

All Thumbs

Read each source below and on page 73. Then complete the activities on pages 74–75.

Source 1



idiom

Meaning: very awkward and clumsy, especially with one’s hands

Source 2

Charley sat down at the old family computer. He used his right index finger to peck at the letters on the keyboard. Aunt Dee gasped. “Haven’t they taught you how to type at school?” she asked. “You need to put your fingers on home row. And you must use *all* of your fingers, not just your pointer.”

Charley laughed, “I have no idea what ‘home row’ is. This keyboard is a dinosaur! It’s slowing me down. Nobody texts faster than me.” To demonstrate, Charley pulled out his phone. His thumbs deftly darted across the tiny keys. “Done!”

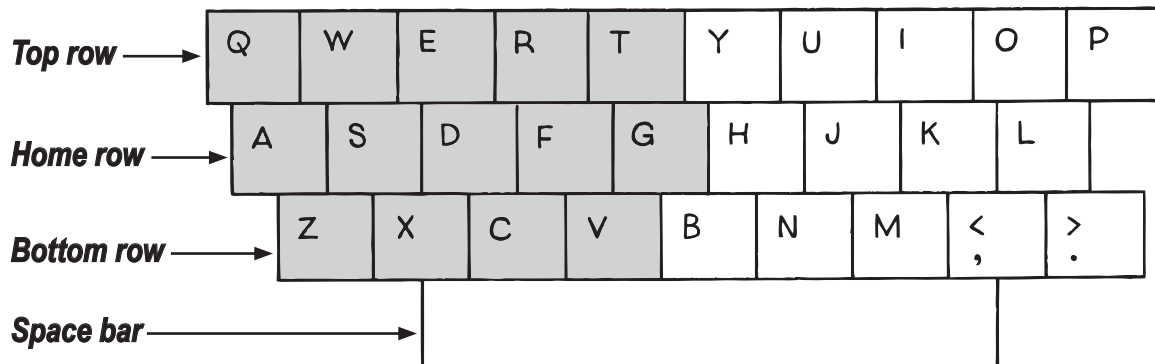
Aunt Dee shook her head. “That’s not typing.”

Charley shrugged, “Just because you’ve always done something one way doesn’t mean that’s the best way to do it.”

Source 3

Ms. Capps pointed at the diagram on the screen. “This is the traditional QWERTY keyboard. If you look at the top-left section of letters, you can see how this keyboard got its name. You may also notice that about half of the letters are shaded. These shaded letters are the ones that should be struck with the fingers of your left hand. The unshaded letters should be struck with the fingers of your right hand.

“The middle row, or ‘home row’ as it is known, is also very important. Before you begin to type, you should set your fingers on the keys that make up home row. The four fingers of your left hand go on the letters **a** (pinkie), **s** (ring), **d** (middle), and **f** (index). The four fingers of your right hand go on **j** (index), **k** (middle), **l** (ring), and **;** (pinkie). Your fingers can reach all of the other keys from this position. Your thumbs are used to strike the long space bar at the bottom center of your keyboard.”



Source 4

All Thumbs, Indeed

by Maisy O'Day

I'll admit it: I cannot function without my mobile device. I rely on it to communicate with the world around me. All day long, I use my thumbs to type out texts, e-mails, and Internet addresses on its small screen. I make many errors.

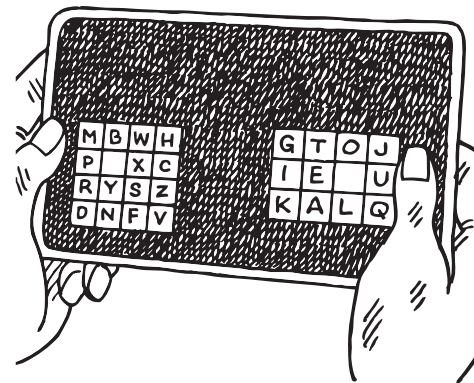
This is *not* how I learned to type, you see. I learned to type on a large keyboard, with my fingers resting on home row. Those lessons from long ago did not prepare me for typing on my smartphone as I walk along a busy street, juggling a bottle of water and a frosted cronut.

Who or what can I blame for this difficult life I lead? QWERTY, that's who. QWERTY is the name given to the style of keyboard we've all been using since forever (actually, since 1875). A QWERTY-style keyboard is named after the six consecutive letters at the top left of the keyboard. That style, with that arrangement of letters, is a throwback to the time when we used clunky typewriters and all of our fingers to type. Does QWERTY still make sense in today's world?

Researchers say it doesn't. They say it's not very efficient. Too many of the most common letters are typed with the left hand, and our fingers need to jump around too much to form common words. Thankfully, these researchers have aimed to make our lives easier by creating a solution: the KALQ system.

