



# SUPER Minds

**Student's Book 4**

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# Map of the book



| Well done, Ben and Lucy! (pages 4–9) |  |                          |
|--------------------------------------|--|--------------------------|
| <b>Vocabulary</b>                    | <b>Grammar</b>   | <b>Story Phonics</b>     |
| At town events                       | Do you / Does Lucy like (reading)?<br>When do you start (school)?<br>What was in (the book)?<br>How did you find (the book)? | The map<br>Rhyming words |
| ▶ <b>Song: The Explorers</b>         |  |                          |

| 1 In the museum (pages 10–21) |  |                                   |   |   |                                     |
|-------------------------------|--|-----------------------------------|---|---|-------------------------------------|
| <b>Vocabulary</b>             | <b>Grammar</b>   | <b>Story Phonics</b>              | <b>Skills and value</b>   | <b>Thinking skills</b>  | <b>English for school</b>           |
| Knights and queens            | I must (wear a helmet).<br>I mustn't (swim here).<br>Give me / him / her / us / them (the book), please. | The knight<br>The letter sound ow | <ul style="list-style-type: none"> <li>Reading <i>The secret of the Egyptian cat</i></li> <li>Applying what you know</li> </ul> | <ul style="list-style-type: none"> <li>Using one's imagination</li> </ul> | <b>History:</b><br>Discover museums |
| ▶ <b>Song: It's midnight</b>  |  | ▶ <b>Creativity</b>               |   | ▶ <b>Revision</b>   |                                     |

| 2 The world around us (pages 22–33) |  |  |  |   |                            |
|-------------------------------------|--|--|--|---|----------------------------|
| <b>Vocabulary</b>                   | <b>Grammar</b>   | <b>Story Phonics</b>                   | <b>Skills and value</b>  | <b>Thinking skills</b>  | <b>English for school</b>  |
| The countryside                     | but, and, because, so<br>I could / couldn't (run 20 kilometres).<br>Could you (swim for 10 hours)? | At the restaurant<br>Silent consonants | <ul style="list-style-type: none"> <li>Reading</li> <li>Listening and writing</li> <li>Making time for the family</li> </ul> | <ul style="list-style-type: none"> <li>Finding alternative ideas</li> <li>Time sequencing</li> <li>Sequencing pictures</li> </ul> | <b>Art:</b><br>Life in art |
| ▶ <b>Song: Walking with Mum</b>     |  | ▶ <b>Creativity</b>                    |  | ▶ <b>Revision</b>   |                            |

| 3 Danger! (pages 34–45)                    |  |                                      |  |  |  |
|--|--|--------------------------------------|--|--|--|
| <b>Vocabulary</b>                          | <b>Grammar</b>   | <b>Story Phonics</b>                 | <b>Skills and value</b>  | <b>Thinking skills</b>   | <b>English for school</b>                      |
| Emergencies                                | I was / We were (climbing a tree).<br>What was she / were they doing?<br>Was he / Were we (playing)?<br>Yes, he was. / No, he wasn't.<br>Yes, we were. / No, we weren't. | The man in the car<br>The sound /aɪ/ | <ul style="list-style-type: none"> <li>Reading <i>The day the sea went out</i></li> <li>Responding to emergencies</li> </ul> | <ul style="list-style-type: none"> <li>Finding alternative ideas</li> <li>Developing deduction skills</li> </ul> | <b>Human health and safety:</b><br>Fire safety |
| ▶ <b>Song: Yesterday at half past nine</b> |  | ▶ <b>Creativity</b>                  |  | ▶ <b>Revision</b>  |  |

| 4 Two return tickets (pages 46–57) |   |                              |   |   |  |
|------------------------------------|---|------------------------------|---|---|--|
| <b>Vocabulary</b>                  | <b>Grammar</b>  | <b>Story Phonics</b>         | <b>Skills</b>   | <b>Thinking skills</b>  | <b>English for school and value</b>                |
| At the train station               | in (September), at (one o'clock),<br>on (Sunday), in the (morning)<br>I was (having dinner) when you phoned me. | The tunnel<br>The sound /eə/ | <ul style="list-style-type: none"> <li>Reading</li> <li>Listening and speaking</li> </ul> | <ul style="list-style-type: none"> <li>Interpreting sentences</li> <li>Developing research skills</li> <li>Judging information</li> </ul> | <b>Science:</b><br>Forces<br>Using force carefully |
| ▶ <b>Song: Mr Knocks</b>           |   | ▶ <b>Creativity</b>          |   | ▶ <b>Revision</b>   |  |

