



# **Glebe Primary School**

**Parent Information**

**Grammar Glossary**

## Grammatical Terms/Word Classes/Features of Sentences

<b>Nouns</b>	
Term	Definition
<b>Noun</b>	A <b>noun</b> is a 'naming' word: a word used for naming an animal, a person, a place or a thing.
<b>Proper noun</b>	This is a noun used to name particular people and places: <b>Jim, Betty, London...</b> – and some 'times': <b>Monday, April, Easter...</b> Proper nouns always begin with a capital letter.
<b>Common noun</b>	A common noun is a noun that is used to name everyday things: <b>cars, toothbrushes, trees...</b> – and kinds of people: <b>man, woman, child ...</b>
<b>Collective noun</b>	This is a noun that describes a group or collection of people or things: <b>army, bunch, team, swarm...</b>
<b>Concrete nouns</b>	Concrete nouns are things that you can experience using your five senses (sight, smell, hearing, taste and touch) Concrete nouns can be proper nouns, common nouns and collective nouns.
<b>Abstract noun</b>	An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: <b>sleep, honesty, boredom, freedom, power ...</b>
<b>Adjectives</b>	
Term	Definition
<b>Adjective</b>	An <b>adjective</b> is a 'describing' word: it is a word used to describe (or tell you more about) a noun.  <u>Example:</u> The burglar was wearing a <b>black</b> jacket, a <b>furry</b> hat and a <b>large</b> mask over his face. (The words in bold tell us more about the noun that follows)  An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards (e.g.: Ben looked <b>frightened</b> ; the dog was very <b>fierce</b> )
<b>Interrogative ('asking') adjectives</b>	e.g.: What? Which? ... They are used to ask questions about a noun.  <u>Example:</u> <b>Which</b> hat do you prefer?
<b>Adjectives of number or quantity</b>	e.g. much, more, most, little, some, any, enough ... These answer the question: How much?  <u>Example:</u> She invited <b>five</b> friends for breakfast; she did not have <b>any</b> food left
<b>Demonstrative ('pointing-out') adjectives</b>	e.g.: this, that, these, those... Demonstrative adjectives answer the question: Which?  <u>Example:</u> <b>Those</b> apples and <b>these</b> pears are bad; <b>That</b> man stole <b>this</b> handbag.
<b>Possessive adjectives</b>	e.g.: my, our, their, his, your ... Possessive adjectives show ownership.  <u>Example:</u> Sue never brushes <b>her</b> hair. <i>(see also <u>Possessive Pronouns</u>)</i>
<b>Verbs</b>	
<b>Verb</b>	A verb is a word, or a group of words, that tells you what a person or thing is being or doing. It is often called a 'doing' word: e.g. <i>running, eating, sitting</i> . All sentences have a subject and a verb. The subject is the person or thing doing the action: <u>Example:</u> Cats purr (Cats is the subject and purr is the verb)

Term	Definition
<b>Auxiliary verb</b>	<p>A verb is often made up of more than one word. The actual verb-word is helped out by parts of the special verbs: the verb <b>to be</b> and the verb <b>to have</b>. These 'helping' verbs are called <b>auxiliary verbs</b> and can help us to form tenses.</p> <p>Auxiliary verbs for 'to be' include: am, are, is, was, were,            Auxiliary verbs for 'to have' include: have, had, hasn't, has, will have, will not have.</p> <p><u>Examples:</u>            I <i>have</i> arrived ('arrived' is the main verb and 'have' is the auxiliary verb)            We <i>are</i> waiting ('waiting' is the main verb and 'are' is the auxiliary verb)</p>
<b>Subjunctive</b>	<p>The subjunctive form of a verb creates a feeling of uncertainty. It is used to talk about something that hasn't actually happened.</p> <p>Example: I insist that Tom <b>write</b> to his aunt            The word 'write' is in the subjunctive form. Tom isn't actually writing to his aunt; the sentence says that he should but he might not.</p> <p>The subjunctive form is usually used either in an 'if' clause or when describing something that somebody wants to happen.</p> <p>Examples:            'If I <b>were</b> taller, I would play basketball'            'I wish I <b>were</b> taller, so that I could play basketball'</p>
<b>Modal verb</b>	<p>Modal verbs are verbs that come before another verb to show how possible, likely or necessary it is.</p> <p>Common modal verbs are 'will', 'would', 'can', 'could', 'may', 'might', 'shall', 'should' and 'must'.</p>
<b>Semi- modal verbs</b>	<p>Semi modal verbs are verbs that can be used before another verb in a similar way to modal verbs.</p> <p>Semi modal verbs include: ought to, used to, dare, need</p>
<b>Imperative Verb</b>	<p>A type of verb that gives an instruction or a command.</p> <p>For example: '<b>Sit</b> in your chair and read this book'.</p>

