

BE EXTREME!

VOCABULARY 1 >>> Talk about different adventure sports

1 a Label the photos of sports and activities.



1 t _____ s



2 h _____ y



3 w _____ r p _____ o



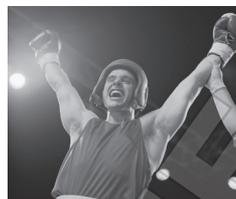
4 s _____ g



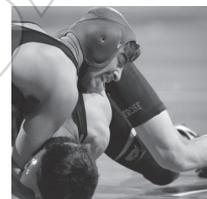
5 b _____ l



6 s _____ g



7 b _____ g



8 w _____ g

b How many of the sports in Exercise 1a can you do alone? _____

2 Match the words to make the names of the adventure sports.

- | | | |
|---------|------------|---------------------|
| 1 sky | a boarding | <u>snowboarding</u> |
| 2 free | b surfing | _____ |
| 3 ice | c gliding | _____ |
| 4 snow | d climbing | _____ |
| 5 skate | e diving | _____ |
| 6 body | f surfing | _____ |
| 7 hang | g boarding | _____ |
| 8 wind | h running | _____ |

3 Choose the correct option to complete the sentences.

- I go rock **jumping** / **climbing** every Saturday in winter.
- Do you want to come base **jumping** / **boarding** tonight?
- Jan's entered a free **diving** / **surfing** competition.
- I love bungee **diving** / **jumping**, don't you?
- Tower **jumping** / **running** sounds very tiring to me.
- Mountain **riding** / **biking** isn't much fun in the rain.

4 a Look at the key below and draw the correct arrow(s) next to each sport.

Sports that involve going up ^
 Sports that involve going down v
 Sports that involve going along >
 Sports that involve going up, down and along ^ v >

- skydiving _____ v
- skiing _____
- bungee jumping _____
- tower running _____
- skateboarding _____
- snowboarding _____
- mountain biking _____

b Write the names of two adventure sports that you would like to try.

5 Find and write the words in the word search.

- two words for frozen water: i _ e, s _ w
- four words for moving down: s _ e, d _ e
j _ p, f _ l
- two words for high places: c _ f, h _ l

E	P	B	F	F	A	F	E	G	Y
H	C	Z	J	F	O	U	D	A	V
M	F	I	H	I	U	Y	I	L	E
P	C	D	U	L	X	Z	L	P	G
L	L	A	F	C	F	H	S	P	A
C	O	S	S	H	K	T	G	M	Y
S	N	O	W	E	I	N	H	U	B
P	T	H	G	N	V	L	Q	J	W
G	V	Z	K	E	M	I	L	U	R
N	J	S	N	D	D	P	D	J	L

6 Complete the email with the words in the box.

climb equipment extreme
 protective speeds surfing

Hi Jamal,
 I'm sending you a link to an amazing video of this (1) _____ sport called volcano (2) _____. I suppose it's like snowboarding – the only (3) _____ you need is a board and some (4) _____ clothing because you can really reach some very high (5) _____. The problem is that it can be a long (6) _____ up to the top. Check it out!
 See you,
 Al

Recognise and understand idioms

1 Complete the tips with the words in the box.

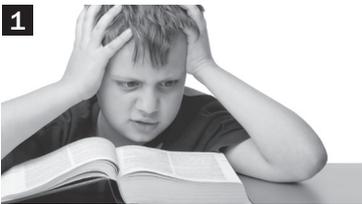
REMEMBER HOW TO ...

recognise and understand idioms

clues image meaning obvious text understand

- Look for expressions where the (1) isn't (2)
- Look for (3) before or after the idiom to help you (4)
- Think about how the (5) in the idiom relates to the (6)

2 Look at the photos. Rearrange the words in bold to make an idiom for each situation.



- 1 I think you should start with something easier. **off / more / chew / than / bite / can / you / Don't / .**
Don't bite off more than you can chew.
- 2 I don't like classical music. **my / tea / cup / not / of / It's / .**
- 3 I'm sure I can do this easily. **up / right / street / It's / my / .**
- 4 We'll never win this match. **cause / It's / lost / a / .**

3 Choose the correct options to complete the conversation.

Alex: Do you know what?
George: What?
Alex: You can be a real pain in the (1) **head / neck** sometimes.
George: Why?
Alex: We have the chance to go bungee jumping and you don't want to (2) **have / do** a go.
George: Well, jumping off bridges or towers with an elastic cord tied around my feet just isn't my cup of (3) **coffee / tea**, I'm afraid. I don't have a head for heights.
Alex: It's not just that. You run a (4) **metre / mile** from anything that involves adventure or taking a risk, don't you?
George: Alex, look, doing dangerous things is something right up your (5) **street / road**, but it's really not for me. Go ahead and do stuff by yourself if you want.
Alex: George, you're a lost (6) **cause / reason**. I'm not going on holiday with you again.