In 2013, the KALQ keyboard was introduced. Research shows that it allows people to thumb-type 34% faster than the QWERTY. Here's how:

- ☛ Each thumb is used almost the same amount of time. This allows the opposite thumb to get into position while the typing thumb is at work.
- ☛ You alternate the use of thumbs much more often. Over 60% of the time, the next key you strike will be with the opposite thumb than the key you just struck.
- ☛ Your thumbs have to travel less distance.
- ☛ The spacebars are located in the center for each thumb.
- ☛ The vowels (except for y) are located very close to one another.

the split-screen KALQ keyboard*left-hand keys* *right-hand keys*

Today, I downloaded KALQ onto my phone. I gave it a try. My typing was sloppier than ever! Of course, I'm not accustomed to the new layout, so I spent a lot of time looking at the screen and searching for letters. Researchers say that it takes about 8 hours to learn the new layout. Who has that kind of time? Ok, that's not a good excuse, but I think I should be more grateful for QWERTY. I guess there's a reason why it's endured for 140 years.

All Thumbs (cont.)

Name: _____

Part 1: Read each description. Does it describe the QWERTY typing system or the KALQ typing system? Fill in the correct bubble(s) for each source. If it describes both systems, fill in both bubbles.

Description	Typing System →	QWERTY	KALQ
1. This system is named for a group of consecutive letters on its keypad.		<input type="radio"/>	<input type="radio"/>
2. This system has the user strike the space bar with his/her thumb.		<input type="radio"/>	<input type="radio"/>
3. This system has the user strike the <i>e</i> key with his/her right hand.		<input type="radio"/>	<input type="radio"/>
4. This system has the user strike the <i>s</i> key with his/her left hand.		<input type="radio"/>	<input type="radio"/>

Part 2: Fill in the bubble next to the best answer to each question.

5. When using correct typing form on a QWERTY keyboard, which of the letters in the “word” *qwerty* is not struck using a finger on the left hand?

- (A) q (C) t
(B) w (D) y

6. What is another name for the pointer finger?

- (A) index (C) ring
(B) middle (D) pinkie

7. In Source 1, Charley says “Nobody texts faster than me.” This sentence does not use correct grammar. Which of the following would be more correct?

- (A) “No body texts faster than me.” (C) “Nobody texts faster then me.”
(B) “Nobody texts fastest than me.” (D) “Nobody texts faster than I.”

8. Which key is mentioned in the text of Source 3 but not shown in the illustration?

- (A) , (B) ; (C) : (D) ?

Part 3: Search “All Thumbs” to find examples of compound words with the following meanings. Then write the number of the source in which you located each word.

9. “copied data from one computer to another” _____ Source #: _____

10. “a thing from an earlier time period” _____ Source #: _____

All Thumbs *(cont.)*

Name: _____

Part 4: Use complete sentences to answer these questions.

- 11.** In Source 2, Charley says, “This keyboard is a dinosaur!” What does he mean by this, and how is this an example of metaphor (a figure of speech in which an unrelated word or phrase is used to describe an object)?

- 12.** Later in Source 2, Charley says, “Just because you’ve always done something one way doesn’t mean that’s the best way to do it.” Do you think a new way of typing is needed to keep up with today’s technology? Give reasons to explain why you think the old way is better or why a new way is needed.

- 13.** Source 4 is in the form of a web log, or *blog*. What is the central idea of the first two paragraphs of Source 4? What details does the blog’s author use to express this idea?

Answer Key *(cont.)*

Part 3

The source number is given in parentheses.

9. quartet (3) 10. fluttered (1)

Part 4

11. From Source 2, we know that the word *cache* means “a hidden supply of something.” Therefore, it makes sense that a hidden treasure would be located on a street with that name.

12.

	Clue #1	Clue #2	Clue #3	Clue #4
Where was it located?	doghouse	clock	tree	grill
Which letter was there?	S	A	N	D

13. A. It is located in the sandbox.
 B. After visiting all of the locations, you will collect the letters S, A, N, and D. These spell *sand*. The writer of Source 3 tells us that will be the location of the treasure.
 C. \$547.60
 D. Put the numbers four, five, six, and seven in alphabetical order; then put a decimal point to the left of the final number.

Unit 17. Seeing Eye to Eye (page 66)

Part 1

1. Cory and Rory 3. Tori
 2. Cory, Rory, and Tony 4. Rory and Tony

Part 2

5. A and C 6. D 7. C 8. A

Part 3

The source number is given in parentheses.

9. toxic (3) 10. aggressive (3)

Part 4

11. ЭОНАЈУВМА
 12. This statement could not literally be true because if one looked into a mirror, one would see a reverse image. This is why the word *AMBULANCE* is written backwards on emergency vehicles. If Cory and Rory are identical in appearance, then looking at each other would not be looking in a mirror. They would not see the reverse of each other’s appearance. In the mirror version, the hair would be parted to the left, for example, and the right ear would be larger than the left.
 13. The expression “don’t see eye to eye” is an idiom, as explained in Source 1. It means that the two don’t agree on many things. In this case, this expression is also an example of irony because these two people are identical

twins. Therefore, they are almost exactly the same physically (same height, etc.) and would literally be able to see eye to eye better than most other sets of people.

Unit 18. All Ears (page 69)

Part 1

1. Source 1 3. Source 1
 2. Sources 1 and 3 4. Sources 2 and 3

Part 2

5. A and B 6. C 7. A 8. D

Part 3

The source number is given in parentheses.