## Adverbs

Term	Definition
<b>Adverb</b>	<p>An adverb tells you more about the verb (it 'adds' to the verb). It nearly always answers the questions: How? When? Where? or Why?</p> <p>Most adverbs in English end in <b>-ly</b> and come from adjectives:  <u>E.g.</u> <i>soft</i> – <b>softly</b>; <i>slow</i> – <b>slowly</b>.</p>
<b>Adverb or Adjective?</b>	<p>Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. <i>fast</i>, <i>hard</i>, <i>late</i>.</p> <p>If they answer the questions: How? When? Where? or Why? – they are adverbs.            If they answer the question: "What is it like?" - they are adjectives, and will be telling you more about a specific noun.</p> <p><u>Examples:</u>  <i>Life is hard.</i> (<b>adjective</b>)                      <i>Kim works hard.</i> (<b>adverb</b>)  <i>The train arrived early.</i> (<b>adverb</b>)      <i>I took an early train.</i> (<b>adjective</b>)</p>

## Pronouns

Term	Definition
<b>Pronoun</b>	<p>Sometimes you refer to a person or a thing not by its actual name, but by another word which stands for it. The word you use to stand for a noun is called a <b>pronoun</b> (which means 'for a noun')</p> <p>We use <b>pronouns</b> so that we do not have to repeat the same nouns over again.</p> <p><b>Have a look at the following sentence:</b> When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful.</p> <p><b>Compare it with the same sentence where some of the nouns have been replaced by pronouns:</b> When Barnaby stroked the cat and listened to <b>it</b> purring softly, <b>he</b> felt calm and peaceful.</p>
<b>Singular pronouns</b>	<p>Singular pronouns are used to refer to one person or thing.</p> <p>E.g.: <i>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</i></p>
<b>Plural pronouns</b>	<p>Plural pronouns are used to refer to more than one person or thing.</p> <p>E.g.: <i>we, they, us, them, ours, yours, theirs</i></p>
<b>Relative pronoun</b>	<p>A relative pronoun is a word that links a <u>relative clause</u> to the noun that it describes.</p> <p>For example:</p> <p><b>'That's the girl <i>who</i> won the prize.'</b></p> <p><b>'She scored five goals, <i>which</i> impressed the team.'</b></p> <p>The words '<b>that</b>', '<b>which</b>', '<b>who</b>', '<b>whose</b>' and '<b>whom</b>' are all relative pronouns. The words '<b>when</b>', '<b>where</b>' and '<b>why</b>' can also be relative pronouns.</p>
<b>Possessive Pronouns</b>	<p>A possessive pronoun (e.g. '<b>his</b>', '<b>her</b>' or '<b>my</b>') replaces a noun and a possessive apostrophe to show who or what owns something.</p> <p>For example, instead of '<b>Jane's bike</b>', we can say '<b>Her bike</b>'.</p> <p>Children will often try to put the apostrophe in the possessive pronoun '<b>its</b>' and '<b>hers</b>'. One way to teach them not to do this is to remind them that they would never put an apostrophe in the possessive pronoun '<b>his</b>'.</p>

