

KATE AND JO TEMPLE: EVIL MASTERMINDS VS LOVEABLE ROGUES

APHORISMS

The *Dangerous Business of Being Trilby Moffat* series is set in the past, and the books are full of strange old aphorisms. First, find out what an aphorism actually is! You may like to ask a teacher or look it up online.

Then see if you can figure out the meaning of these examples:

It's like the old saying, if a tree falls in a wood and no one hears it, did it really fall?
(*The Dangerous Business of Being Trilby Moffat*, pg. 62)

If you love your job, you'll never work a day in your life.
(*The Dangerous Business of Being Trilby Moffat*, pg. 128)

Make each day your masterpiece.
(*The Dangerous Business of Being Trilby Moffat*, pg. 128)

WRITING ACTIVITY: TENSES

The *Dangerous Business of Being Trilby Moffat* series is written in third person, past tense and has a narrator who isn't the main character. Do you think the story would have been different if Trilby had written it in first person?

Try writing a short paragraph about what you had for breakfast in first person. Make it as descriptive as possible, and feel free to add in some embellishments or exaggerations! Now rewrite the paragraph in third person. How has it changed?

DEBATE: EVIL VILLAINS

Who is the best fictional villain of all time? They could be from a book, movie or TV show. What makes them so villainous? Debate this with your classmates and try to convince them that your answer is the correct one!

IMAGINE AND PREDICT

In their new book, *Frog Squad*, Kate and Jol Temple have called their villains The Organisation of Amphibious Devious Scoundrels (TOADS). From the name alone, what kind of villains do you think they are? What evil adventures do you think they get up to?

PUBLISHER TEACHING NOTES

[The Dangerous Business of Being Trilby Moffat](#) (teacher resources)

[The Perilous Promotion of Trilby Moffat](#) (teacher resources)



Kate and Jol Temple



KEY CURRICULUM AREAS

Learning areas: English, history

Capabilities: Critical and creative thinking, ethical understanding, literacy

RELEVANT BOOKS

Frog Squad

The Dangerous Business of Being Trilby Moffat series

About the Author

Kate and Jol Temple are internationally awarded authors of over 26 hilarious books for kids, from smash hit picture book series *Bin Chicken* to action-adventure graphic novels like *Frog Squad*. Kate also writes her own dark fantasy series, *The Dangerous Business of Being Trilby Moffat*.

Curriculum Links

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects ([VCELA339](#))

Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ([VCELA350](#))

Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ([VCELA352](#))

Experiment with text structures and language features and their effects in creating literary texts ([VCELT355](#))

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways ([VCELT356](#))

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([VCELY358](#))

Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English ([VCELA362](#))

Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts ([VCELT365](#))

Describe the effects of ideas, text structures and language features of literary texts ([VCELT283](#))

Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts ([VCELY286](#))

Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts ([VCELA293](#))

Create literary texts that explore students' own experiences and imagining ([VCELT298](#))

Understand that social interactions influence the way people engage with ideas and respond to others ([VCELA304](#))

Discuss literary experiences with others, sharing responses and expressing a point of view ([VCELT306](#))

Experiment with alternative ideas and actions by setting preconceptions to one side ([VCCCTQ022](#))

Consider the importance of giving reasons and evidence and how the strength of these can be evaluated ([VCCCTR025](#))

Examine the difference between valid and sound arguments and between inductive and deductive reasoning, and their degrees of certainty ([VCCCTR027](#))

Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas ([VCCCTQ012](#))

Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view ([VCCCTR013](#))

Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles ([VCECU010](#))

Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations ([VCECU004](#))

Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why ([VCECU005](#))

Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse ([VCECD007](#))