4 a Read the conversation in Exercise 3 again and decide if the statements are True (T), False (F) or Not stated (NS).

- 1 Alex is annoyed with George. T/F/NS
- 2 George likes danger. T/F/NS
- 3 George prefers coffee to tea. T/F/NS
- 4 George runs long distances. T/F/NS
- 5 Alex is told that he can do things alone. T/F/NS
- 6 Alex wants to go on holiday with George again. T/F/NS

b Which activity is right up your street?

5 a Read the email. Which sport do you think Katrin will choose?

19:30

Hi Avril,
 I want to do something physical and need your advice. What I want is a sport that doesn't *cost an arm and a leg* and something that I can *get the hang of* quite quickly. That means skydiving is *out of the question!* Anyway, I don't have *a head for heights*. I'm *in two minds* between skateboarding and mountain biking. My dad says I've *got my head in the clouds* if I think he'll buy me the expensive bike that *caught my eye*, so perhaps the best choice is to get a skateboard. What do you think?
 Katrin

b Match the idioms in *italics* in the text to the meanings (1–7). Write the idiom on the answer line.

- 1 definitely not a possibility
- 2 have difficulty making a decision
- 3 not like being high up
- 4 be expensive
- 5 be noticed
- 6 learn to do something (well)
- 7 not think in a realistic way

GO BEYOND

Use the internet to find an article in English about *extreme ironing*. Use the tips in Exercise 1 to help you understand it.

GRAMMAR 1 Present tenses review

»»» Talk about things happening now and things that are generally true

1 Complete the grammar tables with the correct forms.

A Present simple – positive				
I/You/We/ (1)		usually train		at the gym twice a day.
He/ (2)		often (3)		at the gym.
Present simple – negative				
I/You/We/They		(4) train		at a gym.
He/ (5)		(6)		
Present simple – questions				Answers
When	(7)	I/you/we/they	(8) ?	Twice a week.
	(9)	she/he	train?	Every day.
Present simple – yes/no questions				Answers
Do	I/you/we/they	(10)	at a gym?	Yes, I do. No, they (11)
(12)	she/he			Yes, she does. No, he (13)

B Present continuous – positive (negative)				
I	(1) (not)	playing basketball		at the moment.
He/She	(2) (not)			right now.
You/We/They	(3) (not)			now.
Present continuous – yes/no questions				Answers
(4)	I	learning anything here?		Yes, I am.
(5)	he/she			No, he/she isn't.
(6)	you/we/they			No, we/you/they aren't.

C Present simple passive – positive (negative)				
I	(1) (not)	invited to the big party.		
He/She	(2) (not)			
You/We/They	(3) (not)			
Present simple passive – questions				Answers
Am I	invited to the big party?			No, I (4)
Is he/she				Yes, he/she (5)
Are you/we/they				No, you/we/they (6)

2 Choose the correct option to complete the rules. Use the tables in Exercise 1 to help you.

- Use the present *simple* / *continuous* to talk about habits, routines or things that are generally true.
- Use the present *simple* / *continuous* to talk about things happening now or around now.
- We often use adverbs and expressions of frequency (eg *sometimes*, *rarely*, *every day*) with the present *simple* / *continuous*.
- State verbs (eg *believe*, *understand*, *like*) are rarely used with the present *simple* / *continuous*.
- Use the present simple passive when the person or thing that does the action is unknown, or when the action is *less* / *more* important than the person or thing that does the action.

3 Write the third person singular of the verbs in the box in the correct column (-s, -es or -ies).

do feel go play
study train try work

-s	-es	-ies
feels		

4 > Complete the sentences with the verbs in Exercise 3.

