

4 Look at the phrases from the teleconference in A and the alternative phrases in B. What are the differences between them?

A	B
1 Could you talk us through this?	Tell us about it.
2 Am I right in saying that the general opinion is we can go ahead on this?	Do you all agree to go ahead on this?
3 I'd be interested in hearing what you think about this.	Tell us what you think.
4 Can I just check ...?	Can I check ...?
5 We seem to have some sort of consensus.	We all agree.

5 23▶ Listen to these extracts from the teleconference. Decide what the speaker really means in each case. Follow the example.

- 1 That's interesting, Thomas.
That's not relevant. I don't want to continue talking about this topic.
- 2 Maybe we can let Joana answer that.
- 3 With respect, Joana ...
- 4 Sorry, Khalid ...
- 5 I'm not sure this is getting us anywhere.

6 Work with a partner. Your company is investigating the possibility of introducing performance-related pay in all offices around the world. Some key staff took part in a short teleconference to compare initial reactions to the idea.

One of the participants is describing the call to his colleague. For each underlined section, discuss what each speaker might have said.

By five minutes past two we were all online. The moderator ¹nominated the HR Manager to talk about the proposal and our options, because he's championing the suggestion. I wasn't sure if I had properly understood what he said, so I ²asked for clarification to check if I had understood correctly. He gave a much clearer response. After that we all started discussing the main proposal quite usefully. Then the moderator ³invited the representative from Finance to give her opinion, but she started making a long and irrelevant speech about executive bonuses, so the moderator ⁴interrupted her and ⁵tried to get the discussion back on topic. We talked for about 25 minutes and then the moderator ⁶ended the meeting by asking us to ⁷summarize the main points that had been made.

» For more exercises, go to Practice file 4 on page 108.

7 Work in small groups with people in the same company or in a similar field of work. Think of a current issue or problem in your work and follow points 1–3.

- 1 Make notes about the issue under the headings below.
Issue: _____
What needs to be decided: _____
Important factors to consider when making a decision: _____

- 2 Write a short agenda for a teleconference about this issue.
 - 3 Now take part in the teleconference to discuss the issue and reach some conclusions.
- Alternatively, turn to File 11 on page 138. Work in small groups, choose a moderator, and have the teleconference.

 » Interactive Workbook » Email

Key expressions

Checking understanding

Am I right in saying that the general opinion is ...?
You're saying that ...?
Can I just check – we are now talking about ...?

Nominating or inviting someone to say something

X, could you talk us through this?
I'd be interested in hearing what you think about this.
Maybe we can let X answer that.

Expressing doubts / disagreement


I still have serious reservations.
I'm not fully convinced as yet.
I'm having second thoughts ...
With respect ...

Managing the discussion / the participants

Sorry, X. Could you let Y finish, please?
Maybe we're digressing a little.
That's interesting X, but I think ...
I'm not sure this is getting us anywhere.
If I could just bring the conversation back to the agenda.

Ending the meeting

We seem to have some sort of consensus.
I'd like to draw things to a close.
Can I just ask everyone to sum up their views?

 » Interactive Workbook
» Phrasebank

Culture question

- Are you often interrupted in meetings? If so, how does this make you feel?
- What factors would you consider before making an interruption?
- Do you think people from different cultures might react differently to interruptions?

Language at work | Referencing

- 1** Turn to page 154 and read audio script 22▷. Then look at these extracts. For each one, say exactly what the underlined pronouns *it*, *this* and *that* refer to.

Example: How about now, Greta? Is that any better?

The word 'that' refers to the sound quality of the call, probably after some technical difficulties.

- 1 That's interesting Thomas ... but I think it's probably best left for another meeting.
- 2 Well, if you remember, we did explore this last year – that was just before you joined us Khalid – and we decided ... it wasn't the route to go down.
- 3 Greta – I'd be interested in hearing what you think about this.
- 4 What do you think of this? We offer customers the option of paying ...
- 5 I think that's where we've got to. Is that right? Joana?
- 6 To me, it sounds a lot more manageable.
- 7 It's been quite hard – but I think we've made the right decision. It would have been too risky to ...

- 2** Look at sentences 2 and 4 in 1 and choose the correct answer from the words in *italics*.

- 1 If you want to refer to something that is clearly distant or in the past, use *that* / *it*.
- 2 If you want to refer to something new, important, more current or relevant, use *this* / *that*.

» For more information, go to **Language reference Unit 4** on page 128.