### Other word classes and grammatical terms

<b>Prepositions</b>	<p>Prepositions are words which show the relationship of one thing to another.</p> <p><u>Examples:</u> Tom jumped <b>over</b> the cat. The monkey is <b>in</b> the tree.</p> <p>These words tell you where one thing is in relation to something else.</p> <p>Other examples of prepositions include: <b>up, across, into, past, under, below, above ...</b></p>
<b>Coordinating Conjunctions</b>	<p>Conjunctions join together words, phrases, clauses and sentences. They help us to create compound sentences by joining two main clauses together.</p> <p>E.g.: <u>She went to the shops. She bought a box of chocolates.</u></p> <p>We can use a conjunction to join these sentences together:</p> <p><u>She went to the shops <b>and</b> bought a box of chocolates.</u></p> <p>Other conjunctions include: <b>for, and, nor, but, or, yet, so</b> – remember the different conjunctions using the mnemonic '<b>fanboys</b>'</p>

Term	Definition
<b>Subordinating conjunctions</b>	Subordinating conjunctions link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own). Example: <b>When</b> we got home, we were hungry. We were hungry <b>because</b> we hadn't eaten all day. Other subordinating conjunctions include: <b>if, while, after, until, before, although...</b>
<b>Determiners</b> <i>(including articles)</i>	A <b>determiner</b> goes before a noun and identifies the noun in further detail There are three articles: <b>a, an</b> and <b>the</b> Examples: <b>the</b> chair; <b>a</b> table; <b>an</b> elephant *There is sometimes confusion about whether to use <b>a</b> or <b>an</b> . The sound of a word's first letter helps us to know which to use: If a word begins with a vowel sound, you should use <b>an</b> ; if a word begins with a consonant sound, you should use <b>a</b> .  Other determiners include adjectives including quantity and demonstrative adjectives (see below)
<b>Past tense</b>	A verb in the past tense is used to show that things happened in a past time. It is usually made by adding '-ed' to the verb. e.g. 'play' becomes 'played'.
<b>Present tense</b>	A verb in the present tense is used to show that a thing happens now, or is something that happens regularly. e.g. I go to the park and I play football.
<b>Future tense</b>	The future tense of a verb is used to show that something will happen in the future. It can be formed in two ways: 'will' + verb = e.g. 'I will go' or 'You will be' 'am/is/are' + 'going to' + verb = e.g. 'He is going to go' or 'They are going to see'
<b>Present continuous tense</b>	The <b>present continuous</b> tense is used to describe <b>an action that is happening at the moment of speaking.</b> <b>e.g. I am walking ; You are coughing ; They are running; We are walking; It is raining</b>
<b>Present perfect tense</b>	The present perfect is formed using the present tense of 'to have' followed by the past participle of the verb. It is used to show that the verb happened in the past but has results in the present. e.g. I have seen this film before e.g. 'he has gone out to play' instead of 'he went out to play'
<b>Features of sentences/Types of sentences</b>	
Term	Definition
<b>Statement</b> <b>(Declarative sentence)</b>	These are sentences which state facts. <u>e.g.:</u> It is hot. The butter is in the fridge.
<b>Question</b> <b>(Interrogative sentence)</b>	Interrogative sentences (questions) are sentences which ask for an answer. <u>e.g.:</u> Are you hot? Where is the butter?
<b>Command</b> <b>(Imperative sentence)</b>	These are sentences which give orders or requests. <u>e.g.:</u> Play the movie. Give me a dinosaur for my birthday.
<b>Exclamation</b> <b>(Exclamatory sentence)</b>	Exclamatory sentences (exclamations) are sentences which express a strong feeling of emotion. <u>e.g.:</u> My goodness, it's hot! I absolutely love this movie!

