

Reading, Writing
& Critical Thinking

UNLOCK

1

THIRD EDITION

STUDENT'S BOOK
WITH DIGITAL PACK

Kate Adams, Sabina Ostrowska,
Craig Thaine, with Chris Sowton



CAMBRIDGE

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& Critical Thinking 1

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MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY	
1 PEOPLE Reading 1: A profile of a famous person (Communications) Reading 2: A very tall man! (Anthropology)	Fishermen	<u>Key reading skill:</u> Previewing a text <u>Additional skills:</u> Understanding key vocabulary Scanning to find information Reading for detail Understanding key vocabulary Synthesizing	Family vocabulary	
2 SEASONS Reading 1: An article about the weather in a city (Geography) Reading 2: Cuban climate and weather (Meteorology)	Outdoor activities in winter	<u>Key reading skill:</u> Scanning to find information <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Reading for detail Previewing Synthesizing	Vocabulary for climate, weather and seasons	
3 LIFESTYLE Reading 1: Life under the midnight sun (Anthropology) Reading 2: Student timetable (Sociology / Education)	Life on the Reloncavi Estuary in Chile	<u>Key reading skill:</u> Annotating a text <u>Additional skills:</u> Using your knowledge Previewing Understanding key vocabulary Reading for main ideas Reading for detail Scanning to find information Synthesizing	Collocations for daily activities Vocabulary for study	
4 PLACES Reading 1: A holiday in New Zealand (Travel) Reading 2: The Maldives (Geography)	The cenotes of Mexico	<u>Key reading skill:</u> Reading for main ideas <u>Additional skills:</u> Understanding key vocabulary Previewing Annotating Scanning to find information Reading for detail Using your knowledge Synthesizing	Vocabulary for places	

	GRAMMAR	CRITICAL THINKING	WRITING
	Nouns and verbs <u>Grammar for writing:</u> Subject pronouns The verb <i>be</i> Possessive adjectives	Collecting information	<u>Academic writing skill:</u> Writing simple sentences: <ul style="list-style-type: none"> • subject + verb • capital letters • full stops <u>Writing task type:</u> Write descriptive sentences <u>Writing task:</u> Write a profile of your family.
	Nouns and adjectives Noun phrases <u>Grammar for writing:</u> Prepositional phrases	Categorizing information	<u>Academic writing skills:</u> Word order: subject–verb–adjective Punctuation: <ul style="list-style-type: none"> • capital letters • commas <u>Writing task type:</u> Write descriptive sentences <u>Writing task:</u> Write about the weather in your city or town.
	Time expressions <u>Grammar for writing:</u> Parts of a sentence The present simple	Choosing relevant information	<u>Academic writing skill:</u> Main ideas and details <u>Writing task type:</u> Write descriptive sentences <u>Writing task:</u> Write about the life of a student in your class.
	Noun phrases with <i>of</i> <u>Grammar for writing:</u> <i>There is / There are</i> Articles	Classifying topics and key words	<u>Academic writing skills:</u> Spelling and punctuation: capital letters Paragraph structure: topic sentences <u>Writing task type:</u> Write a descriptive paragraph <u>Writing task:</u> Write facts about your country.

UNIT	VIDEO	READING	VOCABULARY	
5 JOBS Reading 1: Find_my_job.com (Business and management) Reading 2: Job emails (Business and management)	Utah's Bingham mine	<u>Key reading skill:</u> Reading for detail <u>Additional skills:</u> Using your knowledge Previewing Understanding key vocabulary Scanning to find information Reading for main ideas Synthesizing	Vocabulary for jobs	
6 HOMES AND BUILDINGS Reading 1: Architect's world: expert interview (Architecture) Reading 2: Airports (Architecture)	Living in Singapore	<u>Key reading skill:</u> Predicting content using visuals <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Scanning to find information Reading for main ideas Reading for detail	Vocabulary for buildings	
7 FOOD AND CULTURE Reading 1: Tea: A world history (History) Reading 2: Ten of the best by cuisine (Hospitality management)	An international baking competition	<u>Key reading skills:</u> Skimming Taking notes <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Reading for main ideas Reading for detail Scanning to find information Previewing Synthesizing	Vocabulary for food and drink	
8 TRANSPORT Reading 1: Transport survey (Transport and logistics) Reading 2: Transport in Bangkok: Report (Urban planning)	Electric transport	<u>Key reading skill:</u> Working out meaning from context <u>Additional skills:</u> Previewing Understanding key vocabulary Skimming Scanning to find information Reading for detail Using your knowledge Reading for main ideas Synthesizing	Transport collocations	

