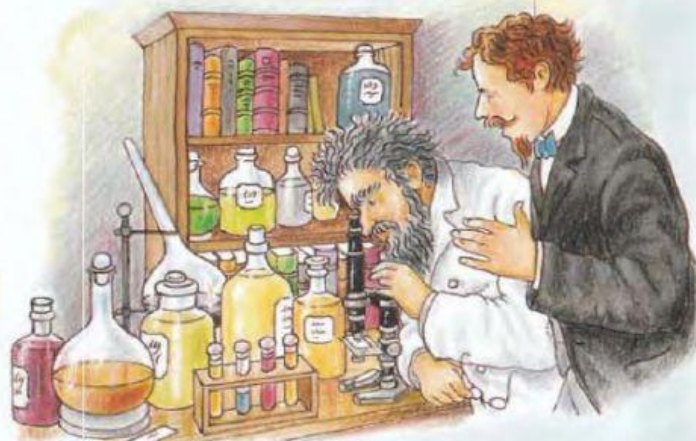
2 Read the Strategies.

READING STRATEGIES: Paragraph gaps

- First, read the text to get the general idea of the story and characters.
- Then read the gapped paragraphs.
- Read the paragraphs before and after the gaps.
- Look at linkers (e.g. *when*) and reference words (e.g. *he/him*). Use them to help you match paragraphs with the gaps.
- Make sure that one paragraph does not fit.
- Finally, read the story again and check it makes sense.

Use the Strategies to match the paragraphs (1–5) below with the gaps (A–D) in the story. There is one extra paragraph.

- 1 Minnie heard the door close very violently. She went to the window and looked out. The young man was getting into a cab and her husband, in his slippers, was running after him, shouting.
- 2 Just then the first cab went around a corner and stopped. The young man got out and immediately ran into a shop holding the test tube in his hand. 'You're all in my control!' he shouted to the astonished shoppers.
- 3 Then, he realised that there was no need to get away. He told the driver to stop and got out. He waited for the scientist's cab and said to him, 'It is too late. I have drunk it. I'll be the first person with cholera!'
- 4 Just then there was a knock on the lab door. The scientist immediately got up and opened it. 'Just a minute, dear,' he whispered to his wife, Minnie.
- 5 Suddenly, the scientist saw Minnie holding his top hat, shoes and coat. 'Very good of you to bring my things,' he said. They got into his cab and asked the driver to take them back home. Minnie was now absolutely convinced that her husband was totally mad.



'This,' said the scientist taking a glass slide and putting it under the microscope, 'is the famous cholera bacillus.'

The young man looked into the microscope. 'Little pieces of pink,' he muttered, 'and yet they could destroy a city. Are these dangerous now?'

'No, not very dangerous. But here is the living thing.' The scientist picked up a test tube. 'This is bottled cholera.'

The rather nervous young man looked at the test tube with satisfaction. He was at the scientist's house that afternoon with a letter of introduction from an old friend. The scientist explained the terrible effects of cholera and added, 'But it is very safe here, you know, very safe.'

[A] _____

When he came back, his visitor was looking at his watch. 'I must be going,' he said.

The scientist showed him out of the house but when he got back to the laboratory, he suddenly had a really horrible thought. 'Oh no!' he cried and rushed after the young man.

[B] _____

'He has gone *completely mad!*' said Minnie. 'It's that horrid science of his.' The horse and cab left and then her husband stopped another cab and followed it. 'I know he is a bit eccentric,' Minnie said to herself, 'but this!' She put on her coat and hat, picked up her husband's shoes and went out. She stopped a passing cab. 'Drive me up the road,' she said. 'I am looking for a gentleman with no shoes and hat.'

By this time, three cabs were driving extremely fast through the streets of London. The man in the first cab sat holding the test tube. He was quite afraid, but also incredibly excited. He was the first anarchist to do such a thing. He had planned everything brilliantly, forging a letter of introduction for the scientist. Now, he would be famous if he could put the contents of the tube into the water supply.