Use each verb once only.

Sue (1) _____ wheelchair tennis on Sunday mornings with Jo. Their coach (2) _____ them for an hour and then they have a game. Sue is 18 and (3) _____ maths at college, and Jo is 19 and (4) _____ in a call centre. Jo regularly (5) _____ skydiving and never (6) _____ better than when she's up in the clear blue sky. She (7) _____ hard at everything she (8) _____. That's true for Sue too.



5 > Write one more verb next to each category of state verbs. Use the words in the box.

hate hear look own understand

- 1 mental states and opinions, eg *know, believe*, _____
- 2 preferences, eg *like, need*, _____
- 3 appearance, eg *seem, appear*, _____
- 4 possession, eg *belong, include*, _____
- 5 senses, eg *taste, smell*, _____

6 > Choose the correct options to complete the text.

I (1) _____ if (2) _____ to start the game. I usually (3) _____ on as a sub in the second half and I often (4) _____ a goal in the final minutes. I (5) _____ that I can add that something extra and when we (6) _____ and there's ten minutes to the final whistle, I (7) _____ to get that adrenaline rush and just (8) _____ the ball to show what I can do.

- | | | |
|---------------------|-----------------|------------------|
| 1 a don't care | b 'm not caring | c 'm not cared |
| 2 a I'm not picking | b I don't pick | c I'm not picked |
| 3 a come | b 'm come | c 'm coming |
| 4 a 'm scoring | b 'm scored | c score |
| 5 a know | b 'm known | c 'm knowing |
| 6 a lose | b 're losing | c 're lost |
| 7 a 'm seemed | b seem | c 'm seeming |
| 8 a 'm wanting | b 'm wanted | c want |

7 >> Rearrange the words to make questions.

- 1 go / often / snowboarding / you / do / ?
Do you often go snowboarding?
- 2 team / these days / is / doing well / your / ?
- 3 the players / who's / are / told / in the team / when / ?
- 4 sports wheelchair / does / every / the same / look / ?
- 5 currently / you / are / for any / training / particular competition / ?
- 6 the racket / by Andy Murray / used / is / that / ?

8 >> Correct the mistakes in bold.

Igor: (1) **Does** young people always **be wanting to pushed** the limits?
Do young people always want to push the limits?

Ivana: (2) I'm not sure what **are you meaning**.

Igor: (3) They **is needing to be known** the rules, but enjoy the freedom to take risks.

Ivana: (4) So **are you thinking** that life **is being** a bit like playing sport then?

Igor: (5) It **is seeming** to me that in both you **are required** the confidence to have a go.

Ivana: (6) You **aren't** succeed all the time, but you **prepared** for the next challenge.

9 a >>> Use the prompts to write questions. Use the present simple, present continuous or present simple passive.

- 1 anyone / know / rules of cricket?
Does anyone know the rules of cricket?
- 2 you / remember / your first win?
- 3 Dennis / swim / at the moment?
- 4 what / be / the most extreme sport?
- 5 how often / you crash / your bike?
- 6 the players / tell / by the coach / train every day?

b Match the questions in Exercise 9a to the answers below.

- a No. They have a day off on Sundays.
- b No. They're too confusing.
- c In my view, base jumping.
- d Yes. I can see him in the pool.
- e Of course I do. It was at the European windsurfing finals.
- f Every time I go out on it, unfortunately.

LISTENING

>>> Take notes

1 Match the sentence halves to complete the tips.

REMEMBER HOW TO ...

take notes

- (1) Focus on a the most important or interesting points.
- (2) Write down b space between lines to add more detail later.
- (3) Use c bullet points, abbreviations and symbols (*ie = in other words, → = leads to*).
- (4) Leave d key words or very short sentences.

2 Label the photos of the extreme sports.



1 a

2 m
b

3 h -

4 k

3 Which words in the box do you associate with each sport in Exercise 2? Write them in the correct column below. You can use the words more than once. Use your dictionary to check your answers.

