

# Links between 3L and TEMC and the Australian Curriculum

The following table provides a comparison between the metalanguage used in Lexis Education’s 3L (Language and literacy for learning) and TEMC (Teaching in English in multilingual classrooms) courses and the recently updated version (now Version 9)

of the Australian Curriculum. In all categories (Genre, Register, Field, Tenor and Mode), the table shows a very close alignment in the technical language used to talk about language.

3L / TEMC	Australian Curriculum
<b>Genre</b>	<b>Genre</b>
Purpose	Purpose/Social purpose
Types	Types of texts
Schematic structure	Text structure

3L / TEMC	Australian Curriculum
<b>Register</b>	<b>Term not used</b>
Field (subject matter)	Subject matter
Tenor (roles & relationships)	Roles & relationships
Mode (means of communication)	Medium & Mode of communication

3L / TEMC	Australian Curriculum
<b>Field</b>	<b>Language for expressing and developing ideas</b>
Clause	Clause

Participant(s)	Participant(s)
Realised through nominal groups 1. Thing 2. Classifier 3. Describer 4. Numerative 5. Pointer 6. Qualifier	Realised through noun groups/noun phrases: 1. A noun as a major element which can be modified 2. Nouns 3. Adjectives 4. Numerals 5. a. Determiners; b. Possessive noun groups/phrases and pronouns 6. a. Prepositional phrases; b. Subordinate clauses
Adjectival group	Adjective group
Adverbial group	Adverb group
Embedded clauses	Embedded clauses
Interrupting clauses	Interrupting clauses
Cause & effect: — conjunctions — verbs — prepositional phrases of cause — nouns	Note: the History curriculum requires that students analyse and explain 'the causes and effects' of various historical events, but no mention is made of how to express cause and effect
Processes	Processes
Realised through verbal groups: — action — sensing — speaking — relational	— doing — feeling — thinking — saying — relating
Circumstances	Circumstances
Realised through: — prepositional phrases/adverbials — adverbs/adverbials	— prepositional phrase — adverbial/adverbial group
Linking meanings within sentences	Understand that connections can be made between ideas within a sentence
Linking conjunction	Coordinating conjunction
Binding conjunction	Subordinating conjunction
Interrupting clause	Interrupting clause
Independent clause	Independent clause (note: version 9 still uses <i>main clause</i> in some elaborations)

Dependent clause	Dependent clause (note: version 9 still uses <i>subordinate clause</i> in some elaborations)
Single clause sentence	Simple sentence
Multiple clause sentence: — using binding and/or linking conjunctions — relative pronouns — relative adverbs — using non-finite clauses	— compound sentence — complex sentence — compound-complex sentence
<b>Expressing abstraction</b>	
Nominalisation	Nominalisation
Abstraction	Abstract nouns

3L / TEMC	Australian Curriculum
<b>Tenor</b>	<b>Language for interacting with others</b>
Different tenors related to: — status difference — subjectivity v objectivity — informal v formal — degree of expertise — frequency of contact	More objective v more subjective language
Modality: — certainty — usuality — obligation — inclination	Modality: — certainty — probability — obligation

3L / TEMC	Australian Curriculum
<b>Mode</b>	<b>Text structure and organisation</b>
Foregrounding/orientation	— grammatical theme — the starting point of a sentence — recognising how emphasis in sentences can be changed by reordering clauses or parts of clauses
Active and passive voice	Active and passive voice
Cohesive conjunction	Text connective
Rhetorical conjunction	Text connective

Linking meanings across clauses	Lexical cohesion
Reference system: — personal pronouns — demonstrative pronouns — definite article	— pronoun referencing — determiner
Word chains: — words closely related — part/whole relationships — set/subset relationships	— similarity (synonyms) & difference (antonyms) — word associations