The anarchist looked back. The scientist's cab was catching up. He stood up and gave the driver more money saying, 'Hurry up! Faster!' The cab moved suddenly and when the anarchist put his hand down to keep his balance, he broke the test tube. He looked at the two or three drops of liquid on his hand. 'Well, I'll be the first to die,' he said and drank the remaining drops.

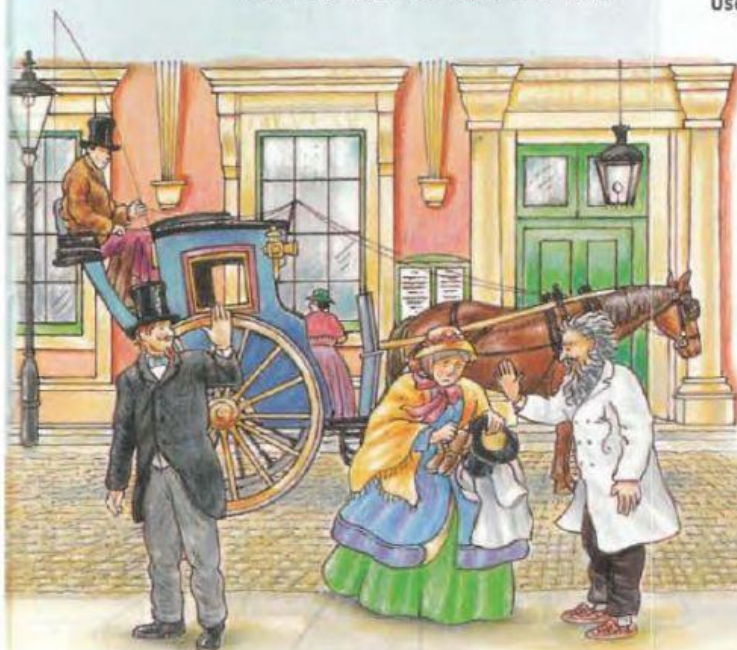
C _____

The scientist looked at him. 'I see now.' Then a big smile came over the scientist's face. The anarchist waved goodbye and walked away.

D _____

'You see, that man who came round to the house is an anarchist, though I didn't know that at the time. I was showing him a new bacteria we have that makes monkeys turn blue. Like a fool I said it was cholera. And he stole it and ran away, probably to poison the water of London. And now he has drunk it. And he'll turn blue! But my problem is I'll have to prepare more bacteria. What? Put on my shoes and coat? Oh! Very well, dear.'

(From *The Stolen Bacillus*, by H.G. Wells)



3 Answer these questions in your own words.

- 1 Why did the young man go to visit the scientist? What did he plan to do?
- 2 What did the scientist explain to him?
- 3 Why did the scientist suddenly run out of the house after the young man?
- 4 What did the scientist's wife, Minnie, think about what happened?
- 5 How did the young man break the test tube? Why did he drink the liquid?
- 6 Why did the scientist think it was funny in the end? What do you think happened to the young man?

Vocabulary: Modifiers

4 Look at the underlined modifying adverbs from the text. Do they modify adjectives or adverbs?

- | | |
|-------------------------------|------------------------------|
| 1 <u>a bit</u> eccentric | 7 <u>not very</u> dangerous |
| 2 <u>completely</u> mad | 8 <u>totally</u> mad |
| 3 <u>rather</u> nervous | 9 <u>extremely</u> fast |
| 4 <u>very</u> violently | 10 <u>really</u> horrible |
| 5 <u>absolutely</u> convinced | 11 <u>very</u> safe |
| 6 <u>quite</u> afraid | 12 <u>incredibly</u> excited |

Which of the modifiers make words stronger and which make them weaker?

Example

a bit eccentric → weaker

5 Some modifying adverbs do not go with some strong adjectives. Look at these examples.

very horrible/*extremely* fantastic

6 Write about five things that you did last week. Use modifiers.

Example

I went to a football game on Saturday. It was really cold and the game was rather boring.

Speaking

7 Game Work in groups. Close your books and try to retell the story of *The Stolen Bacillus*. Take turns to say sentences. You get a point for every correct sentence.

Example

- A *rather* nervous young man went to a scientist's house.
- He had a letter of introduction.
- The scientist showed him a test tube.