	GRAMMAR	CRITICAL THINKING	WRITING
	Adjective phrases <u>Grammar for writing:</u> <i>Must</i> and <i>have to</i> The pronoun <i>you</i>	Analyzing and evaluating opinions	<u>Academic writing skills:</u> Joining sentences with <i>and</i> : <ul style="list-style-type: none"> • simple sentences • compound sentences Writing an email <u>Writing task type:</u> Write an email <u>Writing task:</u> Write an email about a job.
	Pronouns Adjectives <u>Grammar for writing:</u> Comparing quantities Comparative adjectives	Analyzing data	<u>Academic writing skills:</u> Compound sentences with <i>but</i> Spelling: double consonants Supporting sentences <u>Writing task type:</u> Write a comparative paragraph <u>Writing task:</u> Write a comparison of two buildings.
	Countable and uncountable nouns <i>Can</i> and <i>cannot</i> <u>Grammar for writing:</u> Subject–verb agreement Determiners: <i>a</i> , <i>an</i> and <i>some</i>	Generating ideas	<u>Academic writing skills:</u> Error correction Concluding sentences <u>Writing task type:</u> Write a descriptive paragraph <u>Writing task:</u> Write about popular food in your country.
	Superlative adjectives Quantifiers <u>Grammar for writing:</u> Subject–verb–object Linking sentences with pronouns	Collecting and analyzing data	<u>Academic writing skill:</u> Giving reasons with <i>because</i> and results with <i>so</i> <u>Writing task type:</u> Write an explanatory paragraph <u>Writing task:</u> Write a paragraph explaining the results of a survey about transport.