9. unearthed (1) 10. unearthed (1)

Part 4

11. The main character from Source 1 is most likely familiar with the information given in Source 2. We know this because the character thinks back to first reading about the planet Polypinnae in school. Also, Source 2 mentions that the planet is named after the creatures who live there. We learn from Source 2 that this name means “many wings” or “many ears.” In Source 1, the character says, “I knew from their planet’s name that they would have many ears.”
 12. Accept reasonable responses. Students should show four scenes that summarize the events of Source 1. For example: Panel 1 could show the protagonist speaking into his/her megaphone with the spacecraft in the background, Panel 2 could show the Polypin telling him/her to quiet down, Panel 3 could show the protagonist telling them about the threat, and Panel 4 could show them not paying attention to his/her words.
 13. The Polypins are ironic because they appear to be all ears, but they are not good listeners. This is ironic because the idiom “all ears” is used to describe someone who is intently listening—something the Polypins don’t seem to be interested in doing.

Unit 19. All Thumbs (page 72)

Part 1

1. QWERTY and KALQ 3. KALQ
 2. QWERTY and KALQ 4. QWERTY and KALQ

Part 2

5. D 6. A 7. D 8. B

Part 3

The source number is given in parentheses.

9. downloaded (4) 10. throwback (4)

Answer Key *(cont.)*

Part 4

11. He means that it is old and no longer a part of today's world. It is a metaphor because dinosaurs and computer keyboards have little in common; the word *dinosaur* is only used to illustrate how out-of-date Charley feels the keyboard is.
12. Accept appropriate responses in which the student chooses a position and give reasons to support it.
13. The central idea is that the blogger is as much a user of today's technology as anyone, but the way she learned how to type (on a large keyboard) is not very useful anymore. Students should cite details that show how the world in which the blogger lives is different from the world of the past where all typing was done in a seated position in front of a desktop typewriter or keyboard.

Unit 20. All the Same to Me (page 76)

Part 1

1. Source 3
2. Sources 1 and 3
3. Sources 1 and 3
4. Source 1

Part 2

5. A
6. A
7. B
8. D

Part 3

The source number is given in parentheses.

9. short-term jobs (2)
10. win-win situation (1)

Part 4

11. The insect pictured is an ant. In Source 2, we learn that, unlike a termite, an ant has bent antennae. We also learn that its body narrows a lot between the thorax and the abdomen. Both of these characteristics can be seen in the picture.
12. Students should use evidence from Sources 1 and 3 in their answers. Some characteristics that should be mentioned include the following (with the source number noted in parentheses): length of tongue (1, 3); narrowness of tongue (1, 3); presence of spines (1); presence of extra saliva (1); speed at which the tongue can be flicked (3).
13. Accept appropriate responses.

Unit 21. Not the Same Thing (page 79)

Part 1

1. Sources 1 and 2
2. Source 2
3. Source 1
4. Source 3

Part 2

5. B
6. A
7. C
8. B

Part 3

The source number is given in parentheses.

9. cupboards (2), homemade (2), teaspoon (3)

10. buttermilk (2), tablespoon (3)

Part 4

11. You can mix 8 teaspoons of cream of tartar with 4 teaspoons of baking soda to get 12 teaspoons of baking powder. In Source 2, we are told that baking powder can be made by mixing 2 parts cream of tartar with 1 part baking soda. That means that $\frac{2}{3}$ of the mixture will be cream of tartar and $\frac{1}{3}$ will be baking soda. Two-thirds of 12 teaspoons is 8 teaspoons, and $\frac{1}{3}$ equals 4 teaspoons.
12. Her mother's recipe was to blame. The ingredients in the recipe aren't acidic enough, so baking powder was needed. Mia's mother recited the recipe from memory, and she mistakenly wrote down "baking soda" instead of "baking powder." This meant that not enough gas bubbles were released into the dough, so it didn't rise properly.
13. Baking soda is a basic substance, and vinegar is an acidic substance. When they are combined, a chemical reaction occurs. Bubbles of carbon dioxide gas form and begin to rise. Because this substance occurs inside a model volcano, it has nowhere to go but up and out of the volcano.

Unit 22. Chasing the Cheese (page 82)

Part 1

1. Sources 1 and 4
2. Sources 2, 3, and 4
3. Sources 3 and 4
4. Sources 1, 3, and 4

Part 2

5. B
6. B
7. C
8. A

Part 3

The source number is given in parentheses.

9. Cooper's (2, 3, 4), Allison's (2)
10. genuinely (2), impossibly (4)

Part 4

11. Source 1 and Source 2 are both written to people the authors care about. Source 1 is written from a daughter to her mother. The tone of this e-mail is excitement. The author focuses on the tradition of the event and how it might become a tradition for her family, too. Source 2 is written from a mother to her daughter. The tone of this e-mail is concern. The author focuses on the dangers of the event. She includes a photo of the hill to drive home her point that it is too steep to run down.
12. Paragraph 1 begins with a question. It asks the reader think about competing in the contest. Paragraph 2 begins by introducing two specific contestants. It goes on to give us some background about these people. Paragraph 3 begins by describing the hill. It gives us more details about the race itself. Paragraph 4 begins