**5 Police!** (pages 58–69)

|                                    |   |  |  |  |  |
|------------------------------------|---|--|--|--|--|
| <b>Vocabulary</b><br>Hair and face | <b>Grammar</b><br><i>He used to (be a police officer).<br/>We had to (be really careful).</i> | <b>Story Phonics</b><br><i>The Mysterious H<br/>The sounds /ɑ:/ and /ɔ:/</i> | <b>Skills and value</b><br>• Reading<br><i>Yatin and the orange tree</i><br>• Being honest | <b>Thinking skills</b><br>• Paying attention to visual details<br>• Processing information | <b>English for school</b><br><b>Literature:</b><br>Crime fiction |
|------------------------------------|---|--|--|--|--|

▶ **Song:** Who are you?      ▶ **Creativity**      ▶ **Revision**

**6 Mythical beasts** (pages 70–81)

|                                    |  |  |  |   |   |
|------------------------------------|--|--|--|---|---|
| <b>Vocabulary</b><br>Animal bodies | <b>Grammar</b><br><i>longer / more dangerous than better / worse than the biggest / heaviest / most dangerous the best / worst<br/>What does (a unicorn) look like? It looks like (a horse).</i> | <b>Story Phonics</b><br><i>The secret door<br/>The letter sound ea</i> | <b>Skills</b><br>• Listening<br>• Speaking and writing | <b>Thinking skills</b><br>• Logical thinking, categorising<br>• Thinking creatively<br>• Developing information processing skills | <b>English for school and value</b><br><b>Science:</b><br>Protection<br>Appreciating nature |
|------------------------------------|--|--|--|---|---|

▶ **Song:** The most beautiful dinosaur      ▶ **Creativity**      ▶ **Revision**

**7 Orchestra practice** (pages 82–93)

|                                  |   |   |  |  |  |
|----------------------------------|---|---|--|--|--|
| <b>Vocabulary</b><br>Instruments | <b>Grammar</b><br><i>mine, yours, his, hers, ours, theirs<br/>Connor's the boy who ...<br/>The instrument which ...<br/>The house where ...</i> | <b>Story Phonics</b><br><i>At the concert hall<br/>The sounds /ɜ:/ and /ɔ:/</i> | <b>Skills and value</b><br>• Reading <i>The bear's dream</i><br>• Enjoying being different | <b>Thinking skills</b><br>• Summarising<br>• Reasoning<br>• Empathising<br>• Making hypotheses | <b>English for school</b><br><b>Science in Music:</b> How we make sounds |
|----------------------------------|---|---|--|--|--|

▶ **Song:** Chaos in the classroom      ▶ **Creativity**      ▶ **Revision**

**8 In the planetarium** (pages 94–105)

|                            |  |   |  |   |  |
|----------------------------|--|---|--|---|--|
| <b>Vocabulary</b><br>Space | <b>Grammar</b><br><i>What will you be when you grow up?<br/>I'll be a (police officer).<br/>badly, carefully, quickly, quietly, slowly</i> | <b>Story Phonics</b><br><i>The trap<br/>Word stress and the sound /ə/</i> | <b>Skills and value</b><br>• Listening and reading<br>• Speaking and writing<br>• Respecting your elders | <b>Thinking skills</b><br>• Observation and deduction<br>• Analysing data | <b>English for school</b><br><b>Science:</b><br>The solar system |
|----------------------------|--|---|--|---|--|

▶ **Song:** One day I'll be an astronaut      ▶ **Creativity**      ▶ **Revision**

**9 At the campsite** (pages 106–117)

|   |   |   |   |  |   |
|---|---|---|---|--|---|
| <b>Vocabulary</b><br>Holiday activities | <b>Grammar</b><br><i>some cheese / tomatoes, a loaf of bread, a piece of cheese, a packet of crisps, a bottle of milk, a can of lemonade.<br/>How much cheese / How many bottles of water ... ?</i> | <b>Story Phonics</b><br><i>The last line<br/>Unstressed words</i> | <b>Skills and value</b><br>• Reading <i>The snares in the forest</i><br>• Protecting wildlife | <b>Thinking skills</b><br>• Identifying relevant information<br>• Developing visual-spatial thinking | <b>English for school</b><br><b>Geography:</b><br>Map reading |
|---|---|---|---|--|---|

▶ **Song:** We're going on a picnic      ▶ **Creativity**      ▶ **Revision**

# 5

# Police!

1 CD2  
31

Listen and say the words. Then check with a friend.

