

## Seventh Grade

Short Story by Gary Soto

VIDEO TRAILER



KEYWORD: HML7-34

# How do you make a good IMPRESSION?

### COMMON CORE

**RL 1** Cite several pieces of textual evidence to support what the text says explicitly.  
**RL 3** Analyze how particular elements of a story interact.

All of us have times when we're eager to make a good impression—to win the approval of parents, teachers, or friends. But influencing how others see us isn't always easy. In "Seventh Grade," a boy finds that trying to make a good impression can lead to some embarrassing moments.

**LIST IT** What tips have you heard about how to make a good impression? Create a list of the suggestions you think are most effective.



## Meet the Author

### Gary Soto

born 1952

#### A Neighborhood's Influence

Gary Soto fills his fiction and poetry for young adults with lively details of his upbringing in a Mexican-American neighborhood. Soto wants his work to help others appreciate his old neighborhood's values. But, he says, "I am really writing about the feelings and experiences of most American kids: having a pet, going to the park for a family cookout . . . getting a bee sting!"

#### The Power of Reading

Soto has said that as a child he never thought about being a writer. Today, though, he meets with young people to encourage their curiosity about reading and writing. The award-winning author explains, "I believe in literature and the depth it adds to all our lives."

#### BACKGROUND TO THE STORY

##### Fresno, California

"Seventh Grade" is set in Fresno, California, where Gary Soto grew up. Fresno is located southeast of San Francisco. Its dry, hot summers and cool, humid winters are excellent for growing grapes. A large number of Latinos, whose families are originally from Spanish-speaking countries, are employed in Fresno's vineyards.

### ● TEXT ANALYSIS: PLOT

A **plot** is what happens in a story, and usually develops in five stages.

- The **exposition** introduces the characters, the setting, and often the conflict, or struggle between forces.
- The **rising action** moves the plot forward and shows how the conflict becomes more complicated.
- The **climax** is the moment of greatest interest.
- The **falling action** and **resolution** reveal the outcome.

In each stage of plot development, events may explain past or present actions or hint at future actions. As you read "Seventh Grade," notice how the characters, events, and setting contribute to the plot as it advances toward the climax.

### ● READING STRATEGY: CONNECT

You can better understand the characters of almost any story by relating your knowledge and experiences to theirs. This is called **connecting**, and it helps you enter into the story. As you read the selection, use a chart like the one shown to connect what is happening in "Seventh Grade" to your life.

<i>What's Happening in the Story</i>	<i>Connection to My Life</i>
<i>Victor is daydreaming about traveling to France.</i>	<i>I daydream about the world outside my neighborhood too.</i>

### ▲ VOCABULARY IN CONTEXT

The boldfaced words help tell the story of a day in the life of a seventh grader. After reading the sentences, write the definitions of the boldfaced words with which you are familiar.

1. A student may **quiver** when tests are handed back.
2. Feel free to **linger** after class if you have a question.
3. Sam loves to eat; he is rather **portly**.
4. The athlete's **ferocity** was praised.
5. She smiled **sheepishly** as she admitted to staying up late.
6. The class recited poems in **unison**.



Complete the activities in your **Reader/Writer Notebook**.

Author  
Online



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# Seventh Grade

Gary Soto

**O**n the first day of school, Victor stood in line half an hour before he came to a wobbly card table. He was handed a packet of papers and a computer card on which he listed his one elective, French. He already spoke Spanish and English, but he thought some day he might travel to France, where it was cool; not like Fresno, where summer days reached 110 degrees in the shade. There were rivers in France, and huge churches, and fair-skinned people everywhere, the way there were brown people all around Victor. **A**

Besides, Teresa, a girl he had liked since they were in catechism classes<sup>1</sup> at Saint Theresa's, was taking French, too. With any luck they would be in the same class. Teresa is going to be my girl this year, he promised himself as he left the gym full of students in their new fall clothes. She was cute. And good in math, too, Victor thought as he walked down the hall to his homeroom. He ran into his friend, Michael Torres, by the water fountain that never turned off.

## Analyze Visuals ▶

What might you **infer** about the girl from her expression?

## **A** PLOT: EXPOSITION

What background information do you learn about Victor in the first paragraph?

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1. **catechism** (kăt'ĭ-kĭz'əm) **classes:** formal classes in religious instruction.