<b>Simple Sentence</b>	A simple sentence has a subject and ONLY ONE verb: <i>e.g. The girl sprinted after the tiger.</i> <i>The cat purred.</i>
<b>Compound Sentence</b>	A compound sentence is formed when you join two main clauses with a conjunction. In a compound sentence the clauses are linked by coordinating conjunctions (for, and, nor, but, yet, so, or). <i>e.g. I like bananas and I like grapes.</i> <i>Zoe can be rude at times but she is a nice girl.</i>
<b>Complex Sentence</b>	A complex sentence is formed when you join a main clause and a subordinate clause with a subordinating conjunction. A subordinate clause is one that relies on a main clause to make sense. The conjunctions in complex sentences are subordinating conjunctions and they tell us about the order or the place in which things happened or specify a cause or effect relationship between events. Conjunctions used in complex sentences include after, although, as, because, if, since, unless, when. <i>e.g. I love roast potatoes, although my mum prefers them mashed.</i> <i>You need to prepare for the spelling test tomorrow if you want to get all your spellings right.</i> <i>The big dog barked whenever I knocked on the door.</i>
<b>Clause</b>	A clause is a group of words which does contain a verb; it is part of a sentence. There are two kinds of clauses: 1. A <b>main clause</b> (makes sense on its own) e.g.: Sue bought a new dress. 2. A <b>subordinate clause</b> (does not make sense on its own; it depends on the main clause for its meaning) E.g.: Sue bought a new dress <b>when she went shopping</b> . *‘when she went shopping’ is the subordinate clause as it would not make sense without the main clause.
<b>Relative Clause</b>	A Relative clause is a clause that adds detail to a noun. It always comes after the noun, and begins with a relative pronoun. e.g. My friend, <b>who was looking confused</b> , raised his hand. The relative clause in this sentence is ‘who was looking confused’ as it adds detail to ‘my friend’. A relative clause can begin with who, which, when, whose, that
<b>Phrase</b>	A phrase is a group of words which does not make complete sense on its own and does not contain a verb; it is not a complete sentence: e.g.: up the mountai
<b>Expanded Noun Phrase</b>	An expanded noun phrases is a phrase (group of words that act together) as a noun in a sentence and are used for description and specification: e.g. the blue butterfly, plain flour, the man in the moon, the girl over there Sometimes with the addition of a preposition phrase: e.g. the teacher <i>expanded to</i> : the strict maths teacher with curly hair
<b>Prepositional Phrase</b>	A phrase that contains a preposition and a noun. e.g. <b>Near the ocean</b> <b>Before we start the lesson</b> <b>Out the door</b>
<b>Adjectival Phrase</b>	A phrase that acts as an adjective. e.g. This cake is <b>very delicious</b> and <b>extremely expensive</b> . A dog <b>covered in mud</b> makes a mess in a car.
<b>Adverbial Phrase</b>	A phrase that acts as an adverb. It can tell you how, where, when or why something happens. e.g. <b>‘After the film, Joe yawned, because it was very late’</b> The phrase ‘After the film’ described when Joe yawned.

**Fronted Adverbials**

When an adverb or adverbial phrase(a phrase that is acting as an adverb) that usually comes after the verb is put before the verb, it is called a fronted adverbial.

e.g. *from* He ran off suddenly *to* **Suddenly, he ran off.**

e.g. I heard the good news later that day *to* **Later that day, I heard the good news.**

## Vocabulary/language strategies

Definition	Example
<p><b>Synonyms</b></p> <p>These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting.</p>	<p>Synonyms for:</p> <p>Bad - awful, terrible, horrible            Happy - content, joyful, pleased            Look - watch, stare, glaze            Walk - stroll, crawl, tread</p>
<p><b>Antonyms</b></p> <p>These are words with the opposite meaning to another word.</p>	<p>The antonym of <u>up</u> is <u>down</u>            The antonym of <u>tall</u> is <u>short</u>            The antonym of <u>add</u> is <u>subtract</u></p>
<p><b>Word groups/ families</b></p> <p>These are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound.</p>	<p><b>at, cat, hat, and fat</b> are a family of words with the "at" sound and letter combination in common.</p> <p><b>bike, hike, like, spike and strike</b> are a family of words with the "ike" sound and letter combination in common.</p> <p><b>blame, came, fame, flame and game</b> are a family of words with the "ame" sound and letter combination in common.</p>
<p><b>Prefix</b></p> <p>Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning.</p>	<p>Adding 'un' to happy – <b>unhappy</b>            Adding 'dis' to appear – <b>disappear</b>            Adding 're' to try – <b>retry</b></p>
<p><b>Suffix</b></p> <p>Suffixes are added to the end of an existing word to create a new word with a different meaning.</p>	<p>Adding 'ish' to child – <b>childish</b>            Adding 'able' to like – <b>likeable</b>            Adding 'ion' to act – <b>action</b></p>
<p><b>Root words</b></p> <p>Root words are words that have a meaning of their own but can be added to either with a prefix (before the root) or a suffix (after the root) to change the meaning of the word. Root words can often be helpful in finding out what a word means or where it is 'derived' from.</p>	<p><u>help</u> is a root word</p> <p>It can grow into:</p> <p>helps            helpful            helped            helping            helpless            unhelpful</p>
<p><b>Singular</b></p> <p>A singular noun names one person, place or thing (a single item).</p>	<p>One bike      One mango      One dress      One fly            One turkey    One half</p>