- 1 dark
- 2 blonde
- 3 fair
- 4 moustache
- 5 curly
- 6 beard
- 7 scar
- 8 straight



2 CD2  
32

Listen and correct the sentences.

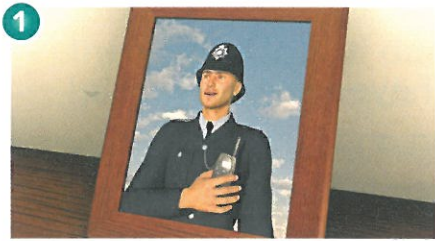
- 1 Grandpa was a teacher.
- 2 He chased a criminal for 30 years.
- 3 The criminal was very stupid.
- 4 Grandpa knows the criminal's name.

3 Play the describing game.

She's got short hair. It's curly and it's dark.

It's Ana.

1 Look, read and number the sentences.



- a Many years ago Ben's grandpa used to be a police officer.
- b He used to drive a fast car.
- c He used to carry a walkie-talkie.
- d He used to chase dangerous criminals.
- e He used to catch dangerous criminals.
- f Now he isn't a police officer. His life is much quieter.


2 CD2  
33

Grammar  
focus

Listen and say.

He used to be a police officer. (But he isn't now.)  
 He used to work all night. (But he doesn't now.)  
 He used to wear a uniform. (But he doesn't now.)



3 Are any of these sentences true for you? Tick (✓) them. Write two more.

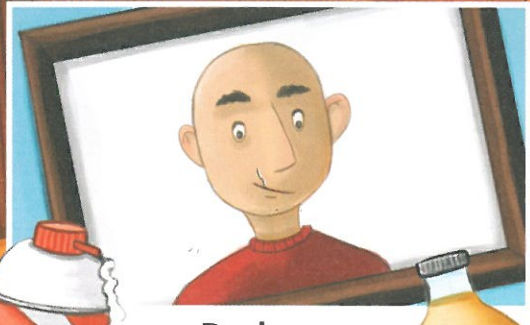
- 1 I used to walk to school with Mum but now I walk with my friends.
- 2 I used to have curly hair but now it's straight.
- 3 I used to watch cartoons on TV but now I watch sport.
- 4 I used to have one brother but now I've got two.
- 5 I used to have a teddy bear but I haven't got one now.
- 6 I used to like milk but I don't like it now.

1 CD2  
34

Listen to the song. Draw how Dad's hair used to be.



Dad before



Dad now



**Dad:** I used to have some curly hair.  
It was long and I dyed it fair.  
I went down to the hairdresser's  
And now there's nothing there.

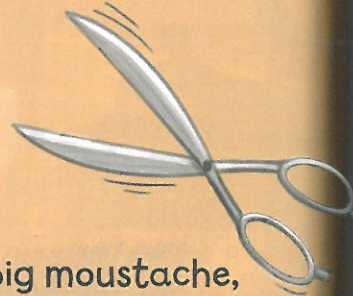
**Son:** Who are you?

**Dad:** Take a look.  
I'm your dad.

**Son:** No, you are NOT!

**Dad:** I used to have a big moustache,  
Thick and dark - like a real rock star.  
And then I tried to cut it off  
And now there's just a scar.  
Who are you?

**Dad:** I used to have a long black beard,  
But now it's in the bin.  
I shaved it off the other day  
And now there's just my chin.  
Who are you?



2 CD2  
35

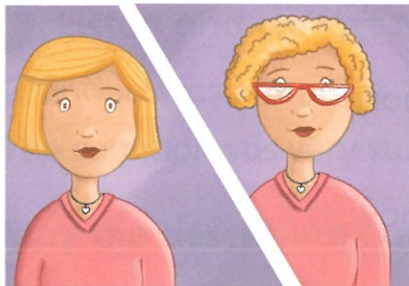
Listen and sing.

3

Think!

Look at the pictures. How are the people different now?

