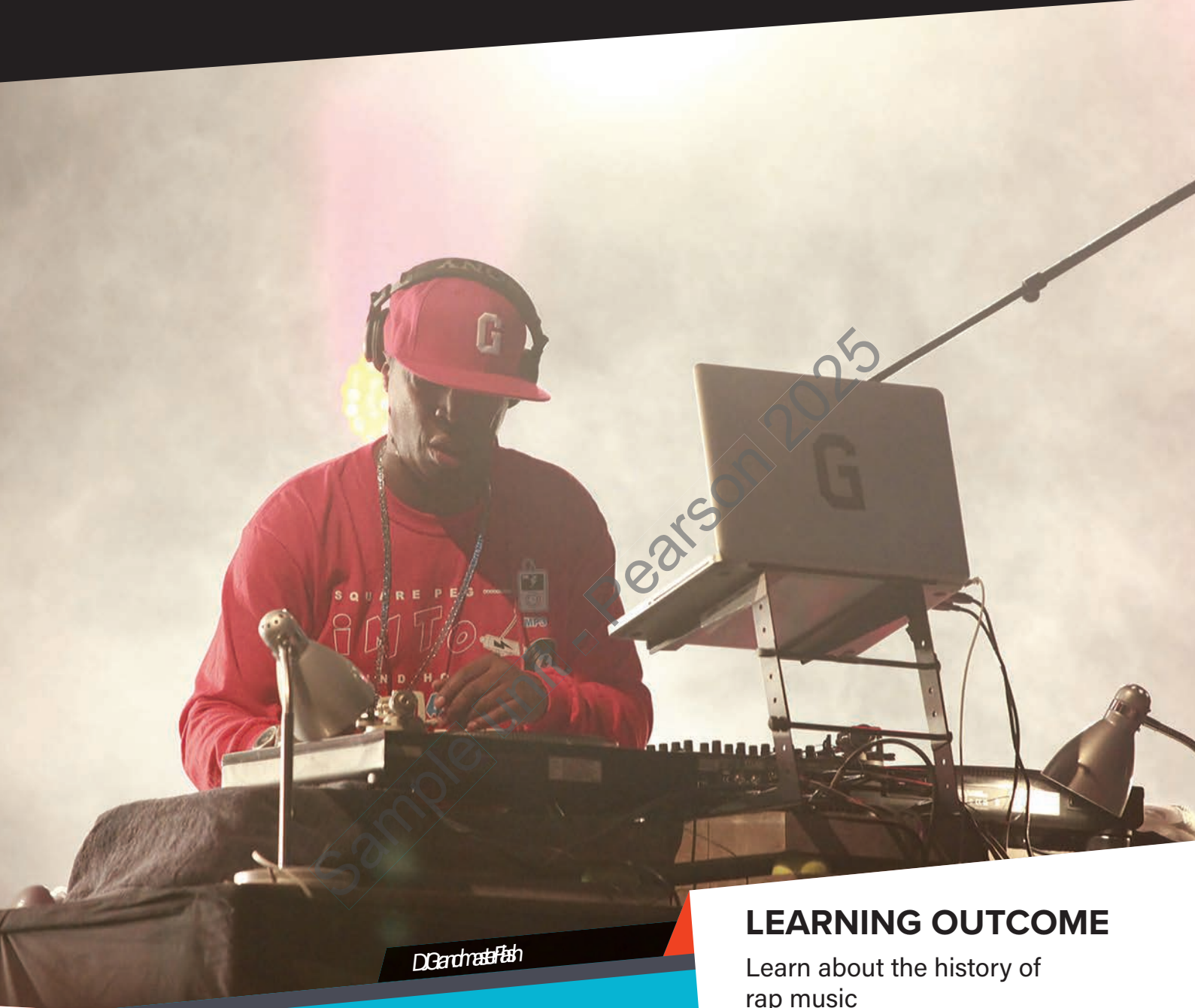


## CHAPTER 3

# The History of Rap



### LEARNING OUTCOME

Learn about the history of rap music

### GETTING READY TO READ

Talk in a small group.

1. What kind of music do you like? What kind of music don't you like? Who is your favorite musician or singer?
2. Do you like to sing? Have you ever sung or done some other type of performance (for example, acting or dancing) in front of people? If so, tell your group about it.
3. What do you know about rap music? Tell your group.

## ◆ READING

### Read to Find Out: How and where did rap music get its start?

Read the definitions beside the reading. Then read the “The History of Rap.” If you see a new word, circle it, but don’t stop reading. Instead, try to understand the sentence without it. You can learn the word later.

