

# **The geography of the USA**

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## Introduction

The present qualification paper deals with the study of the Structure of the E – book on the topic “The geography of the USA” which presents a certain interest both the theoretical investigation and for the practical language use. The president of the republic of Uzbekistan. Islam Abduganievich Karimov speaking about the future of Uzbekistan underlines that “Harmonious generation is the future guarantee of prosperity”.<sup>1</sup>

It is our task to prepare and teach professionally competent and energetic personnel, real patriots to see them in the world depository of science and culture. In this plan the national program about training personal was worked out on the formation of new generation of specialist. “With the high common and professionally culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective”.

Here the notable place is assigned to the general applied linguistics which carries responsibility for such socially and scientifically important sphere of knowledge as lexicography text logy dictionary methods of language training, translation theory and so on.

**The actuality** of the investigation is explained on one hand by the profound interest to function of Structure of the E – book on the topic “The geography of the USA” in the literary text and speech and other hand by the absence of widely

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<sup>1</sup> Kadrlar tayyorlash milliy dasturi: Toshkent 1997, 35 bet

approved analysis on the topic from the new methods of teaching structural and translation points of view.

**The novelty** of the qualification paper is defined by concrete results of the investigation special emphasis is laid on various types of rendering structure, E – text book for teaching “Practical English” the stylistic features, and the translation on topic “The geography of the USA” from English into Uzbek.

**The aim** of this Qualification paper is to define the specific features of the topic in literary text and in Speech and their rendering in Russian and Uzbek. The following tasks are put forward according to the general aim of this research:

1. Full information about the topic
2. To reveal specific structural peculiarities of the topic.
3. To study specific peculiarities of the topic.
4. To study aspect peculiarities of the topic.

**The methods** of investigation used in this research are follows: semantic, stylistic, structural and translation.

**The practical value** of the research is that the material and the results of the given Qualification Paper can serve as the, material for theoretical courses of lexicology, country study, geographical aspects, translation, comparative typology and grammar as well as can be used for practical lessons in translation home reading, conversational practice and currents events.

**The object** of this research is to study the features and objective peculiarities of E - textbook structure of noun phrases.

**The material** includes:

1. different types of dictionaries;

2. scientific literature on translation of the topic;
3. the practical books of English, American and Russian authors.
4. The information from internet resources

**The theoretical importance** of the Qualification Paper is determined by the necessity of detailed and comprehensive analysis of the topic which forms a big layer of the vocabulary and is very often used in literature fulfilling various stylistic or pragmatic functions, pictures, information, jokes puzzle corner pre-reading vocabularies and discussion questions.

**The structure of work** – the given Qualification Paper consists of introduction, three chapters and a conclusion which are followed by the lists of literature used in the course of the research.

Introduction tells about the aim of the research, methods used in the course of it, explains its actuality novelty, object, practical and scientific value.

The first chapter deals with the review the structure of E – textbook general information the objectives of the E - textbook

In the second chapter analysis of the contexts with the topic and internet information in English and Russian are presented.

Conclusion presents the result of investigations produced in the Qualification Paper. The list of used literature names all the books and internet recourses used in the course of this research.

## **Chapter I. Problems of working out the E – text book for teaching “Practical English”**

### **1.1 A brief information about the history of compiling**

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## **1:2 The importance of E – books in the world of technology**

### **Education**

This review examines the literature to establish a definition of electronic books and discovers this is currently related more to hardware and software (viewing technology) than content. It also reports the potential advantages and disadvantages of this format compared to print. It outlines what is currently known about the use of different types of electronic books by users, examining who the most likely users are, detailing what studies reveal about the use and usability of electronic books and the features users want; as well as what factors are inhibiting their use. Additionally the review details what is known about the

opportunities and issues arising from the inclusion of electronic books in library collections. It addresses questions regarding the existing models for the use of e-books in libraries, what studies reveal about the realities of their use and what strategies and policies need to be adopted by libraries for their implementation. Finally it examines the degree of take-up of e-books by individuals and libraries and what trends and predictions for the future are emerging with respect to viewing technology, content and role in libraries.

Hawkins (2000) notes that, despite advances in production and delivery of electronic information, the printed book publishing industry continues to thrive. People read books actively or passively, focussing on one or multiple texts, for a variety of reasons (Schilit 1999). Printed books are a long-lasting cultural icon because they are easy to use, generally portable and resistant to damage. Furthermore, paper and ink have "excellent characteristics for storing and conveying information" (Hawkins 2000) and are readable in a variety of conditions (Darnton 1999). Despite these attractive qualities, printed books have drawbacks - namely, they are costly to produce, store, distribute and update and are difficult to search (Hawkins 2000). With the convergence of computer and telecommunications technology, and the development of global networks, there has been a recent trend in the book industry towards the development of electronic books. These are cheap to manufacture and easy to store, distribute, update and search (Cline 2000; Hawkins 2000). Also, in the library environment, they make economic sense as printing costs have pushed the prices of books and journals beyond acquisitions budgets (Darnton 1999; Lonsdale & Armstrong 2000).

## I. Definition of an electronic book

Definitions of e-books differ. Hawkins (2000) states that "an e-book is the contents of a book made available in an electronic form." Lynch (1999) notes how imprecise terminology results in confusion and, both he and Terry (1999), stress the need to distinguish between a digital book (the content) and the viewing

technology (hardware and software). Hawkins (2000) outlines three true electronic publishing implementations of the e-book format to which can be added the dimension of proprietary and non-proprietary technology (Crawford 2000). These are tabulated in Table 1 (see appendix I), with examples drawn from the literature.

Morgan (1999) limits the definition of e-books, as opposed to e-texts, to being a hardware/software combination used to read electronic data on a specially designed portable device (i.e. b in Table 1). According to Lynch (1999) and Terry (1999) this would simply be one type of viewing technology - with desktop PCs, notebooks and personal digital assistants (PDAs) being others. Balas (2000) focuses on the software needed to read the book, pointing out that e-texts can be read on any computer system whereas e-books require special reader software. In general, implementations a and c (in Table 1) both result in users reading the electronic book on a desktop or portable computer screen or, if the option exists, printing it out onto paper. However, a move towards more flexible "hybrid" systems is evident with proprietary and general purpose software readers enabling the transformation of a portable computer into an e-book reading device (Burk 2000; Lynch 1999; netLibrary 2000-2001; Terry 1999).

Overall, in discussing a definition of e-books it is apparent that both hardware and software issues of both a proprietary and non-proprietary nature feature more prominently than a definition in terms of content. In general, as Ardito (2000) notes, publishers have been digitising books for reading on screens for more than a decade, though hand held devices for reading e-books are a recent phenomenon. Both modes of use will be considered in this review.

## II Advantages and disadvantages of e-books compared to paper

The main disadvantages for downloadable e-books to standard hardware and those remaining on the provider's web site include reading from PC screens;

unattractive formats; and download times dependent on the speed of data lines (Hawkins 2000). Landoni, Wilson and Gibb (2000) and Lynch (1999) add other technological issues such as the dependency on access to unstable telecommunications networks. With books remaining on a subscription Company's web site, is the added disadvantage of restricted printing and copying limiting portability (Kirkpatrick 2000).

On the other hand, an e-book is an "integration of the classical print structure with an electronic environment giving additional value added features that paper cannot provide" (Landoni, Wilson & Gibb 2000). Some of the advantages are timely and cost efficient distribution; the ability to search and interact with the text easily; and widespread accessibility through the Internet (Lynch 1999; O'Leary 1999; Schilit 1999). With a desktop PC, the e-book is not as portable as its print counterpart, but with technological developments resulting in increasingly lightweight computers this is changing. Schilit (1999) cogently outlines benefits that dedicated hand held devices introduce to reading. In addition to those already mentioned, these include: mobile access to large amounts of information; organizing e.g. by annotating; filtering by generating personalised queries; and support for different modes of reading. Some of these advantages can be obtained, when using e-books with other types of hardware, through the use of special reader software.

Even with these potentially attractive functions, the quality of the display, and hence legibility of the content, in both dedicated-device dependent and independent cases is a critical issue (Chaiken et al 1998; Darnton 1999; Hawkins 2000; Kristl 2000; Landoni & Gibb 2000; Lynch 1999; Terry 1999). Ardito (2000) notes that "displays are improving, but the development of a device that delivers the brightness and resolution of a printed page may be a long time coming." However, Chaiken et al (1998) found that readers were satisfied with the quality of the display of their prototype appliance. These authors consider that the

price of suitable high-resolution displays will determine the economic viability of the device. They also note other factors needed to make reading appliances successful including: the weight, orientation and packaging; well-designed user interfaces; and support for both passive and active reading. Landoni, Wilson and Gibb (2000), studying computer screen-based electronic books, were in agreement with the issue of costs to the user being a limiting factor. They also stress that "the quality aspect is crucial because of cognitive issues related to the ability of the reader to use, appreciate and prefer books in electronic format to paper ones."