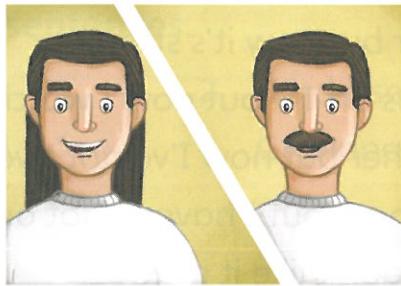
Aunt Mary



before

after

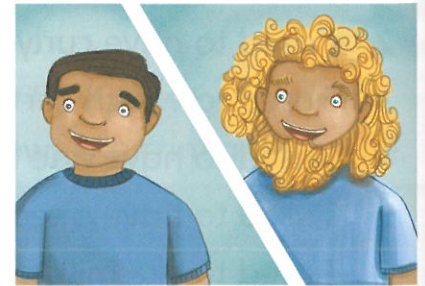
Uncle John



before

after

Cousin Dave



before

after

Aunt Mary used to have ...



1 <sup>CD2</sup><sub>37</sub> Listen, read and circle.

- 1 Grandpa had to be careful because there were lots of dangerous criminals / he had a dangerous dog.
- 2 He didn't tell his wife anything because he had to keep things secret / she wasn't interested.
- 3 He had to wash his uniform every week / day.
- 4 Ben can't be a police officer because his clothes are often dirty / he's too small.

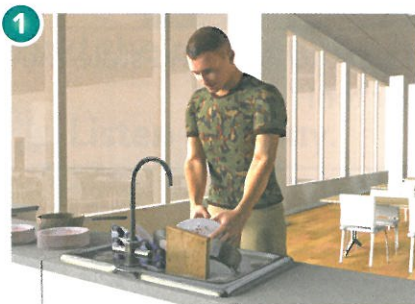


2 <sup>CD2</sup><sub>38</sub> **Grammar focus** Listen and say.



We had to be really careful.  
 We had to keep everything secret.  
 We had to wear a uniform.  
 We had to wash our uniform every week.

3 Look at the pictures. Ben's grandpa went to police camp for six months. What did he have to do?



He had to do the washing up.

1 CD2  
39

The Explorers

# The Mysterious H

1



**Grandpa:** The Mysterious H started robbing jewellers. He used to steal necklaces, bracelets and watches. There wasn't a shop in London which was safe.

2



**Grandpa:** His next plans were clever. He stole famous paintings and works of art from museums all over the world.

3



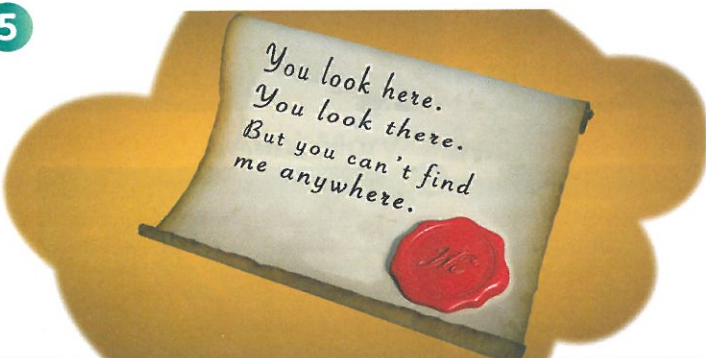
**Grandpa:** Then he stole the Queen's crown. The story was in all the papers. I had to find this man quickly.

4



**Grandpa:** He went to Paris and stole the top of the Eiffel Tower too!  
**Lucy:** What!

5

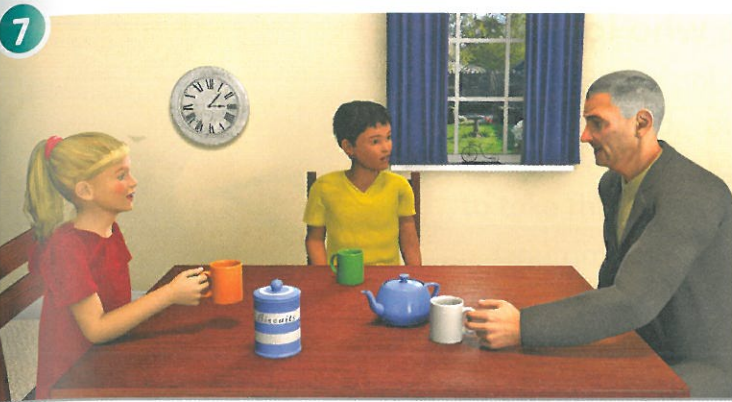


**Ben:** But Grandpa, how did you know it was the same man?  
**Grandpa:** He used to leave us a note. It always had the same symbol on it – the letter *H*.

