

CHARLIE FLETCHER



DRAGON SHIELD

TEACHERS' NOTES



Teachers' Notes for DRAGON SHIELD

BY CHARLIE FLETCHER

Keep a reading log so you can record thoughts and ideas and viewpoints as they develop and change during the course of the story. This can include:

- Predictions
- Plot development – summarising each chapter
- Character studies – deduction and making inferences and refining opinions as the story progresses
- Author techniques – style analysis: form, language, imagery, foreshadowing, motifs, themes, viewpoint, tone.
- Vocabulary – clarifying unfamiliar words and extending personal vocabulary.
- When considering discussion points, try out your ideas with a response partner before entering into whole class discussion.

First Impressions

Look at the title and book jacket.

Discussion points

(Prediction and inference)

- What do you think this book will be about?
- Does your view change on reading the blurb?
- What genre of book do you think this might be?
- Who do you think the target audience for this book is?

Make a note of your opinions.

Reflect and discuss

(Inference)

- Why do you think the section before Chapter 1 is called Stop/Start?
- What is the piece of writing that precedes the first chapter normally called?

Maths Challenge

- Find out what 22 acres is in metres squared.
- How many football pitches do you think would fit into this?

Rapid research

- Find out about the British Museum.
- What are some of the different galleries called? Which do you think you'd find most interesting, and why?
- Why do you think that only a small fraction of the objects the museum contains are on display at any one time?
- Find a map of London locating the British Museum.
- Which is the nearest tube station?

Author technique

- Find examples of foreshadowing (an advance sign or warning of what is to come in the future) and any other techniques that the author uses to ratchet up the tension.



Chapter 1 – Rewind

Reflect and discuss/writing activity (p.7)

(Making connections)

Either:

- Think of a time when you've sulked inside, even though you knew you had no right to feel bad.

Or:

- Think of a time when you haven't been entirely truthful with yourself.

Or:

- When you have been in such a state of panic, you've 'gabbled' a 'story'.

Or:

- You've kept a 'secret festering inside' you.

Write a short account of one of these.

Reflect and discuss (p.7)

(Deduction, inference, personal opinion)

- What would you have done in Will's place with regard to his sister's accident?
- Do you think he was a liar or a 'double coward'? Give reasons to back up your answer.

Drama (p.8)

Conscience Alley or Thought Tunnel. Should Will tell Jo the truth?

- The teacher splits the class into 2 groups – the pros and the cons. Each person explores their 'view' in detail. The class forms two lines facing each other and one person is chosen as the protagonist, Will. He/she walks between the lines as each person whispers their advice. When he/she reaches the end of the alley he/she makes their decision and explains why.

Creative challenge (p.10)

- Draw a cartoon depicting the doctor just as he has been described.

Writing activity (p.10)

- Create your own short description of someone frozen in mid action

Tip: close your eyes and visualise the scene first so that you can focus in on the small details that will make your word picture more vivid.

Author technique (p.10)

- What do you think the missing word is where the author uses an ellipsis at this point:

"That's not, er ..." said Jo.

Will nodded. It wasn't."

- How is an ellipsis used in a different way further down the page?

Reflect and discuss

(Deduction, inference, making connections, personal response)

- If the people around you froze, what would you do?
- Re-read the chapter and pick out the small details of Jo and Will's physical reaction to this abnormal happening.



Writing activity

Write about the physical reactions you experience when you feel one of the following:

- Panic
- Fear
- Excitement

Reflect and discuss

(Deduction, inference, personal response, analysis)

- Look at the illustration on page 17. How do you think the illustrator created this picture?
- What kind of mood does it evoke?

Author technique

- Re-read the paragraph describing the dragon on page 18.
- Does the illustration match the description?
- Pick out all the words, phrases and language features that are chosen for their powerful impact.
- Compare this paragraph with the opening lines of Chapter 2. What do you notice?

Chapter 2 – The golden girl

Rapid research (p.19)

- Find out what the 'ancient bit of your brain' responsible for fight-or-flight is called.

Author technique (p, 19-21)

- How does the author make you visualise Jo and Will's flight from the waiting room?

Rapid research (p.23)

- Find out about Ariel on the Bank of England and locate the Bank on your map of London.
- Find out about the character of Ariel in a play by Shakespeare.

Drama (p.23)

Hot seating

- Working in groups of three, each select a character:
 - Jo
 - Will
 - Ariel
- Prepare pertinent questions about behaviour and motivation for the other characters and possible answers to the questions that might be asked of your character.
- Take it in turns to be on the hot seat to answer the questions.