Overall, there are differing opinions as to the degree reading devices and computer screen-based electronic books stack up against their print counterparts. Hawkins (2000) indicates that current e-book readers are generally lightweight, convenient to carry and easy to use, whereas Ardito (2000) includes the size and weight of portable reading devices amongst the disadvantages. Sottong (1999) outlines technical specifications and comparisons with printed paper indicating that current technology is incapable of producing readable, cheap electronic books. User studies are needed to resolve these issues.

## II. Design, Usability and Usage of Electronic Books

### II.1 Role of Visual Rhetoric in design and usability

Landoni, Wilson and Gibb (Landoni & Gibb 2000; Landoni, Wilson & Gibb 2000) investigate the link between paper books and their electronic computer screen-based counterparts in depth. Their work is one of the few studies of electronic books from a content/cultural metaphor perspective that considers the affective/cognitive impact on users rather than considering just viewing technology, which (as outlined in section I.), is the main focus of definition.

The first study, the visual book evaluation tested the hypothesis that appearance is an important factor in the effective presentation of information on a screen

(Landoni & Gibb 2000). The results of the experiments suggest that the book metaphor plays an important role in the definition of guidelines for the design of an electronic book. It has to be consistent with, and work according to, the book metaphor. Therefore, when publishing e-books, they propose that the page metaphor should be respected; the logical structure maintained; and titles, pagination, and typographical aspects should be designed carefully to enhance text readability.

These principles are applied in designing and testing a web-based e-book (Landoni, Wilson & Gibb 2000). A control version of an electronic text was reworked to make it more readily scannable. Data was gathered to test the hypotheses that users of the scannable version would make fewer errors on tasks, report higher subjective satisfaction and that this version would have a higher usability score. They state that all three hypotheses were supported based on the results obtained. However, generalisations made by the authors from such studies using small non-random samples and highly specific text types need to be treated with caution.

### II.3 Users and usage of electronic books

A preliminary review of the available literature reveals much recent hype, activity and comment but still little research, especially in the area of electronic books as opposed to journals (Lonsdale & Armstrong 2000). College students have been identified as an ideal starting point for studies (Landoni, Wilson & Gibb 2000; Wearden 1998) for a number of reasons. These include the amount they spend on textbooks; their need for rapid access to large amounts of information; and their level of computer literacy. Portable e-book readers, in particular, offer other features valuable to them; such as portability of a large amount of information and a lightweight, easy to use design (Simon 2001; Tennant 2000). There have also been pilot studies in the use of device independent web-based e-books (Messing

1995; Summerfield & Mandel 1999).

## II.2.a Web accessible online books using standard viewing technology

An early study (Messing 1995) reports on the use of web-based e-books as teaching materials in distance education courses. He stresses the importance of looking at the use of these materials from the client's perspective; and comments on the difficulties in measuring how, and determining why, students use such systems. Hence, to obtain a complete picture it is necessary to employ a variety of strategies. In this investigation electronic log files of all user interactions were created for analysis along with manual ones kept by students. Additionally, students were surveyed, focus groups conducted and a sample was interviewed in depth over the phone. Thus, this study exhibited good use of triangulation methods (Williamson 2000, pp.36-37) to improve reliability and validity.

The results indicated reactions of students to use of electronic books did not conform to theoretical predictions. Regarding the critical issue of readability from computer screens, the studies indicated this to be determined by personal preference. Some students had a clear preference for reading from paper and printed out most of the material (Messing 1995). Surprisingly, the single biggest drawback that students reported was inconvenience of access compared to having a printed copy of the book. This may be because in 1995 even a portable computer wasn't as portable as a book. Also, whilst students commented favourably on the flexibility and interactivity of the electronic materials, the study revealed that these capabilities were not used to their full potential. Hence, training students in the skills required to maximise the potential of this new genre of learning resource is crucial (Messing 1995).

Using a similar mode of access, and also offering users the option to print out the content, Columbia University ran an Online Books Project from 1995 -1999 (Summerfield & Mandel 1999). One of the purposes of the project was to analyse

the user community's adoption of, and reaction to, various on-line books and delivery system features. The results of analysis of data relating to usage (based on hit rates) indicated that "students with a reading assignment that was in the online collection, were looking at the electronic books in some depth" (Summerfield & Mandel 1999, p.292). The authors suggest that this implied they found some value in this means of access, although they acknowledge the limitations of using hit rates as a measure. They hope that future analysis of log-file data linking user and usage information will reveal valuable insights into user behaviour by department, position and age. Mercer (2000), though mostly studying electronic journal use, also stresses the value of analysing log files and obtaining customised reports on usage by individuals and departments. This information is valuable in identifying user groups requiring training, an issue identified by Messing (1995).

Summerfield and Mandel (1999) also compared the use of a particular book that was in both print and online format. The results suggest only a minority used the online version. For a class with an assigned reader available in both formats, the majority of students surveyed used their own print copy. Although less conclusive, a survey of the same classes for preferred method of reading produced the same results i.e. that print was preferred. As with Messing's study, these researchers found that willingness to read on-line for extended periods varied from person to person, and they suggest that when their project ended it was still not widespread.

Investigating the features users valued with the online version of a book revealed similar findings to Messing (1995). Immediate access to the text; ease of browsing, navigating and searching; and the ability to manipulate the text were all regarded favourably. The investigations also present data indicating that electronic versions of reference books were particularly well used and received (Summerfield & Mandel 1999).

Overall both Messing's and Summerfield & Mandel's studies highlight the need for further research in how students and faculty use, and benefit from access to, electronic books. They also reveal the need to develop reliable measures, and to encourage higher response rates to surveys, to ensure validity of research findings. Conducting similar studies in the context of portable computers and dedicated reading devices, to see if users still felt the need to print out the material, would be valuable.

#### II.2.b. Portable reading devices

Wearden (1998) conducted a study involving American university students to determine their attitudes to hypothetical electronic books, the features most desired, and their willingness to pay. A large majority of this sample were willing to buy devices and either lease or buy electronic texts. Their "right features" were easy navigability through the text, in-built glossaries, searchability, and manufacturer-to-manufacturer compatibility.

A recent preliminary study (Simon 2001), using actual devices, reports the use of four features identified as important in Wearden's 1998 poll. A majority used the glossary lookup and book-marking features, while half used highlighting and less than half annotated content. This small sample was satisfied with the experience, as were users surveyed in university library (Gibbs 1999-2000) and public library (Burk 2000) trials. Both the latter authors note that users liked the backlighting, the ability to change font size, and the portability. In keeping with Simon's findings, the student users also commented favourably on the underlining and dictionary facilities. The public library users were positive about the ability to pack many books into one reader and the opportunity of trying something new.

Whilst users, surveyed by Gibbs, included cost of the device as a negative factor; significantly, the majority of participants in Simon's study indicated their willingness to purchase the model they had tried. This may be the case in affluent communities, but other commentators (Ardito 2000; Kristl 2000) suggest the

expense of these devices is one of the major drawbacks to their widespread use.

### **1:3 The aims and the Parts of the E –textbook on practical English for Intermediate and Advanced level students**

As well as cost to the user, the authoritative nature of the original may be affected in a move from print to digital works (Ardito 2000). As Hawkins (2000) mentions, e-books can be much more easily updated than their print counterparts; but Ardito (2000) cautions that academic users need to know which edition they have received and whether the electronic text has been accurately maintained. Lonsdale and Armstrong (2000) add other quality control issues, relating to both ensuring the intellectual rigour and authority of the content itself; as well as the crucial issue of visual acceptability. Gibbs (1999-2000) reports the most common negative comments with dedicated devices were related to clarity of screen definition. As noted previously, screen readability is also an issue with users of web-based e-books (Messing 1995; Summerfield & Mandel 1999). Terry (1999) is one of the few authors to mention the issue of technical support, which is generally limited or non-existent.

Additional concerns of users are interoperability of dedicated devices and reader software; and availability of sufficient titles (Dorman 1999; O'Leary 1999; Simon 2001; Terry 1999). Certainly users in one trial were unsatisfied with the need to borrow a particular device for a particular title (Gibbs 1999-2000). Furthermore, e-book suppliers operate independently with differing approaches to encryption to prevent copying of their books (Barnard 1999). This copyright protection raises issues for users as to whether they will be able to do the same things with e-books (lend, copy sections, replace) that they currently do with printed ones (Lynch

1999). The ability to be able to print out the book for portability or extended reading purposes is also of concern to users (Messing 1995; O'Leary 1999).