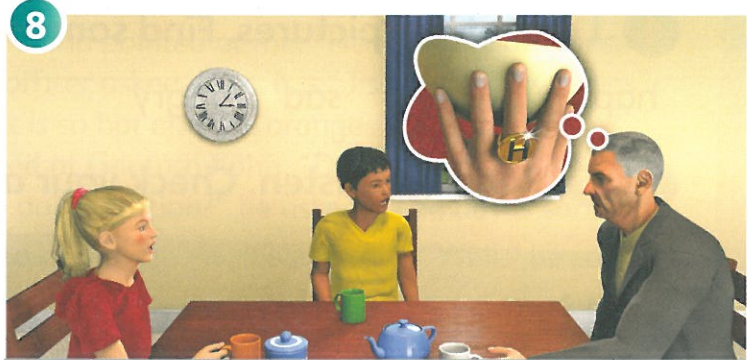
6



**Lucy:** Did you catch him?  
**Grandpa:** No. We almost caught him once, but he escaped.



**Ben:** It's a great story, but I don't understand. What's the connection with the waiter at the restaurant?



**Grandpa:** Ah, the waiter was wearing a ring with the letter *H* ... the same *H* that was on the notes ... that The Mysterious *H* used to leave.  
**Ben and Lucy:** Wow!

**2 Write *t* (true) or *f* (false).**

- 1 The Mysterious *H* robbed jewellers all over London.
- 2 He only robbed places in England.
- 3 He stole the Queen's ring.
- 4 The Mysterious *H* went to Paris.
- 5 He always left the police a note.
- 6 The waiter in the restaurant had an *M* on his ring.

**3 Find the *car* and the *horse* in the story.**

**4** CD2 40 **Listen and say.**



Martha the farmer's doing **art** – drawing on her **horse** and **cart**!


**Story time**

**1** Look at the pictures. Find someone who looks:  
happy    scared    sad    angry

**2**  **CD 2**  
43 **Read and listen. Check your answers.**

## Yatin and the orange tree



Yatin Indra sat under the orange tree with his grandson. He stood up and picked an orange from the tree. He cut it into two pieces and gave half of it to his grandson to eat. He watched the little boy eat the fruit and smiled. 'Did I ever tell you my story about this tree?' Yatin asked. 'No,' his grandson said. 'Well, let me tell you,' and Yatin began his story.

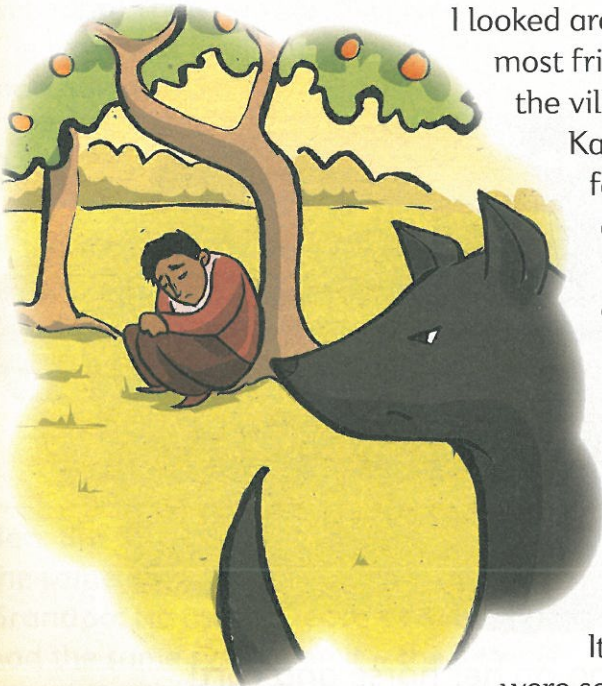
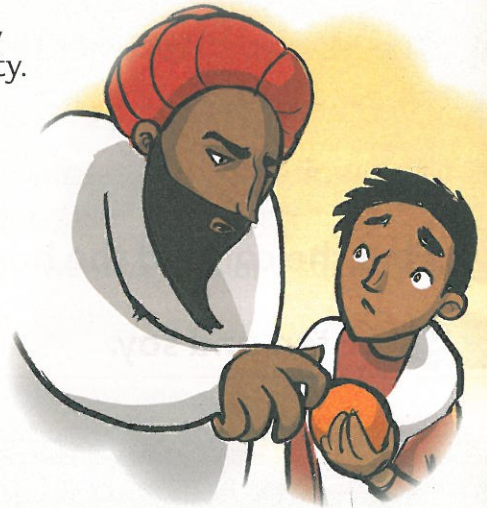
'It was a hot sunny day. I was a little boy like you and I sat under an orange tree to keep cool from the sun. I looked up and saw a big juicy orange. I knew it was wrong because it wasn't our tree, but I was so thirsty. I picked the fruit