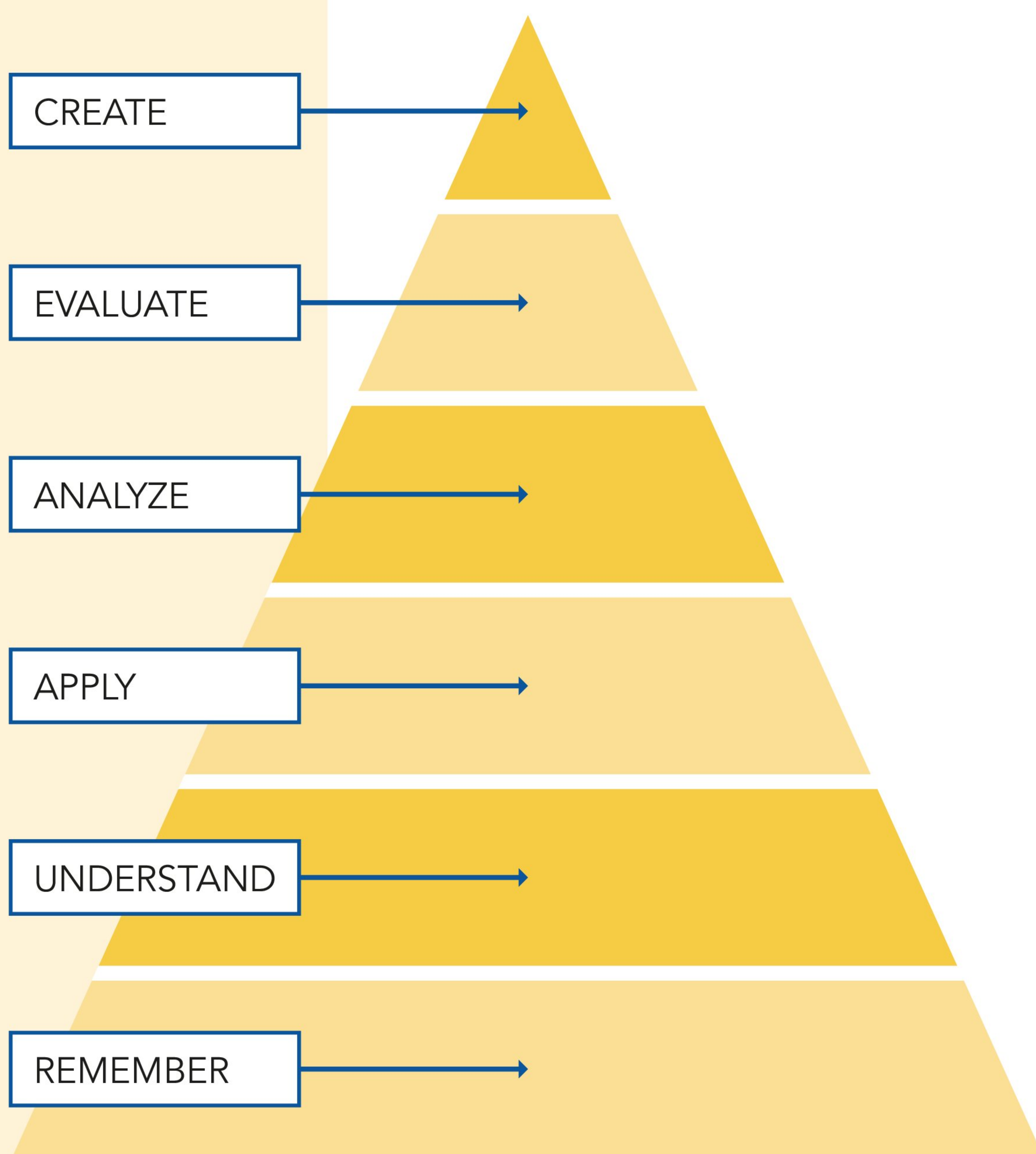
YOUR GUIDE TO UNLOCK

UNLOCK YOUR ACADEMIC POTENTIAL

Unlock Third Edition is a six-level, academic-light English course created to build the skills and language students need for their studies (CEFR Pre-A1 to C1). It develops students' ability to think critically in an academic context right from the start of their language learning. Every level has inspiring videos on a range of academic topics.

CRITICAL THINKING


Unlock Third Edition includes the right mix of lower- and higher-order thinking skills development in every unit, with clear learning objectives. Students are better prepared for their academic studies and have the confidence to apply the critical thinking skills they have developed. Critical thinking in *Unlock Third Edition*:



- is **informed** by a range of academic research from Bloom in the 1950s, to Krathwohl and Anderson in the 2000s, to more recent considerations relating to 21st Century Skills
- has a **refined** syllabus with a better mix of higher- and lower-order critical thinking skills
- is **measurable**, with objectives and self-evaluation so students can track their critical thinking progress
- is **transparent** so teachers and students know when and why they're developing critical thinking skills
- is **supported** with professional development material for teachers so teachers can teach with confidence


TEACHER RESOURCES

We've carried out research with teachers across the world to understand their needs and how we can better meet them with *Unlock*. All teacher resources can be accessed on our learning platform, Cambridge One cambridge.org/one.