### III. E-books and libraries

Libraries have traditionally collected printed books and journals to provide access to educational, literary and recreational texts; and to act as a repository of this material for posterity. Hence, they play a key role in the traditional information chain (Darnton 1989 quoted in Ferguson 1994) and have been one of the main vehicles for "the mass distribution of books directly to readers" (Barnard 1999). Additionally, they have been committed to the public good and equity of access to information. The move to digital information resources in general threatens this role, as libraries no longer have the same kind of control of the material (Coyle 2000). Hence, Tennant (2000) poses the pertinent question "how will e-books and e-book readers fit into the mix of library collections and services?"

Models for collection management of electronic books and their use in libraries A number of libraries are already in the process of electronic book collection development and running pilot projects in their use (Ardito 2000; Fialkoff 2000; Hawkins 2000). As e-books come in device-dependent formats or device independent formats (Tennant 2000), several models can be described. The models equate with the e-book publishing models and their degree of openness outlined in Table1. Hence, libraries can opt for any, or all, of the following models: a) open access web-based books using standard hardware/software systems; b) software-based systems; c) hardware-based distribution systems; and d) web server-based distribution systems. They are described in Table 2 (see Appendix II) with some examples of their reported use in libraries.

Librarians (Bryant 2000; Fialkoff 2000) have raised concerns regarding the appropriateness of these models for library e-book collection management and

service delivery. Lynch (1999) stresses the importance of the library community discussing what they want from digital books. He notes that the models outlined in Table 2 (except the first) all emulate physical books in a library with one person at a time viewing, or borrowing, a particular copy. This is very different from site licence to digital content; the primary model for electronic information access over recent years (Flowers 1999; Lynch 1999). The latter allows simultaneous users for an additional fee, permits email delivery of content, and gives users the option to print out or download the text. Both Messing's (1995) and Summerfield and Mandel's studies (1999) indicate that ready access from any location at any hour is a valued feature of the online format. This positive feature is applicable to a site licence model of electronic book access, but would not be applicable to the physical book emulation models, without purchasing multiple copies of the required titles or devices.

Despite these concerns, Barnard (1999) comments on the variety of opportunities that exist for enhancing service to library clientele by combining e-texts and electronic reading devices. These include lending customised packages of electronic texts, inter-library loan requests delivered on a reading device, and electronic reserve delivery to students (Barnard 1999; Burk 2000; Gibbs 1999-2000; Morgan 1999). Likewise, a number of service possibilities have been noted for pseudo-circulating electronic book services including on demand access (provided sufficient copies of a title have been purchased), timely inter-library and inter-campus loans; and support for distance education and remote users (Albanese 2000b; Anon 1999b).

### III.3 Issues for consideration and strategies for successful implementation

Advantages of e-books for libraries include the technical ability for a single copy to be made accessible to multiple users; their durability; their use in preservation; the fact they don't go out of print; their ability to support distance learning; and

their potential to provide users with access 24hours a day/7 days a week (Ardito 2000; Fiander 2000; Hawkins 2000). Marcinko (2000) notes other reasons to allocate some of the budget to e-book collection development. These include the potential to reduce costs associated with maintaining growing print collections, ease of update of rapidly changing material, their suitability as reference books, and improved turnaround time on book circulation. Libraries also have a tradition of experimentation in new ways to meet evolving needs (Marcinko 2000); as well as a commitment to providing equity of access to information in all formats (Burk 2000).

The multiple access advantage is defeated by the "pseudocirculating" (Crawford 2000) models of lending; as is the potential for 24/7 access if the only copy of the book is already on loan to one client (Albanese 2000b; Flowers 1999). Gibbs (1999-2000) notes the necessity to purchase multiple copies of the same title to load on different reading devices. The preservation advantage is disputed by Sottong (1999) who outlines technical arguments for questionable data permanence of electronic media in comparison to paper. He also raises the issue of potential obsolescence in the viewing technology, thus making the information inaccessible.

The issue of ownership raises concern (Anon 2001b; Ardito 2000; Bryant 2000; Fiander 2000; Flowers 1999; Hawkins 2000; Lynch 1999). As Lynch (1999) notes, libraries will need to "ensure that they have copies of works that can be incorporated into permanent collections for continued access". Subscriptions to an electronic book collection are problematic when the library decides not to renew. In a print world the library keeps whatever materials its payments have already purchased, but in a digital one access tends to be lost. For a price netLibrary does allow perpetual access as an option (O'Leary 1999; Rogers 2000b). With dedicated devices, Gibbs (1999-2000) expresses concern as to whether vendors will resupply titles tied to a damaged machine at no extra cost.

With e-books residing on web servers, and the current ability of technical copyright protection systems (Anon 2001b; Lynch 1999), the need to negotiate licence agreements accommodating fair use for research and study is circumvented (Bryant 2000; Flowers 1999). Dillon (2000) highlights that insufficient attention is given to user needs and that the "excessive and intrusive digital rights management of e-books could decrease their value to libraries as a means of permanently communicating the knowledge contained in them".

As mentioned previously lack of interoperability and open standards are issues of concern for users. This state of "fragmentation" (Dillon 2000) is also of concern to libraries. With "no common access or delivery method" (Fiander 2000) libraries are left with a number of models on which to base service delivery, as outlined in Table 2. As all are limited not only by interoperability but also by the lack of available content, libraries need to adopt several models to provide adequate service to their clients. Indeed, Gibbs (1999-2000) mentions the complementary nature of subscribing to netLibrary in addition to acquiring dedicated reading devices. This, however, means the library needs to put in place appropriate administrative procedures to deal with both. The potential for saving staff time with one service is negated by the labour intensive nature of the other; and the library must incur the costs of complex licencing negotiations arising from both.

Despite the potential for saving money, by reducing the overhead and infrastructure costs associated with growing print collections (Albanese 2000b), costs are also an issue (Bryant 2000; Fialkoff 2000; Gibbs 1999-2000). Concern exists with services such as netLibrary regarding the costs and pricing structure, with ongoing access fees in addition to purchase costs for books (O'Leary 1999). With dedicated reading devices, as well as the need to invest in special hardware, Fialkoff (2000) notes the problem of device dependency resulting in hundreds of dollars worth of books residing on a machine useable by only one patron at a time.

Sottong (1999) believes reading appliances will become obsolete resulting in funds being wasted when libraries are forced to buy replacements.

A number of commentators (Albanese 2000b; Gibbs 1999-2000; Lynch 1999), question the policies of content providers, like netLibrary, regarding the privacy of library clients' and usage data compiled when users log onto their web site.

This collision between user's rights to read anonymously as opposed to publisher's interest in gaining business intelligence requires libraries to look closely at agreements they sign with e-book vendors (Anon 2001b).

Lonsdale and Armstrong (2000) highlight the problem of bibliographic access, which is important to librarians engaged in collection management. From their study of the literature, they found this issue had received little attention. Whilst the need to extend legal deposit laws to include web monographs was identified, no action has been taken. Compounding on this, major publishers of trade bibliographies do not currently include web monographs in their bibliographical databases and, according to their survey, it was often difficult to identify electronic titles from publishers web sites.

Overall, Dillon (2000) notes the challenge to incorporate electronic books into existing routines and believes their format and functionality make them a "new breed of information species". Indeed, experiences with device dependent and independent books led his team of librarians to formulate a set of guiding principles for the acquisition of e-books. These cover their integration with other workstation resources, their user-friendliness, their persistence in terms of both content and network accessibility and their compatibility with existing library technological infrastructures.

Highly significant in these guidelines is the importance attached to no proprietary hardware or software being needed to read, or access, the book and the

ability to use them both on and offline (Dillon 2000). This highlights the vital role of open standards and gives a cautionary note to libraries engaged in lending proprietary portable reading appliances, loaded with proprietary titles, despite positive responses from users. However, as Lynch (1999) notes "if important materials are available only for one specific e-book reader, librarians will have some hard decisions to make."

Lamont (1999) stresses that although the technological, administrative and cost considerations of new services should not be discounted, it is human factors that will determine the success or failure of a project. A broad user base is vital to justify funding and lend legitimacy and credence. Managing user expectations, in a digital environment, is challenging and requires knowledgeable, flexible, staff as well as a supportive, informed, management. To these ends, Mercer (2000) stresses the vital importance of measuring usage statistics. Whilst her study focuses mainly on electronic journals, there are a number of points equally applicable to e-book collection development. These include the importance of having usage statistics for both print and electronic formats of the same title; and the need to negotiate with vendors to ensure the statistics, not only for purchasing or cancellation decisions are available, but also those informing on users' habits, are provided to support development of associated services.

#### IV. The future of electronic books - trends and predictions

##### IV1. Viewing technology

Ardito (2000) comments that "e-publishers have a long way to go before they completely satisfy print book lovers", "though industry players believe ubiquitous use of e-books is only a matter of time" (Maack 2001, p.60). Some large academic libraries (General Libraries 2000) are committed to further development of web-based e-book access via e-book vendors, though both Sottong and Hage (Kristl

2000) believe the future will be in hand held devices.