## THE HISTORY OF RAP

- 1 Rap is a spoken form of musical **expression**. It involves words spoken in **rhyme** with a recorded or **live** rhythm section.<sup>1</sup> Many people use the terms “hip-hop” and “rap” to mean the same thing. In fact, hip-hop is the culture that modern rap **grew out of**. Hip-hop is a culture with its own language, clothing styles, music, and ways of thinking, and it is constantly growing and changing. It includes several different art forms, including visual art,<sup>2</sup> dance, and music. Rap is just one part of hip-hop culture.
- 2 Although there is a lot of disagreement about exactly where and how rap began, most people agree that it got its start in the mostly African-American<sup>3</sup> neighborhoods of the Bronx in New York City in the 1960s. At that time, large outdoor street parties called *block parties* were becoming popular. Young people who could not afford expensive musical instruments or **equipment** took simple turntables<sup>4</sup> and microphones<sup>5</sup> out onto the streets. But instead of just playing the music, they moved the **spinning**, or turning, records with their hands. At the same time, they **scratched** them with the needles of the turntables. The changes in the sound of the music became known as *cutting*, or *scratching*. The young people who played the music were called *disc jockeys*. These disc jockeys, or *DJs*, used their turntables as instruments to create a new musical form.
- 3 Other **performers** working with the DJ **interacted** with the crowd by talking louder than the music, often in rhyme. These performers were called *emcees*, or *MCs*, and their interaction with the crowd became known as *rapping*. Later, the MCs became known as *rappers*. Interaction between the performers and the crowd is an important **characteristic** of rap.
- 4 Among the many people who **contributed** to the development of rap, artist Grandmaster Flash **stands out**. The **techniques**, or methods, that he invented have become an important part of hip-hop culture. Flash was one of the first DJs to begin using a turntable as a musical instrument, rather than just a piece of equipment that played records. First, he would

<sup>1</sup> a *rhythm section* = the part of a band that provides a strong beat using drums and other similar instruments

<sup>2</sup> *visual art* = art such as painting that you look at

<sup>3</sup> an *African-American* = a Black American of African ancestry

<sup>4</sup> a *turntable* = the round flat surface on a record player that you put records on

<sup>5</sup> a *microphone* = a piece of equipment that you hold in front of your mouth when you are singing, giving a speech, etc., in order to make your voice sound louder

find a short section of a song that he liked. This was called the *break*. Then he would use two copies of the same record and two turntables to invent creative ways to play the break over and over without stopping.

- 5 In the 1970s and 1980s rap's popularity grew, and the rhymes became more complex and **clever** as the performers **competed** with each other. The music that they rapped to included recordings of famous African-American musicians and breaks from popular disco<sup>6</sup> and rock music of the time. Many rappers also performed with live musicians.
- 6 Today, hip-hop culture is popular all over the world, and young people everywhere listen to rap. There are many reasons for rap's popularity. It offers young people the chance to express themselves freely. It is an art form that can be performed without a lot of money, training, or equipment. Rapping involves verbal<sup>7</sup> skills that many people already have or can develop. You can rap slowly, or you can rap fast. All of this allows rappers with very different **personalities** or ideas to express themselves.
- 7 This does not mean that rapping is easy, however. It **calls for** a quick mind, an ability to use language well, originality, and an excellent sense of rhythm.<sup>8</sup> It presents the performer with many challenges, but only two rules: rhyme to the beat of the music, and be original.

<sup>6</sup> *disco music* = a type of dance music with a strong repeating beat that was popular in the 1970s

<sup>7</sup> *verbal* = spoken, rather than written

<sup>8</sup> *rhythm* = a regular repeated pattern of sounds or music

## ◆ Quick Comprehension Check

A. Read these sentences **about the reading**. Circle T (true), F (false), or ? (can't determine the answer from the reading). If you circle T or F, write the number of the paragraph with the answer on the line.

- |   |   |   |   |       |
|---|---|---|---|-------|
| 1. Hip-hop is a kind of rap music.                        | T | F | ? | _____ |
| 2. Many people confuse rap and hip-hop.                   | T | F | ? | _____ |
| 3. Rap got its start in Africa.                           | T | F | ? | _____ |
| 4. The first rappers didn't have a lot of money.          | T | F | ? | _____ |
| 5. Rappers sometimes perform to live music.               | T | F | ? | _____ |
| 6. To be a good rapper, you need to be able to sing well. | T | F | ? | _____ |

### Reading Tip

Reading and learning vocabulary are different processes. When you read, first try to understand the main points. Do not stop to look up words in a dictionary. If you stop, you might forget the main points. You can learn the vocabulary later.