- Fully interactive presentation software, **Presentation Plus**, with pop-up activities to type or automatically display answers.
- Downloadable **Model Answer Booklet** with model answers for all end-of-unit productive activities and example answers for all 'Answers may vary' activity types in the Student's Book.
- **Variations of unit tests, mid- and end-of-course tests** give teachers options when assessing student understanding and progress.
- **Teacher Manual and Development Pack** supports your teaching with flexible lesson plans with timings for every unit.
- **Digital Workbook with videos** to assign additional practice for your students whenever you see this symbol 

RESEARCH

Unlock Third Edition is informed by consulting with a global advisory panel and comprehensive review of the material so you can be assured of the quality of every lesson.

- **extensive market research** with teachers and students to fully understand their needs throughout the course's development
- consulting **academic research** into critical thinking
- refined vocabulary syllabus using our **exclusive Corpus research** 

HOW UNLOCK WORKS

UNLOCK YOUR KNOWLEDGE

Ask and answer the questions with a partner.

1 Look at the photo. Who are the people?

family friends people at a sports game

2 Which people are important in your life?

parents brothers and sisters friends
people at school/university people at work

3 Why are these people important in your life? They're ...

nice interesting fun clever good

Unlock your knowledge

Encourages discussion around the themes of the unit with inspiration from interesting questions and striking images.

WATCH AND LISTEN



PREPARING TO WATCH

ACTIVATING YOUR KNOWLEDGE

- 1 Work with a partner and answer the questions.
- 1 What do you like to eat? How often do you eat fish?

Watch and listen

Features an engaging and motivating video which generates interest in the topic and develops listening skills.

READING

READING 1

PREPARING TO READ

SKILLS

Previewing a text

Previewing means looking at a text before you read it. When you preview a text, look at the text and think about these questions:

- 1 Are there photos?
- 2 What is in the photos?
- 3 What is the title of the text?
- 4 Where is the text from? (a book? a magazine? a website?)

PREVIEWING

- 1 Look at the photo and the text on page 19. Ask and answer the questions with a partner.

- 1 The photo shows somebody snowboarding. Do you know this sport? Have you ever tried it?

Reading 1

Offers students the opportunity to develop the reading skills required to process academic texts, and presents and practises the vocabulary needed to comprehend the text itself.

READING 2

PREPARING TO READ

- 1 Look at the texts and photos on pages 22–23. Then choose the correct answers.

- 1 The men in the first photo are ...
a at a shop. b in a house. c in a park.
- 2 The text is about a ...
a farm. b snowboarder. c very tall man.
- 3 The text is from a ...
a book. b magazine. c website.

- 2 You are going to read an article about a man who is very different. Match sentences 1–3 to sentences a–c. Make sure you understand the words in bold.

- 1 That is an **unusual** job.
- 2 Andrea is **interested** in languages.

PREVIEWING

Reading 2

Provides a different angle on the topic and serves as a model text for the writing task.

LANGUAGE DEVELOPMENT

FAMILY VOCABULARY

- 1 Write the nouns from the box in the correct columns in the table.

brother daughter grandfather mother uncle

family vocabulary	
male (man)	female (woman)
1 _____	grandmother
father	4 _____
son	5 _____
2 _____	sister
3 _____	aunt

Language development

Consolidates and expands on the language presented in preparation for the writing task.

QR codes

Allows students to easily access the audio of the reading passages.

WRITING

CRITICAL THINKING

At the end of this unit, you are going to write a profile. Look at this unit's writing task in the box below.

Write a profile of your family.

REMEMBER

1 Work with a partner. Ask and answer the questions about Sultan from Reading 2 on page 22.

1 What is Sultan's last name?

2 Where does Sultan live?

3 Who is in Sultan's family?

4 What is Sultan's job?

5 What are Sultan's hobbies?

6 What languages does Sultan speak?

SKILLS

Collecting information

Before you write, collect information. This information can come from your knowledge, books, the internet, people or other places. Use a table to record the information.

Critical thinking

Develops the lower- and higher-order thinking skills required for the writing task.