One Australian industry player has indicated that both computer-based and dedicated-device based systems will be used for different purposes (Maack 2001, p.60). Users will prefer a PC for active reading, whereas for recreational (immersive) reading a dedicated-device will be needed. A recent consumer survey (Anon 2001a; Maack 2001, p.58) revealed 28% of respondents were willing to engage in recreational reading on an e-book device and 66% would read a reference work on a computer. However, only 12% said they were likely to buy an e-book or a reading device in the next year. Despite this, Maack (2001, p.58) notes that e-book manufacturers and e-publishers remain confident and reports that one study predicts 28 million device users by 2005.

There is a question as to which type of device will be adopted. E-books and other texts can be read on a PC, laptop, personal digital assistant (PDA) or dedicated reading device. PDAs are emerging as competition to the dedicated reader (Ditlea 2000; Greiner 2000; Maack 2001). As far as the reading of articles is concerned, the results of a recent poll support this viewpoint, with PalmOS and Pocket PC devices proving more popular than dedicated reading devices (Nuvomedia 2001).

Schilit (1999) notes that "although paper books are a functional and cultural icon, reading appliances as tools that improve the ability to learn and manage written information will prove invaluable for knowledge workers." The technology is being pitched at students and the travelling businessperson (Maack 2001, p.60). One study found 54% of the business travellers surveyed left books behind, due to lack of luggage space; and 75% felt electronic access to books would be useful (Anon 1999a). Surprisingly, few commentators focus on the potential advantages for people with a range of disabilities. Gibbs (Gibbs 1999-2000) mentions the advantage of the ability to increase the font size for the print-

disabled and the value of easy page turning for people with physical disabilities.

Overall, there are still unanswered questions about how the e-book and reading device market will develop (Bryant 2000; Maack 2001). High-resolution displays; attractive pricing; improvements in portability and interoperability; and ability to view multimedia may be necessary to encourage widespread use (Ardito 2000; Barnard 1999; Bryant 2000; Cline 2000). Research and development is addressing some problems to enhance the functionality of newer models (Hawkins 2000). Overall, commentators believe in the short term, advances in viewing technology will drive the evolution of the e-book, though in the long term, it will be content that matters (Cline 2000)

Bryant (2000) reports on a congress at which most industry players conceded that quantity of content had not yet reached critical mass. It was predicted that 2001 would be the turning point following the release of open formatting standards through the Open eBook Forum (OeBF). These should increase the amount and interoperability of content, whilst still allowing manufacturers to encrypt it to protect copyright (Ardito 2000).

There is also interest in the types or genres of material published as e-books. As Cline (2000) comments "the market is currently somewhat bifurcated between very popular materials and the highly technical." Certain genres have been successful in electronic form and are already replacing their print counterparts - namely, bibliographies, indexes, dictionaries, encyclopedias, directories, and technical manuals (Anon 2001b; Lynch 1999; Tennant 2000). Summerfield and Mandel's (1999) study clearly found that reference books were used more heavily on-line than in print. With such texts, their readers want to find and read relatively short chunks and this is a key situation in which producing electronic books is deemed appropriate by researchers (Landoni & Gibb 2000). There is an industry perception that the student textbook market will be sizable (Maack 2001, p. 61) and there are already a number of electronic textbook trials underway (Anon

2000; Minkel 2000). However, little work has been done to determine how other popular print genres, particularly fiction, can evolve successfully into new digitally based formats (Lynch 1999). Burk (2000) identifies a potential audience for e-books as readers of series books, or books in a particular genre. However, the industry (Maack 2001, p.61) believes that fiction is one of the types of e-books least likely to be taken up in the short term.

#### IV.3. Role of Libraries

Cline (2000) notes comments by Gibbs that it is somewhat early to determine the impact of e-books on a library collection, though the indications are that they have been reasonably successful to this point. However, as outlined previously, issues of access, preservation, ownership, copyright and fair use, cost, privacy, standards, bibliographic control and adequate content are critical. There is concern over the appropriateness of e-book acquisition and service delivery models and Bryant (2000) mentions the comments of Davenport regarding the lack of "library models either in terms of business prototypes for selling to libraries or in terms of an understanding of the public good libraries provide."

Terry (1999) highlights the need for libraries to assess client interest and usage levels to implement e-books successfully. Preliminary (but inconclusive) studies suggest scholars' preference for print over web-based PC format (Summerfield & Mandel 1999), especially if the book is a major course text or needed for research purposes. However, this may be a reflection of the desktop hardware and software technology used, since other studies indicate users' enthusiasm for content delivered on dedicated reading appliances (Burk 2000; Gibbs 1999-2000; Simon 2001). Furthermore, despite offering very restrictive print options, the web-based pseudobook circulating service, netLibrary, is proving successful. Marketing strategies aimed at both the academic and public library sectors (Breeding 2000; Quint 2000) have resulted in libraries, corporations, US library networks and publishers signing up for service (Breeding

2000; Kirkpatrick 2000; Minkel 1999; Rogers 2000b). It has also successfully targeted large consortia (Flowers 1999), library suppliers (Anon 1999b) and library software vendors (Breeding 2000; Rogers 2000a).

Breeding (2000) stresses the importance of cooperation between library automation vendors and content providers to assist libraries in handling an increasing array of electronic media. Distributors of e-books that operate in the library market are more likely to bring librarians, and their concerns, into the planning for new formats (Fialkoff 2000). Davenport (quoted in Bryant, 2000) hopes to "incubate new products and a new attitude in a library industry working group that she is setting up under the auspices of the OeBF". There are indications that library book vendors also want interested parties to work together (Cline 2000; Marcinko 2000). "Consolidation of orders, invoicing, facilitating the flow of information between publishers and libraries, and the possibility of a new form of approval plan are some of the services which could be of benefit" (Cline 2000). NetLibrary is working towards providing such services as well as towards a more open one-to-many lending model (Albanese 2000b).

With wrangling over copyrighted material, the provision of access to copyright free texts through public domain digital libraries like University of Virginia (UVA) Etext Centre and the Internet Public Library is important (Albanese 2000a; Crawford 2000). It is noteworthy that netLibrary has now formed an alliance with UVA to preserve historic texts in digital form and distribute them to libraries, some for free, but some only by subscription (Quint 2000). Further, adding to its seamless services, this company is reported as hoping "to allow libraries to load records to enable users to preview information on books and then purchase them on the netLibrary site" (Breeding 2000) as well as "ultimately having print-on-demand" (Albanese 2000b).

Marcinko (2000) indicates many issues and questions remain with regard to funding and budgeting e-book acquisition, how selection decisions will be made,

and what staff and user training issues will need to be addressed. The issue of open standards allowing interoperability is a critical issue and may result in some libraries holding back until it is addressed (Lynch 1999). However, Burk (2000) and Hage (in Kristl 2000) believe firmly that libraries should play a part in bringing this new format to the public in response to customer demand and as a reflection of their commitment to equity of access.

Gibbs (1999-2000) raises the question as to whether electronic book technology will mean the end of the library. She believes the traditional book will always have a place in academic libraries. Undoubtedly, it will take years to digitise all the existing materials that scholars depend on for research, let alone produce electronically the approximately 100,000 books that are published in print form in English annually (Albanese 2000b).

The definition of what constitutes an electronic book is still in a state of flux. Both content and viewing technology are components of an e-book. Currently, the focus is on the latter with the quality of the display being a critical component and the issue of open standards pivotal to its future development and adoption. However content should not be overlooked; the print book represents an important cultural icon and, despite the value-added functions possible with an electronic format, the maintenance of the book rhetoric is an important concept in the development of good electronic books in order for psycho-social acceptance by users to occur.

This review reveals some important findings from preliminary user studies with both web-based e-books, viewed on standard hardware and software, and with those read on dedicated reading appliances with software aimed at improving readability. A key finding for books viewed with the former is that personal preference and length affects the extent to which users are unsatisfied with the screen readability, and are thus likely to print out an electronic text. Where printing is an option, the extent of conversion to paper format is quite high, and

there is still a preference for print books for texts requiring active reading. Features users value with online electronic books include immediate access to the text; ease of browsing, navigating and searching; and the ability to manipulate the text. For books read using dedicated devices, the literature indicates that users are generally satisfied with the experience. Popular features include backlighting, the ability to change font size, and portability. Negative reactions are reported regarding the key issue of readability and screen clarity, the inability to read graphics, the limited availability of content, the lack of interoperability and in some cases the cost.