Reflect and discuss (p.23)

(Deduction, inference, making connections, forming opinions)

- Discuss the idea that kings 'come and go. Money is forever'.



Word challenge

- Find the oxymoron (a figure of speech in which seemingly contradictory terms appear side by side) on page 23.

Rapid research (p.24)

- Find out about the Square Mile and find images of the dragons guarding it.

Chapter 3 – Back door to a nightmare

Author technique/Writing activity (p.27)

- Pick out all the verbs on this page. Why do you think the author has chosen these?
- Use a thesaurus and find alternative word choices and write a paragraph about escaping, but in a different setting, using some of these verbs.

Tip: in order to write convincingly, first close your eyes and visualise the setting in detail. It might help to choose a place with which you are very familiar.

Drama (p.28)

Freeze Frame

- In pairs, as Jo and Will, act out your escape from the hospital. At the signal, freeze.
- When touched by the teacher, voice the thoughts going through your character's head at this moment.

Rapid research (p.31-32)

- Locate Coram's Fields on your map of London.
- Find out more about Coram.

Either:

- Find out about coffee: where it comes from and when it was first drunk.

Or:

- Find out about the Ancient Egyptian scarab beetle.

Reflect and discuss (p.32)

(Deduction, inference, forming opinions)

- Why do you think the scarab beetle beads are mentioned at this point in the story?

Author technique (p.36)

- Re-read from:
'They were both too busy trying to be brave...' to the end of the chapter.
- Read it aloud.
- Discuss the author's choice of vocabulary and sentence structure. What effect is he achieving?

Chapter 4 – She-who-is-powerful

Author technique (p.38)

- The opening paragraph raises questions in the reader's mind. What are they?
- How does this link with the previous chapter?



Rapid research (p.38)

- Find pictures of the Molossian hound online.
- What facts can you discover about him?

Author technique

- Find the oxymoron on page 41
- How does the author build up the sense of menace about the four lion-women?

Reflect and discuss (p.44 onwards)

(Deduction, inference, making connections, forming opinions)

- Who do you think is speaking the words in capitals?

Rapid research (p.46)

- Find out about Horus, Sekhmet and Bast.
- Create a mini Egyptian fact file organised in alphabetical order.

Author technique (p.46)

- Look at the final sentence of the chapter. What do you notice?
- Why doesn't the author use this technique all of the time?

Chapter 5 – The Dragon's Shield

Author technique (p.49)

- How is the power of the dragon conveyed to the reader?
- Which words do you personally find most striking?
- Find the simile and comment on why that is so effective.

Drama

Readers' Theatre

- In groups of four: rehearse and prepare a reading of the following section: pages 51 to 54, from '*You can't talk to it, boy ...*' to '*Now look out and run -*'. Think about and make performance notes on:
 - who will read each section
 - what the dialogue should sound like
 - what the punctuation is telling you about how to read the extract
- Concentrate on fluency, timing, expression, intonation and phrasing, so that you clearly convey the characters' qualities.

Author technique

Re-read pages 54-55, when Ariel distracts the dragon. After reading, what images stay in your head? How do you think the author achieved this?

Creative challenge (p.54-55)

Draw a cartoon storyboard to show what happens. How many frames do you think you will need, going from: '*and before he could say anything ...*' to "*Run!*"



Drama

Conscience Alley or Thought Tunnel (p.55). Should Jo and Will leave their mother?

- The teacher splits the class into 2 groups – the pros and the cons. Each person explores their ‘view’ in detail. The class forms two lines facing each other and two people are chosen as the protagonists, Will and Jo. They walk between the lines as each person whispers their advice. When they reach the end of the alley they have a discussion and try to arrive at a joint decision, explaining why they have so decided.

Author technique (p.55-56)

Re-read from: ‘*Maybe because she didn’t just save herself...*’ to ‘*it was definitely a mistake.*’

- What do you notice about the style of writing?
- How does the author increase the tension?

Reflect and discuss (p.56)

(Inference, making connections, forming opinions)

- What would you have done in this situation?

Author technique

- Find the two similes on page 57.
- Create your own similes for : *A punch like ...* Suggesting either power, or lack of it!

Vocabulary

- Scan the text on page 59 to find the word ‘gouts’.
- Can you work out what it means from the context?
- Look it up in the dictionary to confirm that you are correct.
- Create a sentence of your own using the word.