GRAMMAR FOR WRITING

SUBJECT PRONOUNS

We use *subject pronouns* so we do not repeat nouns in texts.

noun

pronoun

✓ Sultan Kösen is from Türkiye. **He** lives in Mardin.

noun

pronoun

✗ Sultan Kösen is from Türkiye. Sultan Kösen lives in Mardin.

	singular	plural
First person	I (always use a capital letter)	we
Second person	you	you
Third person	he (man), she (woman), it (thing, idea)	they

GRAMMAR

Grammar for writing

Presents and practises grammatical structures and features needed for the writing task.

ACADEMIC WRITING SKILLS

WRITING SIMPLE SENTENCES

LANGUAGE

A simple sentence has a subject and a verb. Begin with a *capital letter* (A, B, C) and end with a *full stop* (.)

subject + verb

(noun)

Sultan is from Türkiye.

↑

capital letter

↑

full stop

subject + verb

(pronoun)

He is a farmer.

↑

capital letter

↑

full stop

subject + verb

(pronoun)

He watches TV.

↑

capital letter

↑

full stop

✓ Chloe Kim speaks three languages. (correct)

✗ Chloe Kim three languages. (no verb)

✗ Chloe Kim three languages speaks. (wrong word order)

1 Put the words in order to make simple sentences. Add capital letters and full stops.

Academic writing skills

Practises all the writing skills needed for the writing task.

WRITING TASK

Write a profile of your family.

PLAN

1 Look back at your table in the Critical thinking section on page 26. Check your notes for one person in your family and add any extra information. Decide which other people in your family you want to write about in your profile, too. Tell your partner who you want to write about.

brother(s)

sister(s)

mother and father/parents

grandmother and grandfather (grandparents)

uncle(s) and aunt(s)

2 Copy the table headings in your notebook. Make notes about other people in your family you want to write about.

Writing task

Uses the skills and language learned throughout the unit to support students in drafting, producing and editing a piece of academic writing. This is the unit's main learning objective.

OBJECTIVES REVIEW

1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

watch and understand a video about people who catch fish in different countries.

preview a text.

collect information.

use nouns and verbs.

use subject pronouns.

use the verb *be* (present simple).

Objectives review

Allows students to evaluate how well they have mastered the skills covered in the unit.

2 Use the *Unlock Digital Workbook* for more practice with this unit's learning objectives.

UNLOCK DIGITAL WORKBOOK

WORDLIST

aunt (n)

brother (n)

city (n)

country (n)

date of birth (n)

daughter (n)

family (n)

father (n)

grandfather (n)

grandmother (n)

hobby (n)

interested in (adj phr)

job (n)

language (n)

listen (v)

live (v)

mother (n)

music (n)

normal (adj)

play (v)

sister (n)

son (n)

uncle (n)

unusual (adj)

watch (v)

work (v)

years old (n phr)

👁 = high-frequency words in the Cambridge Academic Corpus

Wordlist

Lists the key vocabulary from the unit. The most frequent words used at this level in an academic context are highlighted with this icon 👁

COMPONENTS

Unlock offers 70–90 hours per Student’s Book, which is extendable with the Digital Pack, and other additional activities in the Teacher’s Manual and Development Pack.

Unlock is a paired-skills course with two separate Student’s Books per level. For levels 1–5 (CEFR A1 – C1), these are **Reading, Writing and Critical Thinking** and **Listening, Speaking and Critical Thinking**. They share the same unit topics so you have access to a wide range of material at each level. Each Student’s Book includes access to the Digital Pack.

Unlock Basic has been developed for pre-A1 learners. **Unlock Basic Skills** integrates reading, writing, listening, speaking and critical thinking in one book to provide students with an effective and manageable learning experience. **Unlock Basic Literacy** develops and builds confidence in literacy. The Basic books also share the same unit topics and so can be used together or separately, and **Unlock Basic Literacy** can be used for self-study.

STUDENT COMPONENTS

All material in the Student’s Digital Pack (Levels 1–5) can be accessed on Cambridge One, our learning platform using the unique code printed on the inside front cover of the Student’s Book.