They shook hands, *raza*-style,<sup>2</sup> and jerked their heads at one another in a *saludo de vato*.<sup>3</sup> “How come you’re making a face?” asked Victor. **B**

“I ain’t making a face, *ese*.<sup>4</sup> This *is* my face.” Michael said his face had changed during the summer. He had read a GQ<sup>5</sup> magazine that his older brother had borrowed from the Book Mobile and noticed that the male models all had the same look on their faces. They would stand, one arm around a beautiful woman, and *scowl*. They would sit at a pool, their rippled stomachs dark with shadow, and *scowl*. They would sit at dinner tables, cool drinks in their hands, and *scowl*.

“I think it works,” Michael said. He scowled and let his upper lip **quiver**. His teeth showed along with the **ferocity** of his soul. “Belinda Reyes walked by a while ago and looked at me,” he said.

Victor didn’t say anything, though he thought his friend looked pretty strange. They talked about recent movies, baseball, their parents, and the horrors of picking grapes in order to buy their fall clothes. Picking grapes was like living in Siberia,<sup>6</sup> except hot and more boring.

“What classes are you taking?” Michael said, scowling.

“French. How ’bout you?”

“Spanish. I ain’t so good at it, even if I’m Mexican.”

“I’m not either, but I’m better at it than math, that’s for sure.”

A tinny, three-beat bell propelled students to their homerooms. The two friends socked each other in the arm and went their ways, Victor thinking, man, that’s weird. Michael thinks making a face makes him handsome.

On the way to his homeroom, Victor tried a scowl. He felt foolish, until out of the corner of his eye he saw a girl looking at him. Umm, he thought, maybe it does work. He scowled with greater conviction. **C**

In homeroom, roll was taken, emergency cards were passed out, and they were given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the crackling loudspeaker, welcoming the students to a new year, new experiences, and new friendships. The students squirmed in their chairs and ignored him. They were anxious to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.

The bell rang for first period, and the students herded noisily through the door. Only Teresa **lingered**, talking with the homeroom teacher.

## **B CONNECT**

How do you greet your friends when you see them in the hall?

**quiver** (kwĭv’ər) v. to shake with a slight, rapid movement

**ferocity** (fə-rōs’ĭ-tē) n. fierceness; extreme intensity

## **C PLOT: EXPOSITION**

Reread lines 25–27 and lines 39–41. When the boys scowl, they see girls look at them. What might the girls be thinking?

**linger** (lĭng’gər) v. to continue to stay; delay leaving

2. **raza** (ră’să)-**style** *Spanish*: in the manner that Mexican Americans greet each other.

3. **saludo de vato** (să-lōō’dō də bă’tō) *Spanish*: greeting between Mexican-American friends.

4. **ese** (ě’sě) *Spanish*: a slang term used in addressing someone, as in “Hey, man.”

5. **GQ**: *Gentleman’s Quarterly*, a magazine of men’s styles and fashions.

6. **Siberia**: a cold, isolated region of northern Russia.



“So you think I should talk to Mrs. Gaines?” she asked the teacher. “She would know about ballet?”

“She would be a good bet,” the teacher said. Then added, “Or the gym teacher, Mrs. Garza.”

60 **V**ictor lingered, keeping his head down and staring at his desk. He wanted to leave when she did so he could bump into her and say something clever.

He watched her on the sly. As she turned to leave, he stood up and hurried to the door, where he managed to catch her eye. She smiled and said, “Hi, Victor.”

He smiled back and said, “Yeah, that’s me.” His brown face blushed. Why hadn’t he said, “Hi, Teresa,” or “How was your  
70 summer?” or something nice?

As Teresa walked down the hall, Victor walked the other way, looking back, admiring how gracefully she walked, one foot in front of the other. So much for being in the same class, he thought. As he trudged to English, he practiced scowling.

In English they reviewed the parts of speech. Mr. Lucas, a **portly** man, waddled down the aisle, asking, “What is a noun?”

“A person, place, or thing,” said the class in **unison**.

80 “Yes, now somebody give me an example of a person—you, Victor Rodriguez.”

“Teresa,” Victor said automatically. Some of the girls giggled. They knew he had a crush on Teresa. He felt himself blushing again.

“Correct,” Mr. Lucas said. “Now provide me with a place.”

Mr. Lucas called on a freckled kid who answered, “Teresa’s house with a kitchen full of big brothers.”