- 3** Underline the correct answer from the words in *italics*.

- 1 A We used to use QuarkXpress for all our desktop publishing.
B *That / This* was a really good design application.
- 2 A We hope to double Central European sales within two years.
B *It / That* is excellent news.
- 3 A Do you think we've made the right choice?
B Yes. *That / It* would have been a mistake to raise our prices now.
- 4 A He left the company five years ago.
B Yes – *this / that* caused big problems for our department.
- 5 A Agnetha – do you have any other suggestions?
B Well, what do you think about *this / that*: we open a new outlet in Medina?
- 6 A Have you seen the new photocopier in the resources room?
B Yes. *This / It* is very impressive, isn't it?

» For more exercises, go to **Practice file 4** on page 109.

- 4** Work with a partner. Choose a topic from the list or think of your own. Discuss your opinions on the topic using referencing language where possible.

Example: A Have you seen that email about bonuses? What do you think it's going to mean for us?

B I think it's going to be pretty negative for us. It's going to mean we get less money. This is going to make a lot of people angry.

- a recent presentation
- a notice on the staff noticeboard
- a recent email giving news about your company
- a news article
- a conference
- a meeting

Practically speaking | Establishing rapport and showing interest

- 1** Which of the methods a–j for establishing rapport would you use
- 1 when meeting someone for the first time?
 - 2 when meeting a colleague or friend again after a long time?
 - 3 when meeting a business contact who could help improve your career prospects?
- a recalling past events in common
 b paying a compliment
 c asking a follow-up question
 d asking about someone's journey
 e showing that you already know something about a person you have just met
 f giving a brief summary of your recent history
 g echoing the other person to encourage them to say more
 h joking about yourself
 i being modest about achievements
 j picking up on a key word in order to extend the conversation

- 2** **24▶** Listen to five extracts from conversations. For each conversation decide on the possible relationship between the speakers, the methods from **1** they use to establish rapport, and the phrases that enable them to do so. Complete the table.

Extract	Relationship	Methods	Phrases

»» For extension and revision go to **Useful phrases** on page 134.

- 3** It is five years in the future – after the course you are doing now has long finished. You have been invited to a social event to meet up with the people who were in your class (and the teacher). You haven't seen any of them for a long time.
- 1 Take a minute to think where you might be and what you might be doing in five years' time. Make notes below about your future life.
 The date today is: _____
 My work mainly involves: _____
 Now I'm living in: _____
 The biggest difference compared with my life five years ago is: _____
 I work at / in: _____
 - 2 Talk to each person. Use as many methods for establishing rapport from **1** as you can.

i »» Interactive Workbook »» Exercises and Tests

Key word | *matter*

Match phrases 1–7 with *matter* / *matters* to synonyms a–g.

- 1 What's the *matter*?
- 2 It's *no laughing matter*.
- 3 We'll do it, *no matter what*.
- 4 That will make *matters* worse.
- 5 As a *matter of fact*, I do smoke.
- 6 This *matters*.
- 7 It's a *matter of urgency*.

- a a serious topic
 b problem
 c is important
 d the situation
 e despite any difficulties that occur
 f something that must be dealt with immediately
 g actually, you're wrong



Company profile

McCain Foods Ltd

McCain is one of the world's most important makers of frozen food, drinks, snacks, and ready meals. It specializes in potato products including potato chips (French fries) as well as waffles, hash browns, croquettes, wedges, and roast potatoes. McCain is believed to supply around a third of the worldwide market for chips.

Tackling risks

Background

Out of the frying pan

Recently, there has been growing concern in Europe about the prevalence of obesity, especially among children. Newspapers, magazines, and TV have all taken up the call for a healthier diet. In order to remain successful McCain needs to be aware of such trends and the potential risks they pose to the company. It has always seen itself as careful to listen to and respond to public demand – and has a successful track record in introducing new

products to meet the changing environment. Back in 1979 the company was the first to introduce a chip that could be cooked in the oven rather than the deep fryer and this is now widely seen as a healthier and easier-to-prepare alternative to the fried chip. The more recently launched McCain Home Fries™ oven chip is a huge seller. The challenge for McCain now is to ensure that they are able to market their products in increasingly hostile conditions.

PEST analysis for McCain

Political

The growing pressure to make foods healthier has led to widespread discussion of the possibility of higher taxes on unhealthy food, restrictions on advertising (e.g. during children's TV), regulations limiting what may be sold in schools, requirements to label fat, sugar, and salt content more clearly and even the suggestion of health warnings on packets.