Resource	Description
Student’s Book with Digital Pack	<ul style="list-style-type: none">• 8 units per level (Levels 1–4); 10 units (Level 5)• QR codes for students to easily access the Class Audio• Levels 1–5 includes access to the Digital Pack:<ul style="list-style-type: none">– Interactive eBook with videos– Digital Workbook– Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)– Downloadable audio for reading passages (Reading and Writing strand)• <i>Unlock Basic Skills</i> comes with downloadable audio and video (11 units)• <i>Unlock Basic Literacy</i> comes with downloadable audio (11 units)
Interactive eBook with videos	<ul style="list-style-type: none">• Levels 1–5• Digital version of the Student’s Book with auto-graded activities• Student’s Book videos for students to watch on their own
Digital Workbook with videos	<ul style="list-style-type: none">• Levels 1–5• Extension activities to further practise the language and skills learned• Additional video comprehension and extension activities that are different from the activities in the Student’s Book.

TEACHER COMPONENTS

All teacher components can be accessed on Cambridge One, our learning platform. Teachers can access the Digital Workbook with videos by creating an account. To access the Teacher’s Resources and Presentation Plus, please request an access code from your local Cambridge representative.

Resource	Description
Audio	<ul style="list-style-type: none">• Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)• Downloadable audio for reading passages (Reading and Writing strand)
Teacher’s Manual and Development Pack	<ul style="list-style-type: none">• Flexible lesson plans with timings, lesson objectives and lesson observation templates• Downloadable Model Answer Booklet with model and example answers for productive skills• Supplementary classroom materials for Levels 1–4• Common student errors• <i>Developing critical thinking skills in your students</i>, a teacher development material with clear objectives, in-practice activities and opportunities for review and self-evaluation.
Teacher Development Resources	<p>Additional materials which can be used for professional development:</p> <ul style="list-style-type: none">• Peer-to-peer training workshop materials with PowerPoint presentations• In-session worksheets, trainer’s notes• Pre- and post- workshop quizzes
Presentation Plus	<ul style="list-style-type: none">• Fully interactive presentation software, with pop-up activities to type or automatically display answers• Embedded audio and video for easy access to play in class
Tests	<ul style="list-style-type: none">• Unit, mid- and end-of-course tests for the assessment of student understanding and progress

TEACHING WITH UNLOCK THIRD EDITION

This online training course gives you a thorough knowledge of how *Unlock* works, what it includes and acquaints teachers with the methodological principles behind the course.

UNIT 1

PEOPLE

LEARNING OBJECTIVES

Watch and listen

Watch and understand a video about people who catch fish in different countries.

Reading skill

Preview a text.

Critical thinking

Collect information.

Grammar

Use nouns and verbs; use subject pronouns; use the verb *be*; use possessive adjectives.

Academic writing skill

Write simple sentences.

Writing task

Write a profile of your family.





UNLOCK YOUR KNOWLEDGE

Ask and answer the questions with a partner.

1 Look at the photo. Who are the people?

family friends people at a sports game

2 Which people are important in your life?

parents brothers and sisters friends
people at school/university people at work

3 Why are these people important in your life? They're ...

nice interesting fun clever good

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

UNDERSTANDING MAIN IDEAS

PREPARING TO WATCH

1 Work with a partner and answer the questions.

- 1 What do you like to eat? How often do you eat fish?
- 2 Think about people who live by the sea. What jobs do they have? What do they do in their free time?
- 3 Where can you buy or eat fish?

2 Match the sentences (a–d) with the photos (1–4) from the video.

- a The fishing boat is on the sea.
- b The fisherman is smiling.
- c They are fishing from a bridge.
- d They are eating fish in a restaurant.