After English, Victor had math, his weakest subject. He sat in the back by the window, hoping he would not be called on. Victor understood most of the problems, but some of the stuff looked like the teacher made  
90 it up as she went along. It was confusing, like the inside of a watch. ◆

After math he had a fifteen-minute break, then social studies, and, finally, lunch. He bought a tuna casserole with buttered rolls, some fruit cocktail, and milk. He sat with Michael, who practiced scowling between bites.

Girls walked by and looked at him.



**portly** (pōrt'lē) *adj.* stout or overweight

**unison** (yōō'nī-sən) *n.* harmony or agreement; as with one voice

◆ **GRAMMAR IN CONTEXT**

Look at the sentences in lines 87–90. Notice that every sentence has a subject (*Victor, He, Victor, It*) and a complete predicate that tells whom or what the sentence is about.



“See what I mean, Vic?” Michael scowled. “They love it.”

“Yeah, I guess so.”

They ate slowly, Victor scanning the horizon for a glimpse of Teresa. He didn’t see her. She must have brought lunch, he thought, and is eating outside. Victor scraped his plate and left Michael, who was busy scowling  
100 at a girl two tables away. **D**

The small, triangle-shaped campus bustled with students talking about their new classes. Everyone was in a sunny mood. Victor hurried to the bag lunch area, where he sat down and opened his math book. He moved his lips as if he were reading, but his mind was somewhere else. He raised his eyes slowly and looked around. No Teresa.

**H**e lowered his eyes, pretending to study, then looked slowly to the left. No Teresa. He turned a page in the book and stared at some math problems that scared him because he knew he would have to do them eventually. He looked to the right. Still no sign of her. He stretched  
110 out lazily in an attempt to disguise his snooping. **E**

Then he saw her. She was sitting with a girlfriend under a plum tree. Victor moved to a table near her and daydreamed about taking her to a movie. When the bell sounded, Teresa looked up, and their eyes met. She smiled sweetly and gathered her books. Her next class was French, same as Victor’s.

**D PLOT: RISING ACTION**

What obstacles are getting in the way of Victor making Teresa “his girl”?

**E CONNECT**

What experiences have you had that help you understand how Victor might be feeling as he looks for Teresa?

They were among the last students to arrive in class, so all the good desks in the back had already been taken. Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard. The bell rang, and Mr. Bueller wiped his hands,

120 turned to the class, and said, “*Bonjour*.”<sup>7</sup>

“*Bonjour*,” braved a few students.

“*Bonjour*,” Victor whispered. He wondered if Teresa heard him. **F**

Mr. Bueller said that if the students studied hard, at the end of the year they could go to France and be understood by the populace.

One kid raised his hand and asked, “What’s ‘populace’?”

“The people, the people of France.”

Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed and said, “*Très bien. Parlez-vous français?*”<sup>8</sup>

130 Victor didn’t know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to bluff his way out by making noises that sounded French.

“La me vave me con le grandma,” he said uncertainly. **G**

Mr. Bueller, wrinkling his face in curiosity, asked him to speak up.

Great rosebushes of red bloomed on Victor’s cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool. Without looking at Mr. Bueller, Victor mumbled, “Frenchie oh wewe gee in September.”

Mr. Bueller asked Victor to repeat what he said.

140 “Frenchie oh wewe gee in September,” Victor repeated.

Mr. Bueller understood that the boy didn’t know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.

“*Le bateau*,” he sang.

“*Le bateau*,” the students repeated.

“*Le bateau est sur l’eau*,”<sup>9</sup> he sang.

“*Le bateau est sur l’eau*.”

Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he  
150 wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.

The bell sounded for fifth period, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked **sheepishly** at the teacher, who was erasing the board, then

**F PLOT: RISING ACTION**

Why does the tension increase now that Victor and Teresa are in the same class together?

**G CONNECT**

Think of a time when you said you knew something that you really didn’t. **Compare and contrast** how it made you feel with how Victor is feeling now.

**Language Coach**

**Oral Fluency** The word *thumb* ends with two consonants together, *mb*. The *b* is silent in this word, but the *m* is spoken. Reread line 151 aloud, being sure the *b* in *thumb* remains silent.

**sheepishly** (shē’pīsh-lē)  
*adv.* with a bashful or embarrassed look

7. **Bonjour** (bôn’zhōōr) *French:* Good day.

