

For most of us, eating chocolate is a pleasure. But for Alice Schaffer, it's much more than that – it's a full-time job! Alice, you see, works for an important food company and she eats their chocolate to see how it tastes. Before she worked there, she didn't have a **background** in food science. She was, in fact, working as a secretary. Then one day a neighbour told her that her company was looking for people to work as taste-testers. Alice immediately thought, 'That sounds like a great job! And I might be good at it because I love chocolate!' So she applied and ... they gave her the job! Of course, it isn't enough to like chocolate if you want to get a job tasting chocolate. You need to be able to identify and **accurately** describe different **flavours** and textures. And that's something you can't learn – you're either born with it or you aren't.

When Alice tells people what she **does for a living**, they often look surprised because they imagine that she must spend all day eating chocolate. But her job isn't really like that at all. When she tastes the chocolate from a bar, she just eats a little piece. You don't need to eat the whole bar to know what it tastes like! The hardest part of the job is when she tastes something that isn't 100% right. The **challenge** is to describe exactly what's wrong with the taste. The food technicians need this precise information so they can investigate the problem. Alice is extremely **proud** of her job, and it's easy to see why: there can't be many people in the world whose job helps to give so much pleasure to others!



## READING

A magazine article



3 ★★ Read the text again. For each question, **circle** the correct option.

1  Look at the text quickly.

What is Alice Schaffer's job?

- a She makes chocolate.
- b She checks the taste of chocolate.
- c She works in a chocolate factory.

2  Match the words in bold in the article with the definitions.

1 feeling pleasure because you've done something well \_\_\_\_\_

proud

2 how food or drink tastes \_\_\_\_\_

3 someone's past situation \_\_\_\_\_

4 correctly, without making any mistakes \_\_\_\_\_

5 do to earn money \_\_\_\_\_

6 something that needs effort, that might be hard to do \_\_\_\_\_

1 What is the writer trying to do in this article?

- a Explain how to get a job as a chocolate taster.
- b Write a biography of Alice Schaffer.
- c Describe what a chocolate taster does.
- d Tell the reader about the professional life of Alice Schaffer.

2 What kind of useful experience had Alice had before?

- a She had worked as a secretary.
- b She had studied food science.
- c She hadn't really had any experience.
- d Her neighbour had taught her about the job.

3 What is the principal quality you need to be a chocolate taster?

- a dedication
- b natural talent
- c to love chocolate
- d to write very well

4 What is the most difficult part of the job?

- a Giving precise information
- b when the quality isn't good.
- c Some people don't think it's a serious job.
- d Working with the food technicians.

5 What might Alice say to a friend about her job?

- a It's an easy job.
- b I love my job!
- c There's often a lot of stress in my job.
- d The chocolate is bad for me.

4 ★★★ Would you like to do Alice Schaffer's job? Why / Why not?

## LANGUAGE IN ACTION

### Deduction and possibility



4

Complete the conversation about the photo with *must*, *might* or *can't*.



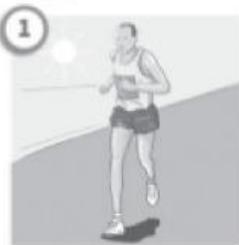
1  Match the sentences (1–3) with their meanings (a–c).

- 1 I'm sure it's nice to work as a chocolate taster.
- 2 Perhaps it's nice to work as a chocolate taster.
- 3 I'm sure it isn't nice to work as a chocolate taster.

- a It can't be nice to work as a chocolate taster.
- b It must be nice to work as a chocolate taster.
- c It might be nice to work as a chocolate taster.

2  Look at the sentence *It might be nice to work as a chocolate taster*. Which two modal verbs with the same meaning can we use in place of *might*?

3  Circle the correct options to describe the pictures.



He can't / must be tired.



He can't / must feel relaxed.



That car can't / must be expensive!



Careful! It might / must be dangerous.



It can't / must be raining.



They might / can't still have some good bargains.

5

Rewrite the sentences so that they have the same meaning. Use *must*, *might*, *could* or *can't*.

1 Perhaps Nathan's still at school.

Nathan might / could still be at school.

2 I'm sure that isn't the right answer.

3 I'm sure you need good exam results to do medicine at university.

4 This is possibly the worst film I've seen!

5 I'm sure it doesn't take a long time to make that dish.

6

Write deductions about these situations. Use *must*, *might* or *can't*.

1 Matt is a professional footballer.

He must be very fit.

2 All the shops are closed.

3 Your mobile phone isn't working.

4 Everyone is looking at the sky.