<p><b>Plural</b></p> <p>More than one person, place or thing.</p>	<p><i>Most nouns are made into plurals by adding –s:</i> Three bike<u>s</u></p> <p><i>Some nouns ending in –o are made into plurals by adding –es:</i> Two mango<u>es</u></p> <p><i>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding –es:</i> Ten dress<u>es</u></p> <p><i>For words ending in a vowel and then –y, just add –s:</i> Eight turke<u>y</u>s</p> <p><i>For words ending in a consonant and then –y, change –y to –i and add –es:</i> Five flie<u>s</u></p> <p><i>Most nouns ending in –f or –fe change to –ves in the plural:</i> Six halve<u>s</u></p>
<p><b>Formal Language</b></p> <p>Formal language is language that is suitable for formal purposes. It uses Standard English rather than slang it dialect and uses more precise or polite words. Formal language avoids contraction and personal language or opinions.</p>	<p><i>For example: find out – <b>discover / enquire</b></i> <i>ask for – <b>request</b></i> <i>go in – <b>enter</b></i></p> <p><i>wouldn't – <b>would not</b></i> <i>hasn't – <b>has not</b></i></p>
<p><b>Passive voice</b></p>	<p>A sentence is in the passive voice if its subject has the verb <i>done to</i> it. It is made with a form of the verb 'to be' and a past participle.</p> <p>e.g. '<b>The cat was chased by the dog.</b>'</p> <p>The cat is the subject and had the verb (chased) <i>done to</i> it, so the sentence is passive.</p>
<p><b>Active voice</b></p>	<p>A sentence is in the active voice if its subject is the one 'doing' the verb.</p> <p>e.g. '<b>The dog chased the cat.</b>'</p> <p>The dog is the subject and it did the chasing, so this sentence is active.</p>

## Punctuation

Definition	Example
<p><b>Capital letter</b></p> <p>Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).</p>	<p>Joel has karate training ever <u>M</u>onday afternoon at <u>W</u>ells <u>P</u>rimary <u>S</u>chool. In January, the children will be visiting <u>L</u>ondon <u>Z</u>oo.</p>
<p><b>Full stop</b></p> <p>Placed at the end of a sentence that is not a question or statement.</p>	<p>Terry Pratchett's latest book is not yet out in paperback . I asked her whether she could tell me the way to Brighton .</p>