Reflect and discuss (p.61)

(Deduction, inference, making connections, forming opinions)

- Why did Ariel sacrifice herself?
- Were you expecting this to happen?
- Have there been occasions when you have felt the blood pounding in your body?
- Do you think that this is all Will’s fault?
- What happens when a person feels ‘self-disgust’?

Chapter 6 – The Finsbury Angel

Reflect and discuss (p.63)

(Making connections, forming opinions)

- What did you think was approaching at first?

Writing activity (p.65-66)

(Summarising)

- Write a paragraph describing Tragedy in your own words.



Reflect and discuss (p. 66 - 67)

(Deduction, inference, making connections, forming opinions)

- How does Tragedy talk?
- What do you think he means when he says: “*Cor. She’s a pippin.*”
- Do you think Will is being fair when he is angry with Jo?
- How do you think you would feel in his place?

Rapid research (p.68)

- Look up Victory, the Finsbury Angel. and find an image online.
- Locate Spa Green Garden and mark it on your London map.
- Where else are there winged Victory statues in London?
- Find out about the statue of Little Tragedy in the Black Friar.
- What is a friar?

Reflect and discuss

(Prediction, inference, making connections, forming opinions)

- What do you think will happen to Ariel and the dragon? (p.69)
- Why do you think Victory tells them to take the shield? (p.72)
- Who do you think the Georges are? (p.72)
- What do you think the Tithing might be? (p.72)
- Re-read pages 69 and 73. Discuss the way that Victory assesses the personalities of Ariel and Tragedy.
- What does she mean of Tragedy when she says: ‘*No malice in him*’? (p.73)
- Where has the bird come from? (p.73)
- What do you think might happen as a result of the bird’s arrival?
- What were the two lies that Will told Jo? (p.76)

Chapter 7 – The Eye of Horus

Writing activity

- Re-read the paragraph on page 77-78 that describes the nature of the hawk, looking closely at the way in which it is written.
- Choose a different creature and, using this paragraph as a model, write about their characteristics.

Tip: start by selecting animals to contrast your chosen creature with, just as the author does; use the ‘magic three’ to reinforce your message

Vocabulary

- Dictionary race: find out the meaning of the word ‘sarcophagus’.

Reflect and discuss (p.79)

(Prediction, deduction, inference, forming opinions)

- What makes the lion-women so menacing?
- What will happen next?



Chapter 8 – Taken

Reflect and discuss (p.82)

(Making connections)

- Can you think of situations where people experience a constant high level of fear but get used to it?

Author technique (p.83)

- The scene outside the church is very visual. Look closely at the writing and pick out the details that make it more vivid for you.

Reflect and discuss

(Deduction, inference, making connections)

- What do we learn about Tragedy's character when he thinks that Will is cross?
- What does Will's reaction to Jo's comment show us?
- Recount a time when you have lost your temper and realised that it wasn't justified, but you still ended up behaving badly. (If you can't think of an occasion, relating to you, think of when someone else has behaved in this way.)

Vocabulary (p.86)

'That just made it curdle in his gut.' What does this mean and suggest?

Drama (p.86-87)

- Re-read these pages up to "...stick together."
- In groups of three, enact it as a mime.

Tip: look carefully at the verbs and adverbs that indicate how each character moves.

Author technique (p.88)

- Why do you think the author describes the Gloucester Street Gardens in such detail at this point in the story?
- Pick out the words that have the most impact.

Reflect and discuss

(Making connections, forming opinions)

- Do you think there should be different rules for girls, as opposed to boys, regarding hitting? Give reasons for your opinion. (p.88-89)
- What makes the argument between Jo and Will realistic? (p.92)
- How do you feel about Jo and Will now? With whom do you empathise most? Why do you think that is?

Author technique (p.93)

- Why does the author use an ellipsis at the end of the first paragraph on this page?
- What pattern of words do you see repeated on pages 93-94? Why so you think the author does this?
- Find a simile on page 94. What makes it particularly effective?



Reflect and discuss

(Prediction, deduction, inference, making connections, personal response, forming opinions)

- What surprised you in this chapter?
- Did you find anything unsettling? If so, what was it and why did it affect you in this way?
- What do you think Will will do next?

Chapter 9 – Delivered by Dragon

Reflect and discuss

(Prediction)

- How do you think the lion-women will be able to question Jo, now that she is ‘frozen’?

Creative challenge

- Devise two myth-like characters of your own and write a paragraph describing how one exerts power over the other.