Economic

Because all adults work in more and more households, the market for quality prepared food seems likely to continue growing. People generally have more money but less time, and seek products that allow them to prepare good food quickly. People have been prepared to spend more on sophisticated, higher-quality prepared products, but a downturn in the economy could see a choice of more basic items.

Social & Cultural

Recent health advice given to the public has led to a change in consumer demand. There have been many warnings about eating too much salt and saturated fat. The media regularly include chips within the category of unhealthy or junk food.

Technological

New technology has led to new kinds of 'functional food' items (e.g. margarine that helps reduce your cholesterol levels, yoghurts that help your digestion, etc.) to appear on the shelves, claiming to offer positive health benefits. Potatoes are naturally high in vitamin C and natural carbohydrates – but the technological challenge is retaining nutritional value and flavour while making the product easier to use, or usable in new ways.



Discussion

- 1 McCain Foods Ltd needs to assess the potential risk factors for the company. Look at the PEST analysis of McCain and decide which factors have the most potential to cause problems.
- 2 Choose three of the factors and think of ways that McCain might respond to the risk involved.
- 3 25▶ Listen to a journalist explaining what McCain actually did. Make a note of the actions they have taken. Did they use any of your ideas in 2?

Task

- 1 Read the information about Asian Spice Traders.

FACTFILE

Asian Spice Traders (AST) is a large food company, exporting hot-spiced Thai, Indonesian, Malaysian, and Indian microwaveable ready meals to Europe. Although it is based in Thailand, the company has found that its Indian food range has been the most successful, outselling the other lines by a factor of three.

After many years of growth, the company recently decided to enter the US market. However, the timing has been problematic as there have been a number of health scares about food quality that have affected confidence in imported food. Despite some expensive advertising, none of the five launch products (all hot Indian and Thai curries) has sold very well. Some of the managers are now wondering whether there really is a market for spicy Asian foods in the US.

- 2 Work with a partner and discuss questions 1–2.
 - 1 Based on what you know about current attitudes to food, health, and the present economic situation, what do you think are the biggest risks and opportunities for the company over the next five years?
 - 2 Which of McCain's strategies would be useful to AST?
- 3 Asian Spice Traders have employed your team as consultants to advise them about their future strategies. Work with your partner from 2 and join another pair. Decide which pair is A and which pair is B.

Pair A: Read the extracts from three recent articles about food and health issues in File 12, page 138 and follow steps 1–4.

 - 1 Decide which information from the articles might be important for AST to consider.
 - 2 Prepare concrete suggestions for AST based on your own ideas and the information you have read.
 - 3 Make notes about the reasons for your suggestions.
 - 4 Outline any potential risks for AST and strategies to deal with them.

Pair B: Read notes from a brainstorming session about possible strategies for AST in File 56, page 149 and follow steps 1–4.

 - 1 Discuss your reactions to the notes.
 - 2 Prepare concrete suggestions for AST based on your ideas and the information you have read.
 - 3 Make notes about the reasons for your suggestions.
 - 4 Outline any potential risks for AST and strategies to deal with them.
- 4 Now work in a group of four with pair A and pair B. Hold a meeting to exchange ideas and reach a consensus about what advice you should give to the company.

The Expert View

Risk assessment should be done regularly, both 'top down', from management, and 'bottom up' by operating units, because each bring a different perspective. It is helpful to have a structured process for the evaluation. Checklists can be useful in ensuring that key areas are considered. However, they may focus managers' attention on the known risks instead of making them think about new risks arising from a changing commercial environment. Too much focus on checklists and risk registers can lead to complacency: noting down that a risk exists is not the same as managing that risk. So the best approach incorporates structured procedures, alongside more intuitive risk assessment methods.

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- 4 Use the future perfect continuous (*will + have + been + -ing* form) to stress the continuation of an action, seen from a later time in the future.

Our companies will have been working together for ten years in May – we should plan a celebration.

Certainty and the future

- 1 Several modals can be used to make predictions about change in the future, with different degrees of certainty.

The recession in Spain might / could / will affect sales across Europe.

- 2 With similar meaning, *will + adverbial* (negative: *adverbial + won't*) is possible.

*The Spanish recession will perhaps affect pan-European sales.
The euro's strength probably won't continue beyond June.*

We can also use a range of adjectives

- 3 with structures like *be ... to ...*

The Spanish recession is (un)likely / expected / certain / bound to affect sales across Europe.