GLOSSARY

coast (n) the land close to the sea


net (n) a thin kind of cloth for fishing

population (n) all the people who live in a country

relax (v) to become happy and comfortable

fishing rod (n) a long piece of wood that is used for fishing

WHILE WATCHING

3  Watch the video. Tick (✓) the information that you hear.

- ☐ 1 Fish is a healthy food.
- ☐ 2 Fishing is a difficult job.
- ☐ 3 Fishing is a popular sport all over the world.
- ☐ 4 For some people, fishing is a job.
- ☐ 5 Fish and chips is popular in the UK.
- ☐ 6 Fishing is a good way to relax with friends.



4 Watch again. Circle the words you hear.

- 1 We eat 100,000 *kilograms* / *tonnes* of fish every year.
- 2 Most fishing boats are *small* / *slow*.
- 3 The fishermen in India use fishing *rods* / *nets* to catch their fish.
- 4 There are more than *10,000* / *100,000* fish and chip shops in the UK.

5 Tick (✓) the true statements from the video.

- ☐ 1 Fishermen are catching more fish today than in the past.
- ☐ 2 Most fishing boats have only one fisherman on them.
- ☐ 3 Most of the people on the bridge are fishing for fun, not as their job.
- ☐ 4 You can find a fish and chip shop in many towns in the UK.
- ☐ 5 There are different ways to catch fish.
- ☐ 6 Most fishing boats are big.

DISCUSSION

6 Work with a partner and answer the questions.

- 1 Do you think fishing is an easy or hard job? Explain your answer.
- 2 Would you like to live in a village or town near the sea?
Why / Why not?
- 3 Do you think fishing is a good job for a man or a woman?
Why / Why not?

UNDERSTANDING
DETAIL

MAKING
INFERENCES

READING 1

PREPARING TO READ

SKILLS

Previewing a text

Previewing means looking at a text before you read it. When you preview a text, look at the text and think about these questions:

- 1 Are there photos?
- 2 What is in the photos?
- 3 What is the title of the text?
- 4 Where is the text from? (a book? a magazine? a website?)

PREVIEWING

- 1 Look at the photo and the text on page 19. Ask and answer the questions with a partner.

- 1 The photo shows somebody snowboarding. Do you know this sport? Have you ever tried it?
- 2 What do you think the text is about?
- 3 What can you learn about in a profile?
 - a a person
 - b sports activities

UNDERSTANDING KEY VOCABULARY

- 2 You are going to read a profile of a famous snowboarder. Read the words and examples in the table. Then write the bold words from the table in the sentences (1–6) below.

words	examples
languages	Spanish, Urdu, German
city	New York, Dubai, Tokyo, Istanbul
date of birth	4 May 1998
country	Saudi Arabia, the United Kingdom, China, Thailand
job	teacher, doctor
hobbies	reading, watching football, running

- 1 London is a very big _____ in England. Many people live there.
- 2 I speak three _____ : Turkish, Arabic and English.
- 3 Morocco is a _____ in North Africa. It is close to Algeria and Spain.
- 4 My _____ is 7 July 1997.
- 5 I have a great _____. I am a teacher.
- 6 I have many _____. I like running, reading and watching cricket.



My Profile



Chloe Kim

My personal information



First name: **Chloe**

Last name: **Kim**

Date of birth: **23 April 2000**

City: **Long Beach, California**

Country: **United States**

Languages: **English, French, Korean**

Job: **Snowboarder**

1

Email: **info@chloekimfans.cupa.org**

2

Father: **Boran Yoon Kim**

Mother: **Jong Jin Kim**

Sisters: **Erica Kim, Tracey Kim**

Grandmother: **Jung Ae Moon**

3

Hobbies: **shopping, going to the beach, playing my guitar**



Chloe Kim

Posted September 25 8:05 a.m.

4

I'm Chloe Kim. I'm from Long Beach, California, in the United States. I speak three languages: English, French and Korean. I am a snowboarder. I have won many gold and silver medals. My sisters are older than me. Their names are Erica and Tracey. My father is an engineer. He is from South Korea. My grandmother lives in South Korea. I like shopping, going to the beach, and playing my guitar.

3.5K



Say something...