<p><b>Question mark</b> Indicates a question/disbelief.</p>	<p>Who else will be there? Is this really little Thomas?</p>
<p><b>Exclamation mark</b> Indicates an interjection/surprise/strong emotion</p>	<p>What a triumph! I've just about had enough! Wonderful!</p>
<p><b>Inverted commas</b></p> <p>Punctuation marks used in pairs ( " ") to indicate:</p> <p>quotes (evidence). direct speech words that are defined, that follow certain phrases or that have special meaning.</p>	<p><i>For direct speech:</i> Janet asked, "Why can't we go today?" <i>For quotes:</i> The man claimed that he was "shocked to hear the news".</p> <p><i>For words that are defined, that follow certain phrases or that have special meaning:</i> 'Buch' is German for book. The book was signed 'Terry Pratchett'. The 'free gift' actually cost us forty pounds.</p>
<p><b>Apostrophes</b></p> <p>Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')</p>	<p><i>Contractions:</i> <i>Is not = isn't                      Could not = couldn't</i></p> <p><u><i>Showing Possession:</i></u> -With nouns (plural and singular) not ending in an s add 's': the girl's jacket, the children's books -With plural nouns ending in an s, add only the apostrophe: the guards' duties, the Jones' house -With singular nouns ending in an s, you can add either 's or an apostrophe alone: the witness's lie or the witness' lie (be consistent)</p>
<p><b>Commas in a list</b></p> <p>Used between a list of three or more words to replace the word <i>and</i> for all but the last instance.</p>	<p>Jenny's favourite subjects are maths, literacy and art. Joe, Evan and Mike were chosen to sing at the service. The giant had a large head, hairy ears and two big, beady eyes.</p>
<p><b>Commas to mark phrases or clauses</b></p>	<p><b><i>To indicate contrast:</i></b> The snake was brown, not green, and it was quite small. <b><i>Where the phrase (embedded clause) could be in brackets:</i></b> The recipe, which we hadn't tried before, is very easy to follow. <b><i>Where the phrase adds relevant information:</i></b> Mr Hardy, aged 68, ran his first marathon five years ago. <b><i>To mark a subordinate clause:</i></b> If at first you don't succeed, try again. Though the snake was small, I still feared for my life. <b><i>Introductory or opening phrases:</i></b> In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled. <b><i>Conjunctive verbs:</i></b> Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.</p>

<p><b>Brackets (also known as parentheses)</b></p> <p>Used for additional information or explanation.</p>	<p><b>To clarify information:</b> Jamie's bike was red (bright red) with a yellow stripe.</p> <p><b>For asides and comments:</b> The bear was pink (I kid you not).</p> <p><b>To give extra details:</b> His first book (The Colour Of Magic) was written in 1989.</p>
<p><b>Ellipsis</b></p> <p>Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense).</p>	<p><b>A pause in speech:</b> "The sight was awesome... truly amazing."</p> <p><b>At end of a sentence to create suspense:</b> Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</p>
<p><b>Dash</b></p> <p>Used to show interruption (often in dialogue) or to show repetition.</p>	<p><b>To show interruption:</b> "The girl is my – " "Sister," interrupted Miles, "She looks just like you."</p> <p><b>To show repetition:</b> "You-you monster!" cried the frightened woman. "St-st-stop!" stammered the boy.</p>
<p><b>Dash</b> (to indicate parenthesis)</p>	<p><i>A dash can also be put around parenthesis in informal writing. A dash is longer than a hyphen and always has a space before and after it.</i></p> <p>e.g. <b>John Smith — the fastest pupil in the athletics team — won his first race on Tuesday.</b></p>
<p><b>Hyphen</b></p>	<p><i>A hyphen is a punctuation mark used to avoid ambiguity of meaning in some compound words and phrases.</i></p> <p><i>e.g. instead of 'we saw a man eating shark at the aquarium', we could write 'we saw a man-eating shark at the aquarium'.</i></p> <p><i>This shows that we saw a shark that eats men, not a man eating a shark!</i></p>
<p><b>Bullet points</b></p>	<p><i>Bullet points organize information into a list, with each bullet point starting on a new line. e.g. You will need:</i></p> <ul style="list-style-type: none"> <li><i>flour</i></li> <li><i>butter</i></li> <li><i>milk</i></li> </ul>
<p><b>Colons</b></p> <p>a) Used before a list, summary or quote</p> <p>b) Used to complete a statement of fact</p>	<p><b>Before a list:</b> I could only find three of the ingredients: sugar, flour and coconut.</p> <p><b>Before a summary:</b> To summarise: we found the camp, set up our tent and then the bears attacked.</p> <p><b>Before a line of speech:</b> Tom asked: "May I have another cupcake?"</p> <p><b>Before a statement of fact:</b> There are only three kinds of people: the good, the bad and the ugly.</p>
<p><b>Semi-colons</b></p> <p>Used in place of a connective (conjunction). Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list.</p>	<p><b>To link two separate sentences that are closely related:</b> The children came home today; they had been away for a week.</p> <p><b>In a list:</b> Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.</p>