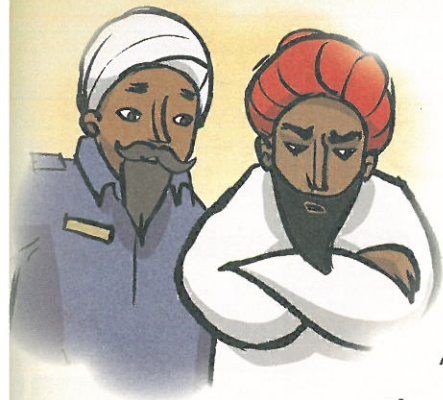
and ate it. It was delicious. I looked back at the tree and picked another.'

'Then I felt a big hand on my shoulder. I looked around and saw the most frightening man in the village. It was Gautam Kahn, the meanest farmer and enemy of all the children.

"I'm sorry," I said. "It's just one orange," but Kahn didn't want to listen. He told me to wait and left his dog to watch me. "Let's see what the police officer has to say," he said. "You stay here. I'm going to get him."

'I didn't know what to do. The police officer was coming. I was in trouble. I couldn't go anywhere, not with that dog there. I thought about my parents. They would be angry. I thought about the oranges. It was bad to take them. I knew it was wrong but they were so delicious.'





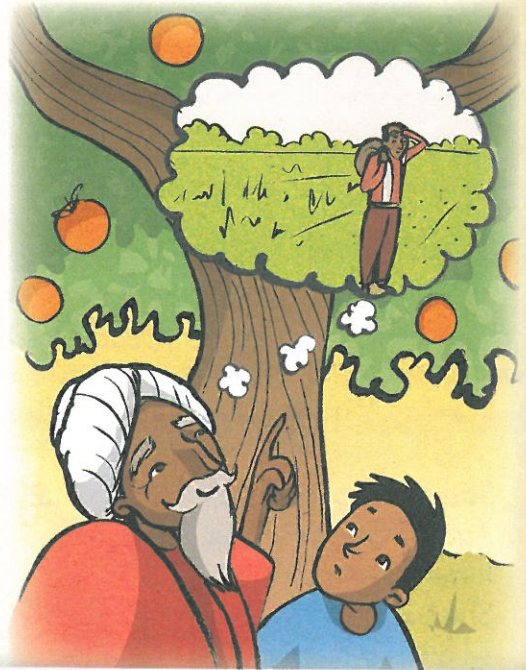
'Then Gautam Kahn returned. He had the police officer with him. "This is the boy," he said and pointed at me. "He stole my oranges." "Is it true?" the police officer asked. "Yes, it is," I said. "I know it was wrong," I added, "but it is so hot and the oranges were so juicy." The police officer looked at Gautam Kahn. "Do you really want me to take this boy to the police station?" he asked. "The boy is sorry."

Gautam Kahn looked at me. He wasn't so angry. "Well," he said, "the boy could work for me for the rest of the day."

"What do you think?" the police officer asked me. "Yes," I said, "of course."

'I worked all day for Gautam Kahn. I was tired but I wasn't sad. At the end of the day, the farmer came to me. He was happy now. "Thank you," he said. Then he gave me a little bag. "In this bag there are some orange tree seeds," he said. "Plant them and you will never again have to take fruit from other people's trees." Then he told me to go home.'

Yatin Indra looked at his grandson. His story was finished. He pointed up at the orange tree behind them. 'And this, my dear, is the tree which grew out of my seeds. Every time I eat an orange from it, I think about Gautam Kahn and the lesson that I learnt.'



### 3 Answer the questions.

- 1 Why did the young boy Yatin take an orange?
- 2 Why was Yatin scared of Gautam Kahn?
- 3 Where did Gautam Kahn go?
- 4 Why couldn't Yatin run away?
- 5 What did Gautam Kahn give Yatin?
- 6 What does Yatin think when he looks at the tree?

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### 4 Complete the story.

Yatin took an <sup>(1)</sup> \_\_\_\_\_ from a <sup>(2)</sup> \_\_\_\_\_. The <sup>(3)</sup> \_\_\_\_\_ caught him. The farmer went to get the <sup>(4)</sup> \_\_\_\_\_. He left his <sup>(5)</sup> \_\_\_\_\_ to watch Yatin. The <sup>(6)</sup> \_\_\_\_\_ didn't want to take Yatin to the <sup>(7)</sup> \_\_\_\_\_. Then the <sup>(8)</sup> \_\_\_\_\_ asked Yatin to <sup>(9)</sup> \_\_\_\_\_ for him. Yatin worked hard. The <sup>(10)</sup> \_\_\_\_\_ gave Yatin a bag of <sup>(11)</sup> \_\_\_\_\_ to say thank you. Yatin grew his own <sup>(12)</sup> \_\_\_\_\_.