- | | | | | | | | | | |
|-------|--------------------------|----------|--------------------------|--------|--------------------------|---------|--------------------------|-------|--------------------------|
| cliff | <input type="checkbox"/> | climb | <input type="checkbox"/> | cross | <input type="checkbox"/> | descend | <input type="checkbox"/> | fall | <input type="checkbox"/> |
| fly | <input type="checkbox"/> | hillside | <input type="checkbox"/> | land | <input type="checkbox"/> | race | <input type="checkbox"/> | river | <input type="checkbox"/> |
| ropes | <input type="checkbox"/> | summit | <input type="checkbox"/> | tracks | <input type="checkbox"/> | water | <input type="checkbox"/> | wind | <input type="checkbox"/> |

Photo 1	Photo 2	Photo 3	Photo 4

4 **01** Listen to three short conversations and take note of the important information. Which of the sports from Exercise 2 were they doing?

CONVERSATION 1:

Notes:

Sport:

CONVERSATION 2:

Notes:

Sport:

CONVERSATION 3:

Notes:

Sport:

5 a **01** Listen again and tick (✓) any of the words from Exercise 3 that you hear.

b Rewrite the words in the correct conversation. Listen again if you need to.

Conversation 1:

Conversation 2:

Conversation 3:

6 a Complete the phrases from the conversations.

Conversation 1

- 1 as free as a
- 2 adrenaline
- 3 I felt like a
- 4 check all my

Conversation 2

- 5 How does it ?
- 6 out of this

Conversation 3

- 7 to be
- 8 really rough

b **02** Now listen and check your answers.

»»» Achievements and challenges

1 Choose the correct option (a, b or c) to complete the sentences.

- 1 You can't get to the top if you don't take
 - a attempts
 - b risks
 - c tasks
- 2 Nothing beats achieving your
 - a fears
 - b obstacles
 - c dreams
- 3 We have to our problems and not run away from them.
 - a face
 - b achieve
 - c reach
- 4 I don't think I my potential as a free diver.
 - a encountered
 - b fulfilled
 - c overcame
- 5 Why didn't you the offer of a free skydiving course?
 - a risk
 - b reach
 - c take up
- 6 Just imagine a teenager to circumnavigate the world alone!
 - a attempting
 - b taking
 - c reaching
- 7 Of course you'll difficulties on this trip.
 - a achieve
 - b encounter
 - c fulfil
- 8 Jordan was on top of the world when he the summit.
 - a overcame
 - b took up
 - c reached

2 Match the sentence halves.

- | | |
|---|--|
| 1 Always check your equipment | a and it worked out well. |
| 2 This is all about | b overcoming difficulties. |
| 3 He did exceptionally well even though he failed this time, so | c risk my life by jumping off a cliff? |
| 4 I took a chance | d rock climbing. |
| 5 She faced her fear of heights and went | e so you won't encounter problems with your ropes on the way down. |
| 6 Do you think I'm going to | f did you have to overcome? |
| 7 If you don't attempt difficult tasks, | g I'm sure he will achieve his goals in the end. |
| 8 What obstacles | h you can't get to the top. |

WORDS & BEYOND



3 a Complete the phrases with the words in the box.

bench fight globe kayaking routine shoulder skyscraper wave

- 1 ride a
- 2 put up a
- 3 circumnavigate the
- 4 tap someone on the
- 5 rehearse a new dance
- 6 sit on a
- 7 abseil down a
- 8 love going

b Name two adventure sports you need a parachute for.

.....



GRAMMAR 2 Past tenses review

»»» Talk about past achievements

1 Match the tenses (1–4) to their uses (a–d).

- 1 Past perfect simple (*had* + past participle)
- 2 Past simple (verb + *-ed*)
- 3 Past simple passive (*was/were* + past participle)
- 4 Past continuous (*was/were* + verb + *-ing*)

- a For actions in progress in the past.
- b For completed actions in the past.
- c When the action is more important than the person/thing that did the action.
- d To show that an action happened before another action or time in the past.

2 » Write the past simple and past participle forms of these irregular verbs.

	Past simple	Past participle
1 beat	<i>beat</i>	<i>beat/beaten</i>
2 become		
3 begin		
4 blow		
5 break		
6 buy		
7 cost		
8 cut		
9 fall		
10 feel		
11 find		
12 fly		

3 » Choose the correct options to complete the text.