Tip: think of the different senses and how any of these might be used in the process of domination.

Chapter 10 – The Fusilier

Vocabulary

- Have a dictionary race to see who can find out the meanings of the following (p.100 - 103):
 - Fusilier
 - crop
 - malice
 - trip hammers
- Remember that they need to make sense in the context of the sentence and some words have more than one definition.
- “geysered” is an example of a noun being used as a verb. What does it mean in this context? (p.106)
- Have a dictionary race to find the meaning of cockney. (p106)

Author technique

- Simile search: find a vivid simile on page 102. What senses are activated by this?
- In pairs, think of a simile that activates a number of senses at the same time.
- Usually we avoid using “*And then...*” in our writing. Why does it work well in the final paragraph on page 104?
- Find the extended metaphor on page 105. Discuss with a partner what you actually visualise when you read this page.
- Re-read the paragraph on page 106 when the dragon is shot for a second time. Pick out the most vivid vocabulary. Which words do you like best and why?
- Magpie any ideas that you like so that you can incorporate them into your own writing.



Drama

Readers' Theatre

- In groups of four: rehearse and prepare a reading of the following section: pages 107-111, from 'Will scrambled to the edge ...' to the end of the chapter.
 - Think about and make performance notes on:
 - who will read each section
 - what the dialogue should sound like
 - what the punctuation is telling you about how to read the extract
- Concentrate on fluency, timing, expression, intonation and phrasing, so that you clearly convey the characters' qualities.

Reflect and discuss

(Prediction)

- What do you think they will do next in order to rescue Jo?

Chapter 11 – Under the Blue Light

Reflect and discuss (p.114)

(Prediction, deduction, inference, making connections, forming opinions)

- Why do you think the voice knows some things about Jo, yet has to ask about others?
- Do you think Jo will manage to outwit the Lion-women without help?

Chapter 12 – The Dark City

Vocabulary (p.115)

Have a dictionary race to find the meaning of the word jinked.

Drama (p.117):

In groups of three, hot seat

- The Fusilier
- Will
- Tragedy

Remember to prepare questions for the other characters and possible answers to explain the feelings and motivation of your chosen character.

Reflect and discuss

- Do you know of any occasions when people have been “guilted” into doing things against their better judgement? (p.117)
- Is false hope better than no hope? (p117-118)
- What do you think about Will's idea about going into shops and taking anything he likes?

Rapid research

- Find out about the tiger statue in London. (p.120)
- Find out more about Dictionary Johnson in Aldwych and Hodge in Fleet Street and mark these places on your map of London. (p.123)



Science investigation (in small groups)

- Materials: small animal figure, box, torch or lamp.
- Devise and conduct an experiment to see if you can produce different-sized shadows for the animal figure.
- Make a hypothesis before you undertake your investigation.
- Record your findings carefully, taking accurate measurements.
- Report back your findings and compare with other groups.

Vocabulary

Have a dictionary race to find the definitions for:

- unprovoked (p 123)
- profanities

What does the idiom “*gone to the dogs*” mean? (p.124)

Reflect and discuss

(Deduction, inference, forming opinions)

- Why do you think the character of Hodge, Johnson’s cat, has undergone a change?

Chapter 13 – Above the Blue Light

Author technique (p.125)

Simile search: why is the imagery so effective at this point?

Reflect and discuss (p.127)

(Making connections)

- How does concentrating on breathing help when you feel panicky?

Rapid research

Find out the best way to breathe in order to calm down.

Writing activity

- How would you feel in Jo’s situation? (p127)
- Create thought bubbles for Jo, showing what might be going through her mind.

Reflect and discuss(p.132-3)

(Prediction, personal response, forming opinions)

- How would you have behaved, if you had been asked to bow?
- Predict whether Will will walk into the trap.



Chapter 14 – The Supermarket Checkout

Reflect and discuss

- Read pages 135-136. Which features of the scene do you picture in your mind? Why do you think this is? Compare with other people.
- How many individual details can you remember after just one reading?
- What significance do you think the fact that the girl's flesh is no longer warm has?
- What do you think of Will's behaviour in the supermarket? (p.137-138)
- Can you think of occasions when you have really indulged yourself, against your better judgement, and then felt dreadful afterwards?

Vocabulary

Dictionary race: find out the meaning of municipal.

Author technique (p.140)

Scan the text to find where the author describes two of the characters doing the same thing, but uses different, powerful words to describe it.

Physical challenge

- All adopt a standing pose and try to maintain it without blinking, swallowing or noticeably breathing.
- How does it make you feel both internally and physically?