- 4 with structures like *it's ... that ... will ...*

It's (un)likely / probable / certain that the Spanish recession will affect sales across Europe.

Note that not all these adjectives can be used with both structures. For example, we can say *bound to*, but not *bound that*, and *probable that*, but not *probable to*.

We can also use adverbs of degree (*quite, very, really*, etc.) with most of these structures, to add emphasis or distance.

The Spanish recession is quite likely to affect sales across Europe.

Unit 4 | Pronouns *it, this, and that*

Referring backwards

It, this, and that can be used to refer back to something that has just been mentioned.

All three words can refer back to a person or thing, a situation, or a thought / idea / proposition, etc.

He said the greater the risk, the greater the potential reward. This might well be true.

Here's our prototype. It gives a pretty good idea of what we hope to make.

John was arguing for cuts in the R&D budget. That's the last thing we need.

Emphasis

- 1 *It* is used for neutral reference: as a simple way of continuing the discussion, without giving special emphasis to the information being referred to.

There's also a subsidised canteen. It's OK, but no better than in most companies.

- 2 *This* and *that* are more often used to add emphasis to the information: they draw our attention to what has just been said.

And we have a gym exclusively for staff. That's one of the best things about working here.

- 3 *This* in particular is used when there is something new or especially relevant about the information introduced.

Finally, there's our final salary pension scheme. This has been praised throughout the industry.

Reference

- 1 In sentences where several things are mentioned, *it* is usually used to refer to the main topic, whereas *this / that* more often refer to the last topic mentioned.

There's a meeting in the Kennedy Suite. It's very important and could go on for hours. (it = the meeting)

There's a meeting in the Kennedy Suite. That's on the third floor, by the lifts. (that = the Kennedy Suite)

- 2 Generally, *this* refers to things that are near to us (in space, in time, or conceptually – thought of as close and relevant); *that* refers to things we think of as more distant.

Carlos asked about the depreciation of the dollar. This will affect us all, he said.

Carlos asked about the depreciation of the euro. That was unlikely in the foreseeable future, Kate answered.

He, she, they, these, those

- 1 When we are referring to a person mentioned in the previous sentence, *he* or *she* is used in the same way as *it*.

Heather was the first of the candidates to be interviewed. She was very impressive.

- 2 When the information referred to has a plural form, *they* is used instead of *it*, *these* instead of *this*, and *those* instead of *that*.

We discussed several options during the brainstorming sessions. They were all considered impractical, though.

We discussed several options during the brainstorming sessions. These were quite good fun, by the way, but hard work.

New information

This can refer forward to new information. We do not use *that* or *it* in this way.

Craig isn't a great team player. This is his main problem, though – his lack of creativity. (refers forward to the new information about his lack of creativity)

Craig isn't a great team player. That's his main problem. (refers back to the information about the fact that he is not a great team player)

Even when *this* is used to refer to old information, there is always a sense that what we are going to say about it is new.

Unit 5 | Adding emphasis

Adverbs of degree

- 1 Adverbs of degree can add emphasis to most adjectives and adverbs. These include: *very, really, extremely, so, just so, very ... indeed*.

It was just so short-sighted of them to risk upsetting our Japanese distributors.

- 2 Some adjectives and adverbs are ungradable: they express extreme qualities such as perfection. With these words we use adverbs such as *completely, absolutely, utterly* (not *very*).

It's absolutely vital that you inform me of things like that. (Not: It's very vital that you inform me of things like that.)

» For more information on adverbs of degree, see [Language reference Unit 6](#) on page 129.

1 | Introducing yourself to a group

Saying who you are

Hi, my name's X. I'm from the Y office.
As most of you will know, I'm ...
For those of you who don't know me already, I am ...

Talking about your role

I'm accountable for ...
My responsibilities include ...
I'm empowered to ... and have the task of ...
Lately I've been concentrating on ...
Basically, my role is to coordinate ..., making sure ...
This entails ...
I'm responsible for ...

Giving your reasons for being there

What's the point of me being here today?
I hope to share some of my ideas with you.
I'm here today to ...

Updating people on achievements / activities

I'm pleased to say that ...
I've now managed to ...
I'd like to point out that over the years, I have been continually ...
We've had a great few years.
You'll be happy to know that ...

