THE BEST JOB IN THE WORLD?

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

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 _____

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

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 when the quality isn't good.
b Not eating the chocolate.
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?**

_____
_____
_____

LIVEWORKSHEETS

LANGUAGE IN ACTION

Deduction and possibility

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.**

1

He *can't* / *must* be tired.

2

He *can't* / *must* feel relaxed.

3

That car *can't* / *must* be expensive!

4

Careful! It *might* / *must* be dangerous

5

It *can't* / *must* be raining.

6


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

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



A Look at this photo! What is it?
B It [1] might be a house!
A No, it [2] _____ be! How would you get in?
B It [3] _____ be a fake photo. You never know …
A No, the photo's real. I think it [4] _____ be art or something. There [5] _____ be another explanation. I'm sure the artist is famous.
B Perhaps …, you [6] _____ be right. The person who designed it [7] _____ be very creative!!

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.
_____

LIVEWORKSHEETS