However, it should be borne in mind that the majority of these studies involve small (often non-random and highly specific) samples and/or surveys with low response rates and thus limitations are imposed on the reliability and generalisability of the findings. Furthermore, some reports lack any description of the composition or size of the sample population and clear analysis of the results. More rigorous research is needed to establish a more accurate picture of user behaviour and usability of e-books. It needs to include detailed quantitative analysis of log files to track what users do with e-books and qualitative in-depth interviews to gain a deep understanding of user behaviour and user needs. Ways of encouraging higher response rates to surveys need to be found to improve validity, and research should aim to include break down by age, educational background, and degree of familiarity with PCs to give insight into the factors affecting findings.

Conducting and communicating research is vital for libraries that in the near future will be allocating portions of their squeezed budgets to purchase of viewing technology and content. For example, should libraries subscribe to Internet e-book vendors that don't give users the option to print, or will charge them additional fees for this service, when there is still a clear preference amongst some users to do extended reading in this format? Should libraries purchase proprietary reading

appliances that may be come obsolete quickly or should they wait until open standards enable books to be downloaded to any device or portable computer?

At the moment viewing technology is a limiting factor but in the future content will become paramount. Currently, the literature indicates that certain genres are successful in electronic form and are replacing their print counterparts. There is confidence that reference and educational materials will prove to be a viable market for e-books. Although some works of fiction now only exist in electronic form, there has been surprisingly little research and market analysis as to how this popular print genre can evolve successfully into a digital format.

Despite much recent media hype, there appears to be only limited take up of e-books by individuals and libraries, and the market is still ill defined. Users and libraries are concerned about issues such as access, preservation, ownership, copyright and fair use, standards, costs, privacy, quantity of available content and bibliographic control. As more libraries venture into e-book lending, the impact these issues have on collection development policies, budget considerations and client service will become increasingly important.

Control of content is an important feature of the electronic book world. With provision of seamless services, to the apparent benefit of libraries, offered by e-book distributors, perhaps a note of caution should be sounded. One wonders if libraries are in danger of becoming a "try before you buy" marketing and sales channel for such businesses. As noted in the literature, libraries need to discuss what they want from digital books and whether the models for collection development currently on offer are appropriate to the needs of their clients. Opportunities to collaborate with industry to address issues of concern must be sought to ensure libraries can continue to play a role in communicating information, and acting as repositories of knowledge, for the benefit of humankind.

## **Conclusion**

Conclusion presents the result of the investigation produced in the qualification paper. As our president I.A. Karimov said “Continuous education is the main basis system in personal training, the priority, providing, the social economic development of the Republic of Uzbekistan. Continuous education satisfies the economic, social, scientific technical and cultural Requirements of personality, society and state”.

We must follow his suggestion and bring in our contribution to the development in educational process this qualification paper this deal with the study of the structure E – textbook on the topic the “The geography of the USA” which presents a certain interest both for theoretical investigation and for the practical language use.

In my graduation paper I have friend to depict and analyses of the with a helping of E – textbook on the topic

In conclusion, I want to say that the topic with all information concerned only with vocabulary, translation, dictionaries exist and functions at present time main part of E – textbook on the topic.

Anyone can their own ideas, thoughts. This is particularly helpful if you can a teacher wanting your student to think outside the box or a parent want your child to learn new facts in a fun and interesting way. There are such rules that apply when

making your own ideas. Pick something you want to talk about but try to keep it short if you can as many sentences don't lend themselves to long answers.

The aim of this paper is to outline and discuss what the structure of E – textbooks in modern methods are the attractions and problems may occur with such approach in analyzing words or concepts.

This review reveals some important findings from preliminary user studies with both web-based e-books, viewed on standard hardware and software, and with those read on dedicated reading appliances with software aimed at improving readability. A key finding for books viewed with the former is that personal preference and length affects the extent to which users are unsatisfied with the screen readability, and are thus likely to print out an electronic text. Where printing is an option, the extent of conversion to paper format is quite high, and there is still a preference for print books for texts requiring active reading. Features users value with online electronic books includes immediate access to the text; ease of browsing, navigating and searching; and the ability to manipulate the text. For books read using dedicated devices, the literature indicates that users are generally satisfied with the experience. Popular features include backlighting, the ability to change font size, and portability. Negative reactions are reported regarding the key issue of readability and screen clarity, the inability to read graphics, the limited availability of content, the lack of interoperability and in some cases the cost.

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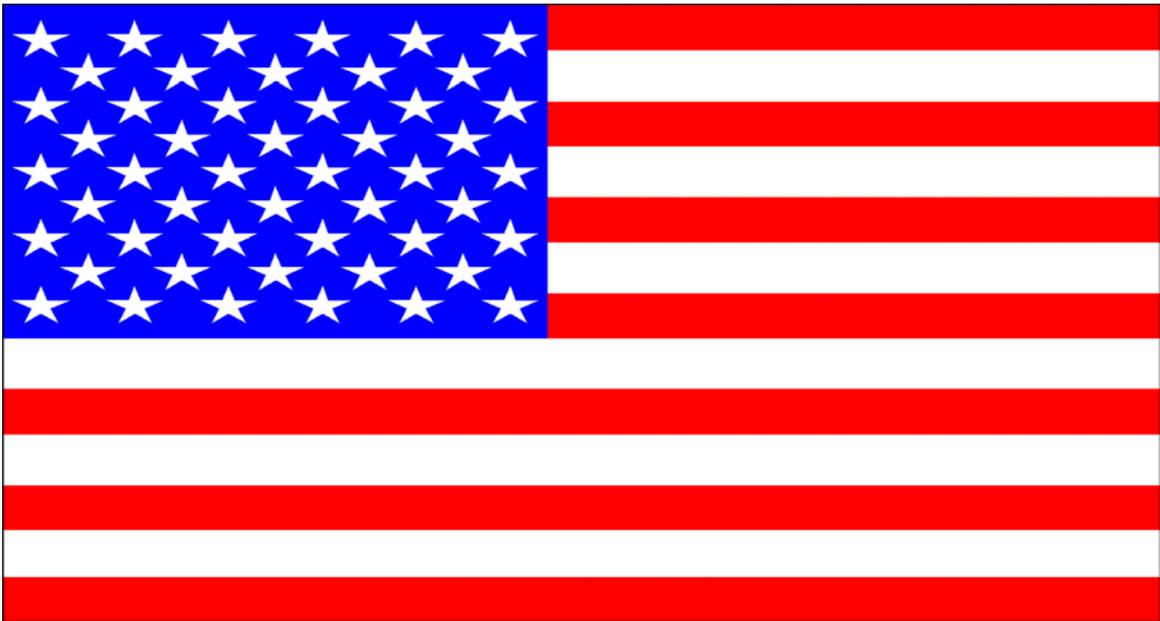
Despite much recent media hype, there appears to be only limited take up of e-books by individuals and libraries, and the market is still ill defined. Users and libraries are concerned about issues such as access, preservation, ownership, copyright and fair use, standards, costs, privacy, quantity of available content and bibliographic control. As more libraries venture into e-book lending, the impact these issues have on collection development policies, budget considerations and client service will become increasingly important.

Understanding, (these problems and questions) this country (topic) may help difference for (translation of these words) information about this topic in develop new approaches in analyzing this subject and avoid them.

## **The USA Geography**

### **I. Pre-reading**

1. What is the official name of the USA?
2. What is the country of the USA?
3. Where is situated the USA?
4. What countries does the USA border on?
5. How many states are there in the USA?
6. Who discovered the USA?
7. What waters is the USA washed by ?



## **II. Post reading**

The USA lies in the central part of the North American continent. It borders on Canada in the North and Mexico in the South.

Atlantic and Pacific Oceans wash the eastern and western borders of the country.

The USA is a federal state.

It consists of 50 states and 1 district.

The President is the head of the Government.

The USA is the developed capitalist state Washington is the capital of the USA



## Discussion

1. Who was the first president of the USA
2. What is the capital of the USA
3. Where is situated the capital of the USA
4. When was founded Washington
5. What is Washington
6. Can you tell us about rivers and mountains of the USA?



## **U.S. LIFE**

The United States is a large country of 50 states. Look at the map of the U.S. below. (Alaska and Hawaii are not included.) Locate where the Stewarts live (the star). Look at the state of West Virginia. It is south of New York. Now look at Chicago, in the state of Illinois. In which direction is it from New York? In which direction from New York is Maine? Tennessee? Louisiana? California?

## **U.S. LIFE**

The White House is the official home of the President of the United States. George Washington was the only President who did not live in it. He chose the site for the building, however. The second President, John Adams, moved into the White House in 1800. During the War of 1812 (the second war between the U.S. and England), the English burned down this building. The Americans built it again in 1814, and it was

then that they painted the walls white. The White House did not become the official name, however, until the 26<sup>th</sup> President, Teddy Roosevelt, moved into it with his family.

## **Learning**

### **Vocabulary notes**

State –shtat

To border –

To be situated – joylashnoq

To separate –

Official –

Nation –

District –

North –

West –

East –

South –



The two most traumatic experiences in the nation's history were the Civil War (1861-65) and the Great Depression of the 1930s. Buoyed by victories in World Wars I and II and the end of the Cold War in 1991, the US remains the world's most powerful nation state. The economy is marked by steady growth, low unemployment and inflation and rapid advances in technology.