# CRIME FICTION

1

Think!

Read and decide which of these people are real.

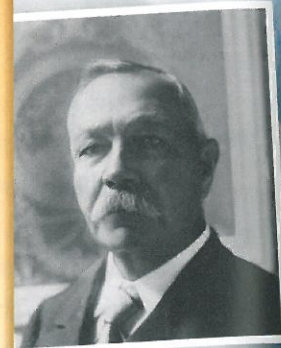


## Agatha Christie

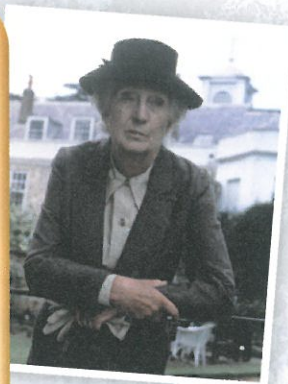
(1890–1976) was an English crime writer. In her most famous books, the reader must guess who did the crime and why. Her novels are still popular all over the world. In the 1930s she was in a real life mystery when she disappeared for 10 days. Nobody knows where she went.

## Sir Arthur Conan Doyle

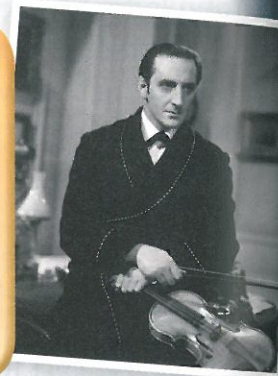
(1859–1930) was a Scottish writer. He created the world's most famous detective, Sherlock Holmes. He was one of the first people to make crime novels very popular. Many people say that he is the father of crime fiction. He also wrote science fiction and historical novels.



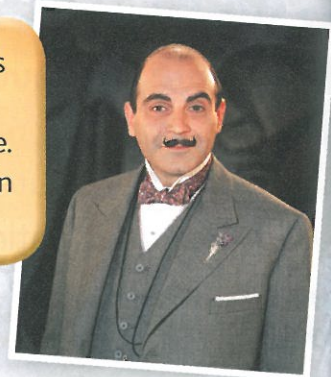
**Jane Marple** is one of Agatha Christie's most famous detectives. She is an elderly woman who never married. She enjoys watching people and sees everything. She always finds the murderer. She first appeared in 1930 in *Murder at the Vicarage* and then appeared in 11 more novels.



**Sherlock Holmes** is a detective who Conan Doyle created. Holmes is famous because he always thinks a lot to solve crimes. His friend Dr Watson usually helps him. Holmes often has his best ideas when he is relaxing and playing the violin.



**Hercule Poirot** is another of Agatha Christie's detectives, famous for his moustache! He is from Belgium and solves crimes all over Europe. He first appeared in 1920 and then appeared in 32 more novels and 51 short stories.



## 2 Work in groups. Ask and answer.

- 1 Do you know these TV and film detectives?
- 2 What other famous detectives on TV or in films do you know?
- 3 Do you like crime stories? Why (not)?

I like crime stories because they are exciting.

I don't like crime stories because they are boring.

## Learn and think

1 CD2  
44 Listen, read and match.**Murder on the Orient Express**

Hercule Poirot is travelling on the Orient Express. On his second night on the train, he wakes up because there are strange noises. The next morning someone finds a dead body in the compartment next to his. Poirot investigates and finds out that the dead man was also a murderer. Poirot also thinks that other people on the train are happy because the man is dead. But who killed him and has Poirot got enough time to solve the murder before the train arrives?



Detective

Place

Crime

Suspects

Murder

People on the train

Hercule Poirot

Train

2 **Project** Plan a crime story.

1 Copy and complete the table with notes for your own crime story.

|           |                       |
|-----------|-----------------------|
| Detective | Inspector Thinly      |
| Place     | A hotel in Scotland   |
| Crime     | Murder of a man       |
| Suspect   | The woman in room 12A |

2 Write a summary.

Inspector Thinly is from Scotland. This story takes place in a hotel. A cook finds a dead man in the garden. One of the people in the hotel heard a shout in the night. It came from room 12A. The woman in 12A is missing in the morning ...