Reflect and discuss

(Deduction, inference, personal response, forming opinions)

- What effect did reading the following have on you:

"That was going to save him.

It was a happy thought."

- Did you believe it or did it have a foreshadowing effect?
- Explain the logic of being able/unable to move things in the frozen world.

Vocabulary

- Dictionary race: find out the meaning of the word strobing.

Drama

- Stop reading at the end of the second paragraph on page 145 "*...betrayal of Jo, of his mother.*"
- Conscience Alley or Thought Tunnel. Should Will remove the scarab bracelet?
- The teacher splits the class into 2 groups – the pros and the cons. Each person explores their 'view' in detail. The class forms two lines facing each other and one person is chosen as the protagonist, Will. He/she walks between the lines as each person whispers their advice. When he/she reaches the end of the alley he/she makes their decision and explains why.

Physical challenge (p.146)

- Spread out in the hall.
- Choose one person as Will and one as the dragon.
- With eyes closed, see if Will can sense where the dragon is as it moves around the room.



Reflect and discuss (p.147)

(Prediction, inference, forming opinions)

- Why did Will “say sorry in his head”?
- Predict what might happen next.
- What would your solution be if you had to write the ending?

Author technique (p.147)

- Comment on the last four lines of the chapter.

Chapter 15 – The Prudential Angels

Writing activity

- Re-read the cliff-hanger at the end of Chapter 14 and the opening sentence of Chapter 15.
- Invent a different cliff-hanger sentence that could come at the end of a chapter and a linking turn-around sentence for the start of the next chapter.

Author technique (p.149)

Why is the simile “like a screaming firework” particularly appropriate for Hodge, the cat, at this point in the story?

Reflect and discuss (p.149)

(Inference, forming opinions)

- Why do you think the author uses humour at this point in the story?

Creative challenge (p150)

Make a joke book containing a collection of jokes that rely on word play for their humour.

Reflect and discuss (p.151)

(Inference, making connections, personal response, forming opinions)

- Is it important to be part of something?
- Do you think Will’s character has changed in any way?
- Do you agree: “Names can’t hurt you”?
- When can “not paying attention” hurt you?

Rapid research (p.152)

- What is the Temple Bar?
- Find out about the Temple Bar Dragon.
- Track the characters’ progress on your street map of London.

Vocabulary (p.154)

Dictionary race - what do the following mean:

- infernal
- ministering

What does the phrase “passage from life” mean?



Reflect and discuss

(Prediction, inference, making connections, personal response, forming opinions)

“*What’s hurting you is what you think about yourself. Only you can change that.*” (p.159)

- What is your opinion of the Angel’s statement?
- How do you visualise the scene at the end of the chapter? Describe it in your own words to a partner.
- Why did the dragons attack?
- Predict whether the Fusilier will be overcome.

Chapter 16 – Georges and Dragons

Reflect and discuss

(personal response)

- Read pages 166-169. This is an action-packed scene. Which details stick in your mind most vividly? Compare with other people.

Vocabulary (p169)

What is “two bob”?

Rapid research

- What would “*two bob*” be worth now?
- Find out about the legend of St George and the ‘real’ story of St George.

Reflect and discuss (p.171)

(Prediction, deduction, inference, personal response, forming opinions)

- What do you think will happen at midnight?
- Do you think it will be a “*dead midnight*”?
- What do you think of the characters of the St Georges. How would you describe them in your own words? Are they what you would expect?
- Who do you think Hooky might be?

Chapter 17 - Hooky and the ghost Church

Rapid research (p.175)

- Find out some interesting facts about the Duke of Wellington.
- Mark the place where his statue is located on your street map of London, along with that of the Fusilier, St George (Regent’s Park).
- Trace the journey of the Georges and Will.

Vocabulary (p.179)

- Read the last paragraph on page 179 and pick out all the directional words and prepositions. Why do you think there are so many?

Reflect and discuss

Do you think the Duke will be responsible for solving their problem? If so, how do you think he will achieve this?



Chapter 18 – The Meeting

Writing activity

Read page 183 and write a playscript for different characters, changing the reported speech into dialogue that will be spoken by the characters. You could make up names for the different characters.

Creative challenge

- Find the proverb used at the top of page 184.
- Think of other proverbs and sayings.
- Make a sentence up in which the order of the words in the saying is changed.