**Which states are situated in the part of the USA**

West	East	North	South
Nevada	Texas	North Dakota	Virginia

## Geographical names of the USA

Mountain	River	Ocean	Lake
Rocky	Mississippi	Pacific	Great lakes

# American jokes

- Sam, why are you standing in front of the mirror with your eyes closed?

- Well, I want to see what I look like when I'm asleep.

\* \* \*

A boy was talking to his mother.

- See mom, I'm really glad you named me Albert

- Why?

- Because that's what all the kids at school call me ...

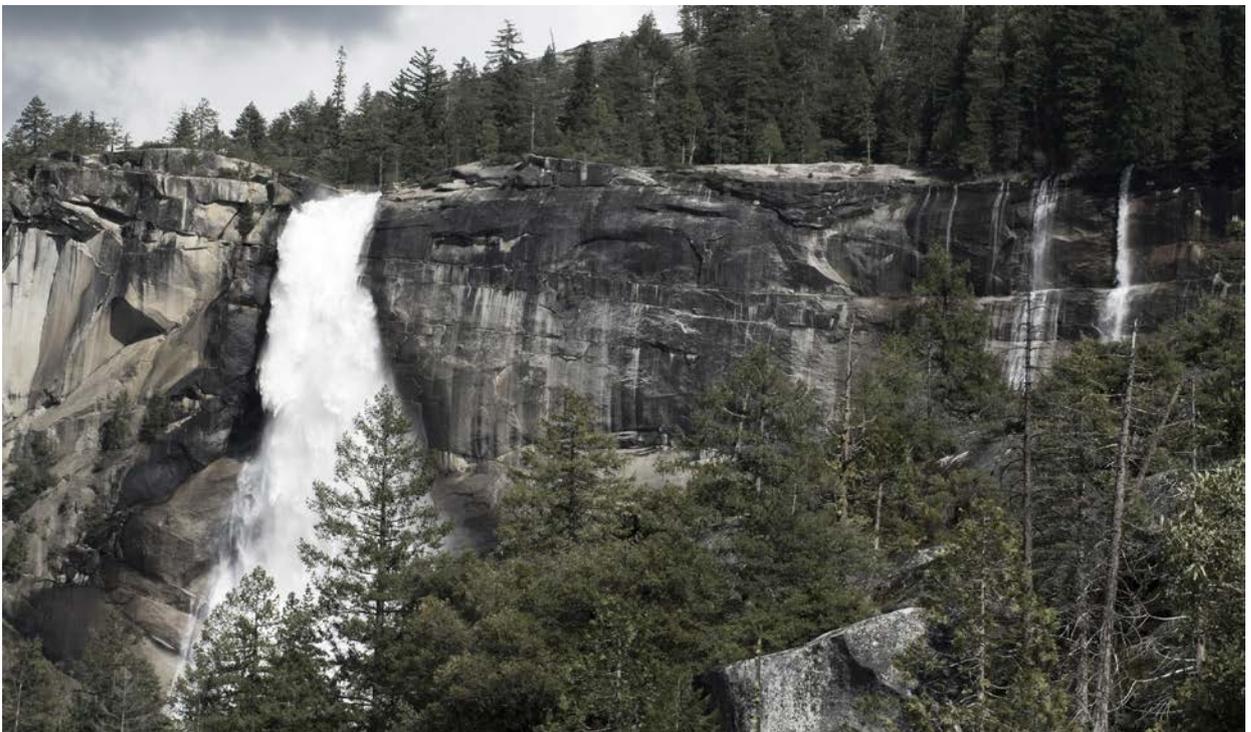
\* \* \*

Farmer – What are you doing up in the tree, boy?

Boy – One of your apples fell down and I'm trying to put it back.

# Nature

The USA is mostly situated in the temperate and subtropical zones  
Alaska lies in the subarctic and arctic zones ... The Southern part part  
of Florida and Hawaii are situated in the tropical zone.



# Coasts

The coastline length of the USA proper is 22.860 km. The Atlantic coast  
is mostly lowland and greatly indented. The Pacific Coast Mountains, in  
the Northern part cut by numerous floras.



## **Natural resources**

The USA is rich in coal, iron and oil. There are coal-mines in the Cordillera mountains in the Kansas city region and in the east near Birmingham and Pittsburgh. Iron is mined near the Great lakes and in the Pittsburgh, Birmingham and Philadelphia areas. In California and Texas there are rich oil-fields. There are also deposits of silver and gold.



# Geography

## 1. Physical Geography of the USA

The U.S. is divided into 50 states and 1 district. Most of the States in central North America, The total area is more than 9 and a half million sq. km. The world's 3rd largest country. Three land borders: 2 with Canada and 1 with Mexico. The United States shares land borders with Canada (to the north) and Mexico (to the south), and a territorial water border with Russia in the northwest. The contiguous forty-eight states are otherwise bounded by the Pacific Ocean on the west, the Atlantic Ocean on the east, and the Gulf of Mexico to the southeast. Alaska borders the Pacific Ocean to the south, the Bering Strait to the west, and the Arctic Ocean to the north, while Hawaii lies far to the southwest of the mainland in the Pacific Ocean.

Forty-eight of the states are in the single region between Canada and Mexico; this group is referred to, with varying precision and formality, as the continental or contiguous United States, and as the Lower 48. Alaska, which is not included in the term contiguous United States, is at

the northwestern end of North America, separated from the Lower 48 by Canada. The State of Hawaii is an archipelago in the Pacific Ocean. The capital city, Washington, District of Columbia, is a federal district located on land donated by the state of Maryland. (Virginia had also donated land, but it was returned in 1847.) The United States also has overseas territories with varying levels of independence and organization.

United States landscape varies greatly: temperate forestland on the East coast, the Mississippi-Missouri river system, the Great Lakes shared with Canada, Rocky Mountains west of the plains, deserts and temperate coastal zones west of Rocky Mountains and temperate rainforests in the Pacific Northwest, volcanic islands of Hawaii and Alaska.

## 2. Regions

united states geography war holiday

The geography of the United States varies across their immense area. Within the continental U.S., eight distinct physiographic divisions exist, though each is composed of several smaller physiographic subdivisions. These major divisions are:

Laurentian Upland - part of the Canadian Shield that extends into the northern United States Great Lakes area.

Atlantic Plain - the coastal regions of the eastern and southern parts includes the continental shelf, the Atlantic Coast and the Gulf Coast.

Appalachian Highlands - lying on the eastern side of the United States, it includes the Appalachian Mountains, the Watchung Mountains, the Adirondacks and New England province originally containing the Great Eastern Forest.

Interior Plains - part of the interior continental United States, it includes much of what is called the Great Plains.

Interior Highlands - also part of the interior continental United States, this division includes the Ozark Plateau.

Rocky Mountain System - one branch of the Cordilleran system lying far inland in the western states.

Intermontane Plateaus - also divided into the Columbia Plateau, the Colorado Plateau and the Basin and Range Province, it is a system of plateaus, basins, ranges and gorges between the Rocky and Pacific Mountain Systems. It is the setting for the Grand Canyon, the Great Basin and Death Valley.

Pacific Mountain System - the coastal mountain ranges and features in the west coast of the United States.

### Highest Point:

Mt. McKinley, (Alaska) 20,320 ft. (6,194 m).

Highest Point: (continental 48 states)

Mount Whitney, (California) is the highest point at 14,495ft (4,418 m)

Lowest Point:

Death Valley, (California)(-282 ft.) (-86 m)

Mean Elevation: (average) 2,512 feet

Land Borders:

Alaska, USA - Canada 1,538 miles (2,475 km)

Canada - USA 3,145 miles (5,061 km)

Mexico - USA 1,951 miles (3,141 km)

Bordering Countries (2) Canada and Mexico

Coastlines:

Coastlines: 12,383 miles (19,928 km)

Atlantic coastline: 2,069 miles (3,330 km)

Pacific coastline:+ Hawaii: 7,623 miles (12,268 km)

Gulf of Mexico coastline: 1,631 miles (2,625 km)

Alaska coastline: 1,060 miles (1,706 km)

### **3. Main Rivers**

#### **Colorado River**

Beginning in the Rocky Mountains of northern Colorado, it moves southwest ending in the Gulf of California. It is (1,450 miles) (2,333 km) in length, and has formed numerous canyons along its winding path. The most famous of these is the Grand Canyon in northern Arizona.

The river has more than 30 electric power plants along its run and dozens of dams and reservoirs.

#### **Columbia River**

This wide, fast-flowing river begins in the Canadian Rockies of southeast British Columbia, Canada, flowing south through the State of Washington, then forming the natural border between Washington and Oregon. It ends in the Pacific Ocean and it is (1,152 miles) (1,857 km) in length.

