

## Tev on Home Turf

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### From the author

My main aim in this sequel is to offer a flipside to *Tev* by placing the central character in his home environment and Siale, his Tongan girlfriend, out of her own.

Two years have passed since their time together in Tonga and much has changed, particularly themselves. This time around, though, it is Siale, outside of Tonga for the very first time, who must come to terms with culture shock.

It provides a series of snapshots of life in Australia as seen by a village girl from an island in the South Pacific. Whilst this notion is not new, it provides an opportunity to look critically at stereotyping, duplicities, and anomalies to do with multiculturalism and assimilation.

Tev is almost 17 and at a stage where he must make some important decisions; those concerning schooling and career choices he finds are much simpler than those tied to personal relationships.

### For the teacher

In terms of WA's Curriculum Framework, *Tev on Home Turf* arguably lends itself to all 13 Overarching Learning Outcomes, but most readily to:

- # 1 (*Students use language to understand, develop and communicate ideas and information and interact with others*)
- # 8 (*Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia*)
- #9 (*Students interact with people and cultures other than their own and are equipped to contribute to the global community*)
- #10 (*Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others*) and
- #13 (*Students recognise that everyone has the right to feel valued and be safe, and in this regard, understand their rights and obligations and behave responsibly*).

More specifically, and for its prequel, *Tev on Home Turf* not only aligns itself to the nine English Learning Outcomes, but to all seven Society & Environment Learning Outcomes. As a result, it's a text that some schools are using as part of a Year 10 integrated English/Society & Environment program.

Its simple language appeals to reluctant readers while there are sufficient issues to challenge those students requiring extension. The text is most appropriate to Years 10–12.

## Prereading

For those students who have NOT read *Tev*, it may be helpful to research some or all of the following points:

Students could undertake some library/internet research. *Where the hell is Tonga?* Mapping skills (International Dateline) time zones, longitude/latitude could be introduced/recapitulated, particularly for Year 10.

Tongans are Polynesian. How does this differ to people who are Melanesian or Micronesian?

## CULTURE

History  
Language  
Customs  
Laws  
Health  
Religion  
Government  
Economy  
Schooling  
Sport/recreation  
Housing  
Climate  
Dress  
Rituals

NOTE: This could easily become a term project with which you could link other tasks. See Other Activities at end for Reading, Writing, Speaking & Listening and Viewing strands.

Tongans in Australia – a significant number of Tongans, as well as other South Pacific islanders reside in Australia, particularly on the eastern seaboard. (Some even end up playing for the Wallabies!) Check out the Australian Bureau of Statistics website for population details: <http://www.abs.gov.au> or ph: 1300 135 070

Other useful websites include [www.planet-tonga.com](http://www.planet-tonga.com) and [www.tongaholiday.com](http://www.tongaholiday.com)

## Language, Structure and Point of View

*Tev on Home Turf* is written in the third person point of view. Discuss the advantages and disadvantages of such a point of view. (Its prequel, *Tev*, is written in the first person point of view through the eyes of 14 year-old Tev).

The novel's settings alternate up until chapter 12. Explain and discuss how this may affect a reader's anticipation. Describe the novel's language. (It is argued that it's not complex or difficult to understand). What do you think? Make specific reference to the text. Explain the importance of *dialogue*.

Using the headings: Beginning/Rising Tension/First Crisis/Second Crisis (Third?) Climax/Resolution/End, draw and label a line graph of how you see the novel's structure.

## On your own

Reread chapter 7, Freo Encounters. In your own words, explain what/how you think the main issue is being addressed by the author in this chapter. Now ...

## Pair-share

Compare your findings with a partner. What other examples of stereotyping can you find in the novel? Share your findings with the class.

## Themes

Assimilation/Multiculturalism are important issues in **Tev on Home Turf**. In a class brainstorm, expand on both by making specific reference to the text.

## Conflicts

To demonstrate themes like friendship, acceptance, tolerance etc, it may help to address the broader conflicts present in the novel, as for below?

People v People, People v Nature, Person v Self

Assign examples drawn from the novel to each category above.

## Characters — their descriptions and functions

Using the three broad categories, Physical, Psychological, Emotional, assign character traits to each of the following. For one of the above, provide a specific incident, action/reaction or snippet of dialogue that demonstrates the trait.

Tev

Siale

Becky

Denise – eg aggressive: p13 ‘You can shove your twenty dollars!’

Ane

Tina

Steve

Brian

Vika

Others

## Other Activities

- We see a slice of Fremantle through Siale’s eyes in chapter 7. Write a similar description that aims at capturing the mood and atmosphere of your own neighbourhood or city. (R/W)
- Explain the significance of the title Backyard Bonding (chapter 12). Give examples of other customs practised by different ethnic groups in Australia. (R/W)
- Write Tev’s statement given to the police following the beach brawl. (R/W)
- As a guest speaker to a Secondary class in Australia, write and deliver Siale’s speech explaining some of her country’s customs, with a special focus on male/female roles and expectations. (R/W/S&L)
- ‘For every Aussie who’s down on immigrants for *not* mixing, there’s one who’s happy that they *don’t*.’ (chapter 5, p 37) As a migrant, use Ane’s quote as a basis for a short interview for local fm radio. Use script format. (R/W/S&L)
- Debate: ‘Australia’s multiculturalism is the best possible model for tolerance and harmony.’ (R/W/S&L/V\*) \* Students may look at videos/DVDs demonstrating effective debating.