Reflect and discuss

(Prediction, deduction, inference, making connections, forming opinions)

- What do you think “A Maker, a Shifter, or even some hitherto unseen species of boy-Glint” might be?

Vocabulary

Dictionary race: Find out the meaning of the following:

- mercenary
- phalanx

Explain the meaning to your partner.

Reflect and discuss

(Inference, making connections, forming opinions)

- What do you think the Duke would consider a “gentleman’s attitude” in these particular circumstances?

Readers’ Theatre

In groups of four: rehearse and prepare a reading of the following section: pages 186 to 193, to ‘*The boy goes too*’. Think about and make performance notes on:

- who will read each section
- what the dialogue should sound like
- what the punctuation is telling you about how to read the extract

Concentrate on fluency, timing, expression, intonation and phrasing, so that you clearly convey the characters’ qualities.

Author technique

What is the extended metaphor that the author uses to describe Will’s predicament? What do you think of the effect it has?



Chapter 19 – The Raid

Rapid research

Find Dorset Rise and mark it on your street map.

Vocabulary (p.195)

Can you work out what the following words mean without a dictionary, just by using the context?

- stooge
- shufty

Reflect and discuss

(Personal response, forming opinions)

- “*Sometimes fortune favours the brave, sometimes it favours the foolhardy.*” Which of these do you think Will is and do you think fortune will favour him?

Author technique

- Re-read the paragraph on page 205 starting: “His heart was pounding...”
- Pick out all the words and phrases to do with feelings and note them down.
- Why do you think so many are mentioned?

Reflect and discuss

(Prediction, forming opinions)

- Before you read on to page 206, do you think Will has succeeded?

Rapid research: science

- Find out what a counterbalance is and what centrifugal force is.
- Try to explain it to your partner in your own words.

Physical challenge (p.208)

Either:

- Place a tennis ball in the foot of a sock or leg of a pair of tights and knot.
- Stand on a designated spot.
- Swing it around one and a half times and hurl it as far as you can.
- Measure all the throws to work out the winner.

Or (if it is a fine day and you don't mind getting wet!):

- Take a small bucket of water outside in a large empty space.
- Swing it round in circles, vertical to the ground.
- What happens (if you do this correctly!)?

Tip: be careful how you slow the bucket down!

Reflect and discuss

(Deduction, inference, personal response, forming opinions)

- How do you think Jo and Will have changed during the course of the story?



Epilogue

Reflect and discuss (p.217-219)

(Prediction, deduction, inference, making connections, personal response, forming opinions)

- Do you think there are times when people “silently agree” not to talk about things? Do you think this is wise, or not? Give reasons for your opinion.
- Why do you think Tragedy and Filax are unaffected when all the other statues have been immobilised?
- Why do you think Filax brought the dragon shield?
- Who is your favourite character and why?
- Which is your favourite illustration? What do you particularly like about it? Which ones do other people like?
- At what point in the writing process do you think the author chooses his chapter titles?
- What do you think of the ending?

Creative challenge

Find out about a statue in London, not mentioned in this book. Plan and write a short story involving this statue.

Drama

Mantle of the Expert

- You are an expert on paranormal activity. Explain to a panel what has caused the unusual happenings on the streets of London.

Writing activity

Either:

- Write a letter to Charlie Fletcher, telling him what you particularly like about this novel and asking him about anything that intrigues or puzzles you.

Or:

- Write your own blurb for Dragon Shield. You could choose a quote from text in the book.

Tip: remember to whet the reader's appetite – don't tell the whole story!

Extension

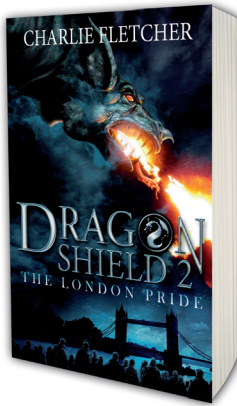
- Create a film trailer for the book, thinking of suitable music and sound effects.
- Perhaps you could blue screen so that you can place your film against a night-time background of London.



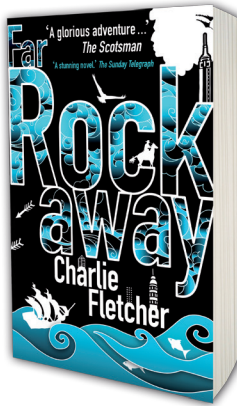
Dragon Shield Map

Use this link to see the Dragon Shield locations on Google Maps: <http://bit.ly/1EZ5IFP>

Also by Charlie Fletcher



9781444917352



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