Hydroelectric power development in the river basin brought inexpensive electricity to the Pacific Northwest, but it severely affected salmon spawning and local fish migration.

#### **Mississippi River**

It is the major river of North America and the United States (2,339 miles) (3,765 km). It flows from northwestern Minnesota south to the Gulf of Mexico, just below the city of New Orleans. It is a significant

transportation artery and when combined with its major tributaries (the Missouri and Ohio rivers) it becomes the third largest river system in the world.

### **Missouri River**

It begins in southern Montana in the Rocky Mountains, first flowing north then generally southeast across the heart of the United States, ending at the Mississippi River, just to the north of St. Louis, Missouri. It is the longest river in the United States (2,500 miles) (4,023 km).

### **Ohio River**

Beginning at the junction of the Allegheny and Monongahela Rivers near Pittsburgh, Pennsylvania, it runs southwest, ending at the Mississippi River on the Illinois and Missouri borders. It is (980 miles) (1,557 km) in length.

### **Rio Grande River**

It is one of the longest rivers in North America. (1,885 miles) (3,034 km). It begins in the San Juan Mountains of southern Colorado, then flows south through New Mexico. It forms the natural border between Texas and the country of Mexico as it flows southeast to the Gulf of Mexico. In Mexico it is known as Rio Bravo del Norte.

Used for drinking water by both countries, the river is becoming more polluted as population centers that dot the river grow in size, and then dump sewage and pesticides into the water.

### **Sacramento & San Joaquin Rivers**

The Sacramento (380 miles) (610 km) in length, begins in the Klamath Mountains of northern California, flowing southwest, then south to join the San Joaquin River, before entering San Francisco Bay. The San Joaquin comes out of the Sierra Nevada near Yosemite National Park. It flows north to meet the Sacramento River, east of San Francisco. It's

namesake valley is one of the most fertile agricultural regions in the USA. (350 miles) (563 km) in length.

### **Snake River**

This branch of the Columbia River begins near the Wyoming border and winds west and then north through the Pacific Northwest, ending near the southeast corner of Washington where it drains into the Columbia River. It plays a significant role in hydroelectric power generation, and its many tributaries are the life-blood of regional agriculture. (1,160 miles) (1,965 km) in length.

### **Yellowstone River**

Beginning in the Rocky Mountains of northwest Wyoming, this beautiful river flows through Yellowstone Lake, then northeast through Montana ending near the North Dakota border. It is (671 miles) (1,080 km) in length.

### **Greatest Lakes:**

Lake Superior-Ontario , Lake Huron, Lake Michigan, Lake Erie-Ontario, Lake Ontario-Ontario , Great Salt Lake-Utah, Lake of the Woods, Iliamna Lake-Alaska, Lake Oahe, Lake Okeechobee-Florida, Lake Pontchartrain-Louisiana, Lake Sakakawea-North Dakota, Lake Champlain- Quebec, Becharof Lake-Alaska, Lake St. Clair-Ontario.

### **Waterfalls:**

#### **10. GRAND FALLS (OF THE LITTLE COLORADO RIVER)**

Despite this waterfall's short season, when it's on, it's one of the most spectacular waterfalls in the US. The muddy Little Colorado River spills over Grand Canyon-like cliffs as the stream meanders its way towards its bigger brother further to the west. Add to this the terraced layers leading to the three-step 181ft cumulative drop and you have one of the most unique waterfalls found anywhere and hence earns a spot on the list.

## **9. MCWAY FALLS**

I have to believe that this maybe one of the most beautifully situated waterfalls in the country. It almost seems too good to be true that you have a year-round waterfall gracing the picturesque coastline that have made Big Sur, California legendary. Who cares if this waterfall isn't powerful? It's still some 80ft tall, it spills almost directly into the Pacific Ocean, and it's one of the best places to witness where the ocean meets the sky. That's enough to make me biased towards this diminutive attraction and put it amongst America's Top 10.

## **8. ILLILOUETTE FALL**

Plunging some 370ft with a wide flow and unique shape, this maybe the best little-known waterfall (at least relative to the rest of the neighboring waterfalls) in California's prime nature retreat - Yosemite National Park. The reason why it's a bit lesser-known is because you have to hike to get views of it. Moreover, you'll have to brave your fear of heights to get a good view of it. Nonetheless, it's easily deserving of a spot on our list and should not be missed in a visit to the park.

## **7. HAVASU FALLS**

Nestled deep in the remote Havasupai Indian Reservation (a side canyon of the world famous Grand Canyon in Northern Arizona), this special year-round waterfall is one of the most beautifully situated waterfalls in the country. Adding to its scenic allure are the blue-green waters of Havasu Creek, the travertine stalactites and dams surrounding the falls, and the red-rock scenery that makes the Grand Canyon possibly the nation's most visited National Park. Putting this unique waterfall on the list was a no-brainer.

## **6. MULTNOMAH FALLS**

One of the most iconic waterfalls in the US, this is the star attraction of the famous Columbia River Gorge, which itself boasts numerous waterfalls - many of which are serious waterfalls themselves. But this

620ft year-round waterfall with a concrete arched bridge over its lower drop as well as a historic lodge fronting it always draws millions of visitors each year. And after our visit to this waterfall, we don't blame them!

## **5. VERNAL FALL AND NEVADA FALLS**

Collectively comprising the lowest steps of the Giant Stairway, this pair of giant waterfalls in Yosemite National Park, California could've easily stood on this Top 10 List separately. But we figured you ought to see both falls in one go so we put them together here. Vernal Fall has a classic rectangular shape and is said to plunge some 307ft. Nevada Falls has an unusual trapezoidal horsetail shape as the Merced River plunges then slides (some 594ft in total) its way down towards Vernal Fall.

## **4. BRIDALVEIL FALL**

While there are other similarly-sized waterfalls (or bigger) in the country, I'm partial to this 620ft year-rounder because its position frames Yosemite Valley (arguably the most beautiful valley in the world) opposite the imposing El Capitan. Ever heard of "The Gates of Yosemite Valley"? Indeed, this waterfall is part of the landscape imagery made famous by Ansel Adams and seen by just about every visitor thereafter (perhaps making it cliché to some). But on its own merits (ignoring the cliché aspect), there's no question it's one of the most beautifully situated waterfalls ever. Heck, the sight of the incomparable valley when we leave the Wawona Tunnel and head into the valley during spring still leaves a lump in my throat every time.

## **3. LOWER FALLS (OF THE YELLOWSTONE RIVER)**

Including this over 300ft waterfall amongst America's Top 10 was compulsory. After all, its impossibly-scenic location at the head of the Grand Canyon of the Yellowstone River makes this the must-see attraction of Yellowstone National Park, Wyoming. That's saying something considering the park is more famous for predictable geysers

and an abundance of wildlife that some consider America's version of the Serengeti.

## **2. YOSEMITE FALLS**

This 2425ft waterfall is one of the tallest in the world and widely considered the crown jewel of Yosemite National Park's plethora of cliff-diving waterfalls. The falls is enjoyable from numerous spots where you can drive to as well as hike to. The only catch with this beauty is that it dries up by mid to late Summer as it runs through its massive winter snowpack very quickly thanks to its relatively bare, unforgiving granite drainage. Nonetheless, if it can induce superlatives from the likes of Ansel Adams, John Muir, Thomas Ayres, Francois Matthes, James Hutchings, and more, there's a good chance it can do the same to you, too!

## **1. NIAGARA FALLS**

The Granddaddy of the waterfalls in the United States, it easily surpasses all others in the country in terms of sheer power, size, popularity, and more. Shared between Western New York in the USA and Southeastern Ontario in Canada, bring your passport and experience this world famous attraction from both sides as well as the plethora of activities on offer here. We consider this waterfall to be one of the World's Big Three so it easily occupies the top spot amongst America's Top 10. If you could only see one waterfall in the country, besides crying, make sure not to miss this one!

## **4. Climate**

Climate: mostly temperate, but tropical in Hawaii and Florida, arctic in Alaska, semiarid in the great plains west of the Mississippi River, and arid in the Great Basin of the southwest; low winter temperatures in the northwest are ameliorated occasionally in January and February by warm chinook winds from the eastern slopes of the Rocky Mountains. USA can be divided into six climate regions, excluding Alaska, Hawaii

and outlying territories. The climate varies considerably between different regions.

### ***Northwest Pacific:***

(Includes states like Oregon and Washington to the crest of the Cascade Mountains)

This is the perhaps the wettest part of the country. There are scattered rain showers all year round. Temperatures are mild averaging around 40 degree F. (32.2 degree C). The summer months are pleasantly warmer but never too hot. You can see fogs along the coast during the warmer weather but the fog is less dense during mid-day.