8. **Très bien. Parlez-vous français?** (trē byān pār’lā vōō frān’sē) *French:* Very good. Do you speak French?

9. **Le bateau est sur l’eau** (lə bā’tō ē sür lō) *French:* The boat is on the water.



widened his eyes in terror at Teresa who stood in front of him. “I didn’t know you knew French,” she said. “That was good.” **H**

Mr. Bueller looked at Victor, and Victor looked back. Oh please, don’t say anything, Victor pleaded with his eyes. I’ll wash your car, mow your lawn, walk your dog—anything! I’ll be your best student, and I’ll clean  
160 your erasers after school.

Mr. Bueller shuffled through the papers on his desk. He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke. **I**

Victor couldn’t stand to look at Teresa. He was sweaty with shame. “Yeah, well, I picked up a few things from movies and books and stuff like that.” They left the class together. Teresa asked him if he would help  
170 her with her French.

“Sure, anytime,” Victor said.

“I won’t be bothering you, will I?”

“Oh no, I like being bothered.”

“*Bonjour*,” Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face.

“Yeah, right, *bonjour*,” Victor said. He turned and headed to his class. The rosebushes of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.

He raced to metal shop. After metal shop there was biology, and after  
180 biology a long sprint to the public library, where he checked out three French textbooks.

He was going to like seventh grade. **J**

**H PLOT: CLIMAX**

Why is this the moment of greatest interest in the story?

**I PLOT: FALLING ACTION**

How do Mr. Bueller’s actions affect the plot at this point?

**J PLOT: RESOLUTION**

How has Victor’s life changed by the end of the day?

## Comprehension

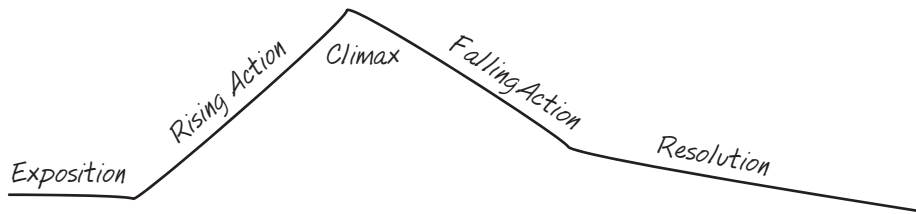
1. **Recall** What is the main reason Victor wants to take French?
2. **Recall** How does Victor respond when Teresa talks to him after homeroom?
3. **Summarize** Explain the events that happen after Victor tells Mr. Bueller that he speaks French.

### COMMON CORE

**RL 1** Cite several pieces of textual evidence to support what the text says explicitly.  
**RL 3** Analyze how particular elements of a story interact.

## Text Analysis

4. **Connect** Review the chart you created as you read. How do the connections you made help you understand the characters and events that take place in the story? Note specific examples.
5. **Compare and Contrast** Compare and contrast Michael’s efforts to impress girls with Victor’s efforts to impress Teresa. Give examples from the story. How do their efforts give the story tension—and humor?
6. **Identify Plot Stages** The plot of “Seventh Grade” centers on Victor’s attempts to impress Teresa. Look back at the story and make a list of the important events. Then use a diagram like the one shown, and fill in what happens at each stage of the plot.



7. **Analyze Plot Development** The French teacher, Mr. Bueller, realizes that Victor is faking his knowledge of French. Identify the event from Mr. Bueller’s past that leads him to keep the truth to himself. In what way does his decision help advance the plot?

## Extension and Challenge

8. **Readers’ Circle** In a group, discuss what Teresa might be thinking at each stage of the plot. Draw a diagram like the one shown in question 6, and note on it the thoughts and feelings your group identifies for her.
9. **Creative Project: Writing** Imagine that Victor and Michael work as personalities on a radio talk show. A boy calls in to ask for their advice about how to impress girls. Write the response each boy would give.

### How do you make a good IMPRESSION?

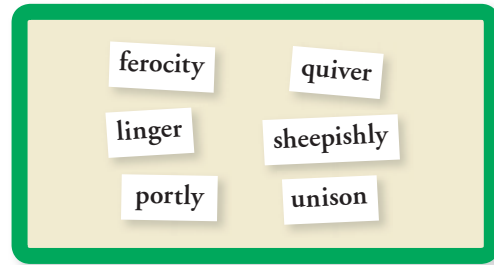
In the story, Victor is finally able to impress Teresa. Do you think it matters that this impression is based on something that isn’t true?