In September 2013, Jonathan Trappe (1) *attempted* / *was attempted* to fly across the Atlantic solo, sitting in a small lifeboat hanging under 370 balloons. He (2) *was* / *had* already crossed the English Channel from England to France a few years earlier, in 2010, and he had previously (3) *broken* / *broke* the world record for the longest helium-filled balloon flight. The trip from America to Europe didn't (4) *begin* / *begun* well, and after only 12 hours he (5) *was forced* / *forced* to end the trip because of technical problems. The winds (6) *were* / *had* blowing him up and down, and he couldn't achieve the steady height of around 25,000 feet he (7) *needed* / *was needing*. Eventually he (8) *had landed* / *landed* safely in the sea only 350 miles from where he (9) *was taking* / *had taken* off. Europe (10) *was* / *was being* still over two thousand miles away.

4 a »» Complete the questions with the correct past form of the verbs in the box.

be (x2) cross do (x2) fly (x2)
have give make start tell

- 1 Did *id* you ever feel afraid when you were f *lying* over the sea?
- 2 When you first f with helium balloons, w you the first person to do that?
- 3 While you were c the Channel, what w you thinking?
- 4 Were you t by experts about the risks before you s ?
- 5 How far h you got before you g up?
- 6 What m you want to d it?

b Match the questions in Exercise 4a to the answers.

- a I just remember saying to myself: 'It's so silent up here, and yet so beautiful.'
- b Not really because I had a support and rescue team.
- c I knew that it was dangerous, yes.
- d I hadn't got anywhere near where I wanted to be.
- e Well, nobody had ever done it before.
- f I was told that I was, yes.



>>> Start and change topics in a conversation

1 **03** Listen to the conversation. What event(s) are both girls going to at the weekend?

.....

2 **03** Listen again and read. Look at the underlined phrases (1–6). Decide whether each phrase is used to **start a new topic (A), change topic (B) or end the conversation (C).**

Lou: Hi Kiki. (1) Did you know **A** that there's a skateboarding competition next weekend?

Kiki: Oh, really? Where?

Lou: At the shopping centre. Well, the park just outside, actually. Are you interested in taking part?

Kiki: Cool. When is it exactly? I can't do Saturday – homework and a party. (2) By the way, would you like to come?

Lou: To help you with the homework?

Kiki: Don't be silly! I mean to the party. A girl in my class, Laura, is 16. It's her birthday party.

Lou: Not Laura Moss?! I'm already invited. (3) Oh, that reminds me, I have to buy her a present. Do you have any ideas what to get?

Kiki: I don't know – something funny maybe. (4) Anyway, I've got to go. (5) Oh, what about the skateboarding competition?

Lou: Fortunately, that's on Sunday afternoon. Starts at four.

Kiki: Great. So, see you there.

Lou: And at Laura's. Looks like we're going to be seeing a lot of each other this weekend! (6) Bye for now.

3 Complete the sentences with words in the box. There are three words you do not need to use. Don't worry about the numbers in brackets for now.

go in know later look of remembers
 reminds talking to watch way

(stressed syllables)

- 1 Oh, ! That's my bus. (3)
- 2 I'm sorry, but I have to now. (2)
- 3 Nice to you. (2)
- 4 See you at the club. (2)
- 5 That me, I need to go to the bank. (4)
- 6 Talking extreme sports, would you like to try abseiling? (4)
- 7 Did you that mountain biking is an Olympic sport? (3)
- 8 By the, do the shops close early today? (4)
- 9 Are you interested kayaking? (2)

4 a Practise saying the sentences in Exercise 3 out loud. Guess and underline the main stressed syllables (the number of stressed syllables is given in brackets). Here is an example:

That reminds me. I need to go to the bank.
 (4 stressed syllables)

b **04** Listen and check your answers. Then repeat.

5 a Write a short conversation using suitable phrases to start, change and end a conversation. You meet a friend and want to invite him/her to an event. He/She also wants to tell you some interesting news.

A:

B:

A:

B:

A:

B:

A:

B:

b Practise your conversation. Record it if you can.



>>> Edit and proofread a text

1 Rewrite the sentences below to correct the spelling, punctuation, vocabulary and grammar mistakes in *italics*.

REMEMBER HOW TO ...

edit and proofread a text

- Check the *long* and structure of *you're* work. Cut *every thing* that *is'nt* necessary.
- Check your *spelng*, *punctuashion* and *using* of grammar especially.
- Then *carefully* read your work a *finally* time to *checking* that it *make* sense. Or ask someone *other* to *reading* it.