Talking about your aspirations

And I can see ways of further improving ...
We want to help out ...
I guess I'm ready to take on board ...
I can't wait to share our expertise with you and to help you ...

2 | Getting your point across

Reformulating

Yes, sorry, let me rephrase that ...
In other words, ...
To put it another way, ...

Clarifying what is meant

What I'm saying is that ...
I was actually referring to ...
What I mean by ... is ...
To clarify, I'm saying that ...

Illustrating or offering to illustrate a point

Would it help if I gave you an example?
Well, if you look at ... you'll see ...

Summarizing

The fact of the matter is ...
But the point I'm trying to make is ...
Basically, ...
To summarize, ...

3 | Showing understanding

Showing you understand the problem

I know what you mean.
No, it hasn't, has it?
I hear what you're saying ...
I can see where you're coming from.
I totally understand.

Explaining why you understand

It's quite hectic over here, too.
I know this is a tricky time for a lot of you.
I had a similar problem at ...
That happened to me, too.

Offering practical solutions

It might be worth ... -ing ...
I still think you should ...
You might want to ...
What about ... -ing?
Have you tried ... -ing?

4 | Establishing rapport

Recalling past events in common

It must be two years or more since we last met?
Wasn't it at that conference in ...?
Oh, yes, ... – it was really beautiful.
Do you remember that ...?

Paying a compliment

You're looking well.
You look great – have you been on holiday?

Asking a follow-up question

And are you still enjoying it? Really?
And what do you think of it?

Asking about someone's journey

How was the journey?
Was the journey OK?
How was the flight?
Did you get here OK?

Showing knowledge about a person you have just met

It's X, isn't it? I've seen your picture on the website.
You're not the X who ..., are you?
And anyway, X, I've heard quite a lot about you, too. You ..., didn't you?

Giving a brief summary of your recent history

Well, I'd been working in ... for five years when ...
So I've been in ... for the last ..., in a luxury apartment overlooking ...

Echoing the other person to encourage them to say more

A I have had a few ups and downs.
B Ups and downs?
A I've just been on a business trip to Budapest.
B Budapest?

Picking up on a key word to extend the conversation

A ... but the job's pretty challenging.
B ... Challenging in what way?
A I'm not sure about Jack. I find him a bit distant.
B Distant in what way?

Joking about yourself

I may be old, but you can't get rid of me that easily.

Being modest about achievements

Well, it wasn't just me. There was a whole team involved.
Oh, it was nothing.
I couldn't have done it without the team.

5 | Responding to feedback

Responding to positive feedback

Thanks for your support – it's good to know I'm on the right track.
Thanks, though I have to admit, I got the idea from ...
Thanks. I'm glad you liked it.

Taking on board negative feedback

I'm sorry, I didn't realize – thanks for pointing that out.
Oh, I see. Well it seems a pity to ..., but maybe you're right.
Oh, really? Why do you think that?
So how do you think I could improve it?
OK, I'll see if I can improve it.
Actually, I'm very happy to have some honest feedback. I'll just keep working on it.

Challenging negative feedback

Look, you're entitled to your opinion, but ...
I see what you're saying, but ...
To be honest, I just don't have time to ...
Fair enough, but it's a bit late now.

File 10 | Unit 4

Business communication skills, Exercise 1, page 32

Guidelines for participating in a teleconference

- 1 Before the call starts, familiarize yourself with the agenda.
- 2 During the call itself, enunciate clearly, be concise, and try to avoid making long speeches or talking over other people.
- 3 It's often a good idea to identify yourself each time you come back into the conversation – otherwise people can quickly get confused about who's speaking.
- 4 When you want to ask a question, nominate the person you want to respond.
- 5 If no one else is doing it, offer occasional brief recaps. Paraphrase or summarize what has been said – it's a good way to help people focus and you can check if you have really understood.
- 6 Stay on topic, keep to the agenda, and encourage everyone else to do the same.

File 11 | Unit 4

Business communication skills, Exercise 7, page 33

Background

You are regional managers for Farmview, a manufacturer of dairy products. Farmview has recently launched a new, very strongly flavoured blue cheese. Despite a positive reaction to its taste, the cheese hasn't been selling well and it has been agreed that the name 'Old Mouldy' (which was intended to be humorous) has probably been putting customers off. A teleconference has been arranged to decide on a new name and marketing strategy.