**Find out**

# Reading habits

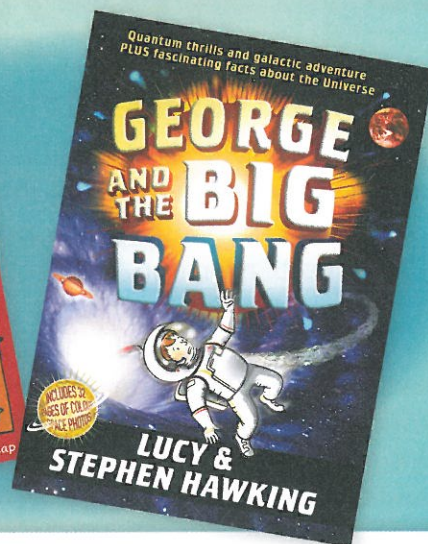
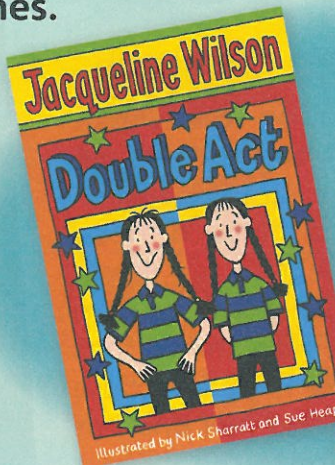
**1** Ask questions and write names.

David, do you read more than one book a week?

No, I don't.

Elena, do you read in bed?

Yes, I do.



| Name: | This person ...                                       |
|-------|---|
| Pedro | reads more than one book a week.                      |
| Elena | reads in bed.   |
|       | likes adventure stories.                              |
|       | likes funny stories.                                  |
|       | reads comics.   |
|       | doesn't like crime stories.                           |
|       | 's parents have got books in other languages at home. |
|       | doesn't use a library outside school.                 |
|       | hasn't got a book of poems.                           |
|       | prefers reading to computer games.                    |

**2** Work in groups. Talk about what you found out.

Toni reads in bed.

Luca likes funny stories.





# A book review

1 Read the two book reviews. Which one is better? Why?

a

### Book review

'A true friend' by RJ Glass.  
This book is about Erin.  
She hasn't got any friends.  
Then she gets some  
friends. I liked this book.

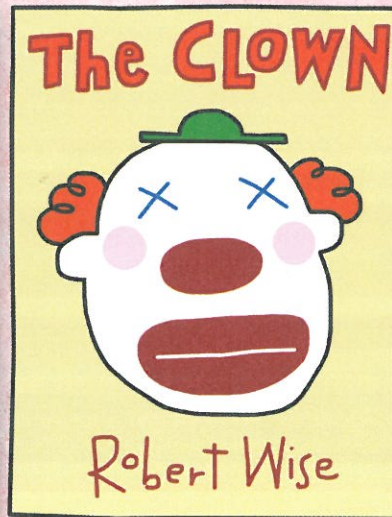
b

### Book review

'A true friend' by RJ Glass.  
This book is about a girl called Erin. Erin  
hasn't got many friends because she is shy.  
One day a new student arrives at Erin's  
school and her life is never the same again.  
I liked this book because it was very exciting.

2 Use the notes to write a review.

|                   |  |
|-------------------|--|
| Book:             | The Clown                                |
| Author:           | Robert Wise                              |
| Main character:   | Jim / popular / very funny               |
| What happens?     | forgets how to laugh / loses his friends |
| What did I think? | good / funny                             |



Lined writing area for the book review.

3 Think of a book and make notes.

Book:

Author:

Main character:

What happens?

What did I think?

4 Write a review.  
Draw the cover.

# super minds

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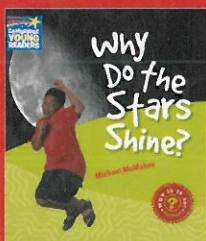


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| Level 5           | A2         | Flyers               |
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| Level 2           |            |                      |
| Level 1           |            |                      |
| Starter           |            |                      |

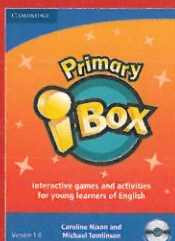
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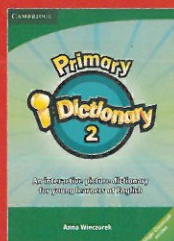
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