Warm clothes: You will need extra warm clothes for winters like leather jackets, thermal jackets, warm inners, leather gloves etc.

### ***Mid/South Pacific Rockies:***

(Includes states like California, Idaho, Montana, Wyoming, Colorado, Utah and Nevada)

These states have generally dry and delightful summers.

California has excellent weather all the year round, with the northern part of the state somewhat cooler (quite chilly in the winter but seldom freezing). There are very few places in California that experience snow, and the state is known for its nice weather. Mostly all the cities have tolerable winters.

The winter months in the other states like Montana, Idaho and Wyoming can be very cold, with temperatures dropping well below 0 degree F. Colorado, Utah and Nevada are known for their excellent skiing.

Warm clothes: For California you will need warm clothes for winters. For the rest of the Mid-South Pacific region you will need warmer apparel.

### ***Midwest***

(Includes states like Dakotas, Kansas, Illinois, Iowa, Minnesota, Wisconsin, Michigan, and Indiana)

This region is moderately dry. Precipitation occurs mainly in late spring and early summer. Summers are pleasant but winter time can be harsh, with lots of snow and heavy chilly winds. Extremes within the Midwest can drop down to -50 degree F.

Warm clothes: You will need extra warm clothes for winters like leather jackets, thermal jackets, warm inners, leather gloves etc.

### *Northeast*

(Includes states like Ohio, Pennsylvania, Washington DC, Maryland).

This entire area is moderately rainy. In winter, the region experiences heavy snow and freezing rain. Summers are usually pleasant, sunny and warm. The fall is especially beautiful in wooded areas.

Warm clothes: You will need extra warm clothes for leather jackets, thermal jackets, warm inners, leather gloves etc.

### *Southeast*

(Includes states like portions of Arkansas and Louisiana, Kentucky, West Virginia, Virginia)

Like the Northeast, this entire area experiences moderate rains fairly evenly throughout the year. The Spring, Summer and Fall seasons are all very pleasant. Some snow and freezing rain falls in winter but for the most part, the winters are quite mild and short lived.

Southern Florida, like California, usually has excellent weather all the year round.

Warm clothes: You will need moderate warm clothes for winters, but may need the extra warm ones for the cold weather that lasts for a very short duration of time.

## *Southwest*

(Includes states like Arizona, New Mexico, Texas, Oklahoma and western portions of Arkansas and Louisiana)

This is the hottest and high rainfall region of the US. You must be prepared to face heavy rains accompanied with thunder storms, dangerous lightening and occasional tornadoes. The winters are generally short but some freezing rains do occur. The spring and fall seasons are quite long and temperatures are generally excellent. The summers are very hot with temperatures approaching and exceeding 100 degree F on many days.

Warm clothes: You will need moderate warm clothes for winters. Raincoats are a must.

Natural resources: coal, copper, lead, molybdenum, phosphates, uranium, bauxite, gold, iron, mercury, nickel, potash, silver, tungsten, zinc, petroleum, natural gas, timber

### **Environmental Problems:**

Habitat loss represents a major environmental issue which affects not only the biodiversity of ecosystems, but humans as well. A report by the U.S. Geological Survey identified grasslands, savannas, and barrens as the most critically endangered habitats in the United States, with losses up to 98 percent of the original habitat at European settlement. As a result, the Nature Conservancy estimates that 217 plant species and 71 animals special became extinct. With this loss of habitat, there is an increased risk of human-wildlife conflicts as populations struggle to meet their ecological needs.

Air pollution impacts every aspect of life in the United States and on the planet. Air pollution is so deadly because of its mobility. It can cause environmental issues far from its source, not unlike NSP. It can pollute the soil and aquatic resources through acid rain formation. It affects plants by negatively impacting their physiology, causing low crop yields

and a reduction in plant vitality. Air pollution also affects humans. Pollutants in industrial emissions cause anything from minor throat irritation to aggravation of existing respiratory conditions, to an increased risk of cancer.

What are some of the environmental issues in the United States? The problems with the most widespread impacts represent some of the greatest threats. These environmental issues show that national as well as local solutions are necessary to reduce the impacts on the environment. It is only through recognition of the existing problems and scrutiny of current practices can solutions be developed. Acid rain is a serious environmental problem that affects large parts of the United States and Canada. Acid rain is particularly damaging to lakes, streams, and forests and the plants and animals that live in these ecosystems.

## **5. War for Independence**

### **Causes of the War.**

The first of a series of wars of independence that ended European control of both North and South America. The conflict between Britain and her American colonists was triggered by the financial costs of the Anglo-French wars of the previous thirty years, in particular the Seven Years War (1756-63). A principal theatre of conflict had been in North America, where it was felt that the colonials had failed to play their part either financially or in the fighting. In the years immediately after the war, the army in North America consumed 4% of British government spending. This cost, combined with the victories over the French had increased British interest in their colonies. Ironically, those victories had also removed one element tying the Americans to Britain - fear of French strangulation. In 1756, the French held Canada, the Ohio Valley and the Mississippi, isolating the British colonies on the eastern seaboard. By 1763 that threat had been removed.

At the heart of the division between the colonists and Britain was a fundamentally different concept of the purpose of the colonies. To the

British, their American lands were there largely to provide raw materials to Britain and be consumers of British manufactured goods. This feeling expressed itself in an increasing control and restriction of American trade and industry that helped to build up resentment, especially in New England, where manufacturing goods for export to the southern colonies was already an important part of the local economy. In contrast, many of the colonists saw themselves as carving a new society from the wilderness, unrestricted by decisions made 3,000 miles away across the Atlantic.

These pressures were tolerable as long as British regulation of the rules was fairly lax. However, in the decade before the colonies rebelled there was a new level of interest in exploiting the American colonies. The first move was an attempt to limit further expansion by the colonies. In 1763 it was decided to draw a border behind the existing colonies, along the line of the Alleghenies. The land to the west was to be left to the Indians, who were to be encouraged to become consumers of British goods. New colonists were to be encouraged to go north to Nova Scotia, where they could produce much needed timber for the navy, or south to Florida. This limit on their expansion caused much discontent amongst the colonies, costing many, including George Washington, a good deal of money.

The next increase in the tension came in 1765 with the Stamp Act and a trade act know as the Sugar Act. It was the Stamp Act that caused the most protest. This was a direct tax, levied on the paper required for legal transactions and on newspapers. It had been proposed in 1764, and the Americans had been given the year to suggest alternative methods of raising the money needed to administer and defend the colonies. Instead, this year was used to organise opposition to the act.

The Stamp Act caused hostility for a variety of reasons. First, the policy of limiting westward expansion that it was intended to help fund was not popular in the colonies. Second, it was the first direct taxation to be imposed on the colonies from London. All previous taxation had been in

the form of trade duties. Finally, the act brought to the fore an issue that was bound to eventually emerge - the status of the legislative assemblies that existed in several of the colonies. In Britain they were considered to be subordinate to Westminster on all issues, in the colonies a new theory emerged that the Westminster Parliament had control over imperial issues, but not over colonial taxation. Combined with a boycott of British goods, the riots caused by the Stamp Act caused the fall of the government of Lord Grenville. The new government of Lord Rockingham repealed the Stamp Act in 1766, but at the same time passed a Declaratory Act confirming Parliamentary authority over the colonies.

Rather than isolating Massachusetts, these acts united the colonies in protest. In particular, British interference with the constitution of one of the colonies was felt to threaten all. At the same time news of the Quebec Act reached the colonies. This was a sensible response to the problem facing in Canada of ruling a largely French population, only recently conquered. It allowed for tolerance of French Catholicism, even giving the Catholic majority a place on the new Canadian council. Canada's borders were also expanded to include the areas of Illinois and Detroit, where there was already a French population. In the thirteen colonies this act caused great hostility. Once again westward expansion had been blocked. Worse, at least as far as New England was concerned, was the tolerant attitude to Catholicism. The colonial response was the first Continental Congress, which met in Philadelphia in September 1774.

When this Congress met it demanded the repeal of all colonial legislation passed since 1763. Until this demand was agreed to, Congress agreed to block all imports and exports to and from Britain other than those crops which the southern states depended on, to refuse to pay any taxes to Britain and to prepare to resist any British troops. However, the Congress did not at this stage want independence. Despite this, conflict was now inevitable. In British eyes Congress was an illegal body, not to be dealt with. Even so, opinion was split on how to respond

to American discontent. In November George III was already certain that there would be fighting, but there were still conciliatory voices in Parliament. In America, General Gage, now Governor of Massachusetts as well as commander in chief of the British forces in North America, warned that the discontent was widespread and requested large-scale reinforcements, but back in Britain the scale of the trouble was not yet appreciated. Lord North was not alone in seeing Massachusetts as the heart of the problem, and in April 1775 that idea was reinforced by the first fighting.

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Geographical names of the countries.