Point 1:

Point 2:

Point 3:

2 Read the text. Do you think Max's ambition was to be famous, to be a writer or to be popular at school?

Max.a.million 

Nobody believed it was me. To others I'd always been the quiet one, 'Sad Max'; the one who made excuses to avoid going to parties; the one who never joined in sports or took risks. In school I was the unpopular kid who sat at the back of the class trying not to be noticed – not easy due to my size. I'd never accomplished much either in my school studies or in anything else, but I did have one ambition I wanted to achieve, and secretly I was working at it. I'd signed up for a free course on the internet without even telling my parents and through that I learned how to put words together to better express thoughts and feelings. I entered a poem in a junior national performance poetry competition on the theme of chance, and, well, I wanted to take my chance ... I sent it in and read the poem at the final, which was filmed and now has thousands of views on YouTube. That's me! Really me! Max.a.million!

3 Is all the information necessary? Choose two sentences of at least 20 words and cross them out.

4 Read the entries written on Max.a.million's social network wall. Find and correct the mistakes.

1 Wow! That were an brilliant show.
That was a brilliant show.

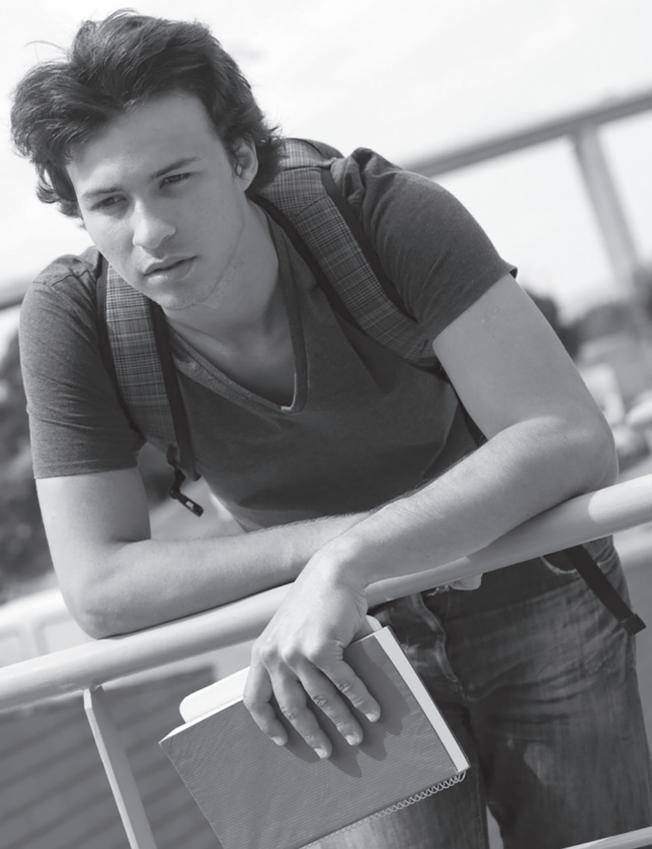
2 You tells it like it is, brother!

3 That's the more amazing thing I've ever seen!

4 Do you having any more like this?

5 I has been told about this – now, after seeing it, I believe it ... !

6 You is sounding so good.



WRITING PLAN

5 You're going to write about an experience you had (or an imagined one) where you felt that you took a risk and it worked. Remember to use different tenses. Use the *Writing plan* to help you prepare.

WRITING PLAN

Make notes for your story.

Describe ...

- 1 where and when the story happened.
- 2 who was involved.
- 3 why it was a risk.
- 4 how you felt about it.
- 5 what happened in the end.

WRITE AND CHECK

6 a Write about your experience and give your story a title. Then tick (✓) the stages in the *Writing plan*.

b Now reduce the length of your text by at least 20 words and check your spelling, punctuation, grammar and vocabulary.

Blank area for writing and checking the story.

Consider the positive and negative aspects of taking risks

1 Complete the questionnaire for YOU. Put a tick (✓) in one column (always, sometimes or never).

	ALWAYS	SOMETIMES	NEVER
1 I'm happy to eat something I've never eaten before.			
2 I've got my expensive mobile with me.			
3 I walk home alone at night.			
4 I accept invitations to parties.			
5 I do an extreme sport.			

