

As What? plummeted through space,
he thought he could see,
almost out of sight far below,
the blue whiz marks of his friends,
streaking after Poodle and the gang.

One little whiz mark had gotten lost
and was squeaking around the page,
from the left margin to the right,
looking for its gang.

It was so upset.

What? dropped right past him.
“Follow me!” he called back,
and the little whiz mark whirled
and chased after him.



Act Two Review: The Compound Word Comma

The first rule we learned about commas is not to let commas break subjects from verbs. It should be *Joe is the stage hand*, not *Joe, is the stage hand*.

In Act Two we discover another important rule: Do not let a comma break a **compound word**. A compound word is a double word joined by the conjunction *and* or *or*. Some compound words are *up and down*, *ran and jumped*, *black and blue*, *you or me*, *yes and no*. Any of the eight parts of speech can be joined into a compound.

The key to the idea is that, like subjects and verbs, the two words of the compound work together. We want them to be together because we are saying something about them both. They make a **unity**. For example, you could use a compound noun as a direct object: *Burgull ate beets and carrots*.

So, just as we saw the unity of the subject and verb, now we see the unity of compound words. Clear thinking involves unity.

Act Two Practice Sentences

For each sentence, write *yes* if the sentence is correct and *no* if the sentence is not correct.

1. Burgull, and Poodle ate no beets.
2. Burgull, ate no beets.
3. Burgull and Poodle, ate no beets.
4. Burgull ate no beets.
5. Burgull and Poodle ate no beets.
6. Burgull ate beets, and carrots.
7. Burgull ate beets and carrots.
8. Gawk, flew over the land.
9. Gawk flew over the land.
10. Gawk and Burgull, flew over the land.