Preparation

- 1 Each person in the group should think of their own suggestion for a new name and some reasons why it should be used.
- 2 Prepare to do at least three of the following during the teleconference.
 - digress
 - check your understanding
 - express doubts
 - nominate another person to say something
 - intervene to ensure a speaker doesn't dominate
 - interrupt in order to take over the topic

Agenda

- 1 Introductions
- 2 Each participant to suggest a new name with reasons
- 3 Reach agreement on new name

File 12 | Unit 4

Case study, Task, Exercise 3, page 37

Pair A

America still likes it hot!

Recent reports have confirmed that there has been no slow-down in America's love affair with spicy food. A recent survey found that sales of the hottest varieties of frozen meals went up by more than 20% in the last two years. In addition, most varieties of hot cook-in sauces and spicy condiments have also shown remarkable growth. A spokesman for a major supermarket in Florida explained, 'We are becoming more and more familiar with hot foods. Most consumers want to keep trying something a little bit spicier each time.' However, in comparison with Europe, where Indian and Thai foods are very popular, the most popular spicy food in the States is still Mexican.

Food fears

After a number of widely publicized health scares, it seems that America may be falling out of love with highly-processed foods. The recent scandals surrounding adulterated imported toothpaste and pet food have had a dramatic knock-on effect. This has led to a sharp decline in sales of imported microwaveable ready-meals, even though they weren't associated with the problems. At the same time, America is becoming increasingly nervous about additives and fat levels. New research shows that consumers are going out of their way to avoid unnatural colourings and preservatives in their food – and there is growing awareness of (and even legislation on) the so-called 'bad fats'. Following an intense media focus on these issues, the American consumer is now looking much more closely at food labels.

Spice yourself up for a long life

Scientists report that Indian food is very good for you. Because the cuisine is based around using fresh vegetables, an Indian meal is full of anti-oxidants which are natural fighters of illness. More than that, some of the ingredients, such as the spice turmeric, may even protect against heart disease, Alzheimer's, arthritis, and perhaps even cancer. Although these claims have yet to be proven, there is a lot of anecdotal evidence. For example, statistics show that Alzheimer's is four times less common in India than in the USA. And there are reports that rats who had been fed turmeric completely avoided problems associated with arthritis.

File 54 | Unit 6

Business communication skills, Exercise 5, page 49

Students C and D

Choose two of these ideas to discuss in the meeting.

- Provide free coffee and biscuits for staff every day.
- Introduce a yearly paid bonus for all staff.
- Offer all staff three extra holiday days.
- Offer staff the option to work their hours in three or four days, rather than five.

Discuss the advantages of the ideas and how they would work. Think of possible disadvantages and prepare a counter-argument.

File 55 | Unit 12

Case study, Task, Exercise 1, page 101

Student A

Key performance indicators

FJR Immo's Key Performance Indicators (KPIs)

KPI = ensuring customer satisfaction - monitored in the form of a survey

KPI = focusing on investors - returns are judged on measures of profitability and efficiency

KPI = focusing on employees - measuring productivity and employee satisfaction whilst rewarding good work and offering opportunities for education

KPI = measuring standards of the suppliers (i.e. local agents) and ensuring our high standards are met, e.g. customer care, documentation, communication, etc.

These benchmarks give a quantitative indication of how the company is performing and if it is achieving the targets it has set itself.

Objectives can be readjusted from time to time depending on progress.

File 56 | Unit 4

Case study, Task, Exercise 3, page 37

Pair B

Possible strategies

Information and education

- Take steps to inform the public about the quality of AST's products.
- Emphasize the cleanliness of preparation factories.
- Educate the nation about curry and its benefits.
- Make spokespeople available for talk shows.
- Get articles into magazines.
- Use advertisements for information-giving.
- Offer supermarket taste tests.
- Position ourselves at the front of the healthy-eating movement.
- Other options?

Product development

- Introduce new US-only lines.
- Improve product ingredients to allay fears.
- Remove all artificial additives.
- Reduce fat levels.
- Make sure all fats in products are 'good' ones.
- Consider specializing in a purely vegetarian range.
- Source more local, natural, or even organic ingredients.
- Other options?

Sell differently

- Find a US partner - i.e. work with a local food producer and combine our expertise in Asian food with their trading name and reputation.
- Focus sales drive on regions or cities with large minority populations who are most likely to buy products.
- Other options?

Start up production in the US

- Buy or rent production capacity and have US-sourced products.

Exit the US market

- Focus on the markets we know best and stop the haemorrhage of money before it becomes too serious.
- Find ways to expand in Europe instead.