

“Just what was your father’s line of business?” Mr Jenkins asked. “Some kind of scientist, wasn’t he?”

“He *is* a physicist.” Meg bared her teeth to reveal the two ferocious lines of her brace.

“Meg, don’t you think you’d make a better adjustment to life if you faced facts?”

“I do face facts,” Meg said. “They’re lots easier to face than people, I can tell you.”

“Then why don’t you face facts about your father?”

“You leave my father out of it!” Meg shouted.

“Stop bellowing,” Mr Jenkins said sharply. “Do you want the entire school to hear you?”

“So what?” Meg demanded. “I’m not ashamed of anything I’m saying. Are you?”

Mr Jenkins signed. “Do you enjoy being the most belligerent, uncooperative child in school?”

Meg ignored this. She leaned over the desk towards the principal. “Mr Jenkins, you’ve met my mother, haven’t you? You can’t accuse her of not facing facts, can you? She’s a scientist. She has doctors’ degrees in both biology and bacteriology. Her *business* is facts. When she tells me that my father isn’t coming home, I’ll believe it. As long as she says father *is* coming home, then I’ll believe that.”

# Character: Meg

What different things does the reader learn about Meg in the extract?

- Task: Write your ideas around the OUTSIDE of your figure
- Then: Write down matching evidence INSIDE the figure
- Finish: Select three of these emotions and write down why Meg feels this way in the extract.

**CHALLENGE:** Can you make effective use of ambitious and polysyllabic language?