3 Read the text and follow the instructions. Do you think this is a good way to decide things?

Once, a man who found it difficult to make decisions decided that, for every decision, he'd write out six possible things he could do. Then, he would number them and throw a dice to let it tell him which choice to make. If the dice landed on six, he'd choose option six, and so on.

In your notebook, write a decision you have to make and a list of six choices for what you could do. Would you be brave (or stupid) enough to follow what the dice said?

2 In your opinion, which three of the statements (1-5) in Exercise 1 involve the most risk? Why?

- 1 Number ___ because _____
- 2 Number ___ because _____
- 3 Number ___ because _____

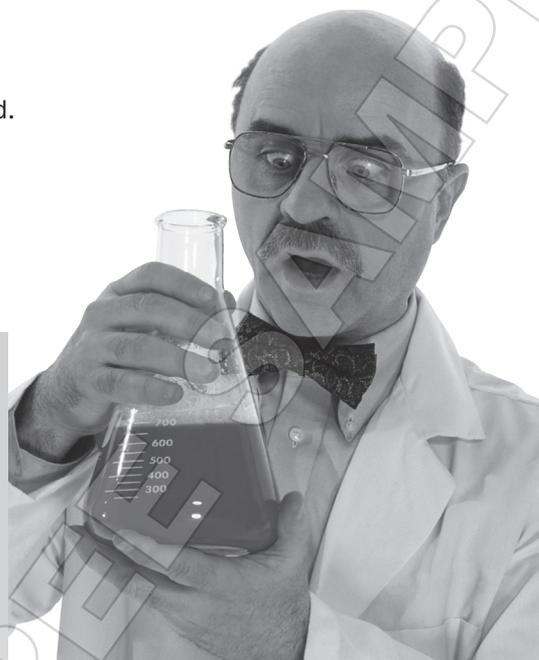


1 Choose the best options to complete the text.

Extreme experiments

A mad scientist (1) _____ the behaviour of the robot frogs he'd invented. He (2) _____ a frog on a flat surface and (3) _____ 'Jump' – and the frog (4) _____. The scientist (5) _____ for his notebook and wrote, 'Frogs can jump'. Then, after he (6) _____ one of the frog's legs, he (7) _____ it to jump again. He wrote, 'Robot frogs can jump with one leg'. Then he (8) _____ the last leg and the frog (9) _____ to jump again. The scientist wrote, 'When robot frogs (10) _____ legs, they can't hear'.

- | | | |
|--------------------|----------------|----------------|
| 1 a was studied | b studying | c was studying |
| 2 a put | b was put | c hadn't put |
| 3 a was shouted | b had shouted | c shouted |
| 4 a had | b did | c was |
| 5 a reached | b was reaching | c didn't reach |
| 6 a was removing | b was removed | c had removed |
| 7 a had ordered | b ordered | c was ordering |
| 8 a cut off | b cutting off | c had cut off |
| 9 a told | b telling | c was told |
| 10 a aren't having | b haven't got | c hadn't got |



2 Complete the second sentence so that it has a similar meaning to the first.

Use the word given. You should write between two and five words.

- You have no idea of the beauty of being above the clouds.
understand
You can't understand the beauty that you feel when skydiving.
- I fell from a cliff, but they found me.
rescued
I _____ after falling from a cliff.
- You can read the story online.
possible
It _____ an online version of the story.
- Was a European the first person to get to the North Pole?
been
Had _____ reached by anyone before a European went there?
- Does anybody know the true story?
real
Is _____ by anybody?
- Did anyone tell you about the risks?
informed
Were _____ about the risks by anyone?
- I don't enjoy any extreme sports.
tea
Extreme sports are _____.

3 Choose the correct options to complete the conversation.

Sam: Why (1) *you didn't* / *didn't you* answer me?
Paul: Because I (2) *didn't hear* / *wasn't hearing* my phone.
Sam: So, (3) *don't you remember* / *aren't you remembering* I told you about the game before?
Paul: Of course. (4) *Are you thinking* / *Do you think* I'm that forgetful?
Sam: Well, sometimes you can (5) *be* / *do* .
Paul: I haven't got time for this. (6) *Are* / *Don't* we going or not?
Sam: I (7) *'ve* / *'m having* the tickets. Meet you outside gate number three at eight o'clock.