## Vocabulary in Context

### ▲ VOCABULARY PRACTICE

Choose the word in each group that is most nearly opposite in meaning to the boldfaced word.

1. **ferocity**: (a) fear, (b) bravery, (c) gentleness
2. **quiver**: (a) tremble, (b) vibrate, (c) stiffen
3. **sheepishly**: (a) shyly, (b) boldly, (c) easily
4. **linger**: (a) struggle, (b) hurry, (c) prolong
5. **portly**: (a) fluid, (b) heavy, (c) thin
6. **unison**: (a) separation, (b) company, (c) time



### ACADEMIC VOCABULARY IN WRITING

• contemporary • element • identify • influence • structure

Write a paragraph in which you **identify** three things Victor does because of his “crush” on Teresa. Describe what you think *you* might have done in the same three situations. Use at least one of the Academic Vocabulary words in your response.

### VOCABULARY STRATEGY: THE LATIN ROOT *uni*

The vocabulary word *unison* contains the Latin root *uni*, which means “one.” *Uni* is combined with base words and other roots in a number of English words. To understand the meaning of a word containing *uni*, use context clues—the words and sentences around the word—as well as your knowledge of the root.

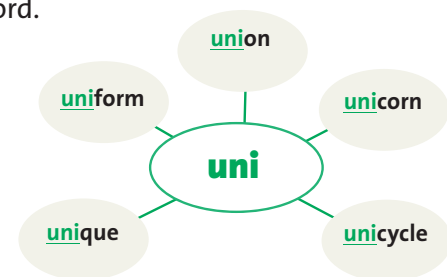
**PRACTICE** Choose the word from the web that best completes each sentence. Be ready to explain how *uni* helps give meaning to each word.

1. The \_\_\_\_\_, a creature with one horn, exists only in fairy tales.
2. The clown rode in circles, balanced unsteadily on a \_\_\_\_\_.
3. Each team member stood out from the crowd in his bright purple \_\_\_\_\_.
4. The colonists banded together to form a new \_\_\_\_\_.
5. She claims her ring is \_\_\_\_\_, but I’ve seen others like it.

#### COMMON CORE

**L.4b** Use common, grade-appropriate Latin roots as clues to the meaning of a word.

**L.6** Acquire and use accurately grade-appropriate general academic words.



Interactive Vocabulary **THINK** central

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KEYWORD: HML7-44



# Language

## ◆ GRAMMAR IN CONTEXT: Use Complete Sentences

Refer to the Grammar note on page 39. Every **complete sentence** has a subject and a predicate. The complete subject includes all the words that tell whom or what the sentence is about. The complete predicate includes the verb and all the words that go with it. If a sentence is missing a subject, a predicate, or both, then it is a **sentence fragment**. The missing part(s) must be added in order to make the sentence complete.

*Original:* I had French class today. **In Mr. Bueller’s room.**  
(“In Mr. Bueller’s room” is a sentence fragment because it is missing a subject and a predicate.)

*Revised:* I had French class today. **It was in Mr. Bueller’s room.**  
(This is now a complete sentence because it contains the subject “It” and the predicate “was in Mr. Bueller’s room.”)

**PRACTICE** Decide whether the following sentence fragments (in bold) are missing a subject, a predicate, or both. Then insert the missing parts to make a complete sentence.

1. I went to homeroom. **Then to English class.**
2. **Saw Teresa in the hall.** She walked the other way.
3. After English class, I had math. **My weakest subject.**
4. Teresa and I get along well. **In most ways.**

For more help with sentence fragments, see page R64 in the *Grammar Handbook*.

## READING-WRITING CONNECTION



Increase your understanding of “Seventh Grade” by responding to the prompt. Then use the **revising tip** to improve your writing.

### WRITING PROMPT

**Extended Constructed Response: Journal Entry**  
What would Victor write in a journal about his first day of seventh grade? Write a **two- or three-paragraph journal entry** from Victor’s point of view.

### REVISING TIP

Review your journal entry. Follow the lesson above to help you turn any sentence fragments into complete sentences.

## COMMON CORE

L1 Demonstrate command of the conventions of standard English grammar and usage when writing. W3 Write narratives to develop imagined experiences.

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KEYWORD: HML7-45