B. Work with your class. Share your answers from part A. Go back to the reading to find the reason why a sentence is true or false. Correct the false sentences.

## ◆ EXPLORING VOCABULARY

### Thinking about the Target Vocabulary

#### Guessing Strategy: The Signal Word *or*

The signal word **or** can help you guess the meaning of unfamiliar words. Look at the examples.

*But instead of just playing the music, they moved the **spinning**, or turning, records with their hands.*

*Young people could not afford expensive musical instruments or **equipment**.*

In the first sentence, *or* signals that what follows it—*turning*—is a definition or synonym for *spinning*. Notice the use of commas (**spinning**, or turning) when *or* signals that the words have the same meaning.

In the second sentence, **or** shows that the word that follows it—*equipment*—is different in meaning from *musical instruments*. Note that commas are *not* used when **or** signals additional or different information.

A. Read the sentences with *or* and the target words in bold face. Circle *the same as* or *different from* in the statement that follows.

1. Rappers can perform to **live** or recorded music.

**Live** music is    the same as / different from    recorded music.

2. One of rap's **characteristics**, or special qualities, is that the performers speak to the beat of the music.

A **characteristic** is    the same as / different from    a special quality.

3. The **techniques**, or methods, that he invented have become an important part of hip-hop culture.

A **technique** is    the same as / different from    a method.

4. All of this allows rappers with very different **personalities** or ideas to express themselves.

**Personality** is    the same as / different from    an idea.

B. Look at the target words. Which ones are new to you? Circle them here and in the reading. The numbers in parentheses help you find the words in the paragraphs.

#### Target Words and Phrases

expression (1)	spinning (2)	characteristic (3)	clever (5)
rhyme (1)	scratched (2)	contributed (4)	competed (5)
live (1)	performers (3)	stands out (4)	personalities (6)
grew out of (1)	interacted (3)	techniques (4)	calls for (7)
equipment (2)			

- C. Read "The History of Rap" again. Look at the context of the new words. Can you guess their meanings?
- D. Look at the word-form chart below. It shows the parts of speech (noun, verb, adjective) of the target words. Note that verbs are listed in their base form, and nouns in their singular form. The verb phrases are listed under *Verbs*. Where would you put the four missing target words and phrases, *grow out of*, *call for*, *rhyme*, and *live*? Add them to the correct columns in the shaded parts of the chart.

Nouns	Verbs	Adjectives
expression		
	scratch	spinning
equipment	interact	clever
performer	contribute	
characteristic	stand out	
technique	compete	
personality		

## Understanding the Target Vocabulary

These sentences are **about the reading**. Circle the meaning of each **boldfaced** word. Then circle the words in the sentences that help you understand the meanings of the target words.

- Rap is a special type of musical **expression**. Rappers show who they are and what they feel through their music. *Expression* means
  - something you say, write, or do that shows what you feel.
  - an instrument that you play with great feeling.
  - something that is becoming very popular.
- Rap involves words spoken in **rhyme**, like in some poems. *Rhyme* means
  - a very loud or very soft voice.
  - two words ending in the same sound, like "hit" and "sit."
  - a slow, soft, musical sound like "shhhh."
- In rap music, there are often a number of different **performers**: a DJ, an MC, and one or more musicians. *Performers* are
  - actors, musicians, dancers, etc., whom people watch.
  - people who listen to rap or other types of music.
  - writers who write songs for rappers.



4. Hip-hop culture existed before rap, so we can say that rap **grew out of** hip-hop culture. *Grew out of* means
- had an effect on.
  - developed from.
  - created.
5. Rap artists **interact** with the crowd. The crowd shouts things out, and the performers answer them in rhyme. *Interact* means
- argue.
  - communicate.
  - sing.
6. Grandmaster Flash **contributed** a lot to the development of rap. *Contributed* means
- sang.
  - gave.
  - spent.
7. Grandmaster Flash wasn't the only person who was involved in rap's development, but his work **stands out**. It was very important to rap's popularity. *Stands out* means
- is a lot faster.
  - is much harder.
  - is very significant.
8. Flash invented several techniques. For example, he **scratched** the records with the needle on the turntable. This made a special sound, but also **left** a mark on the record. *Scratched* means
- changed from one to another very quickly.
  - made a shallow, or not deep, cut with something sharp.
  - played many times, over and over again.
9. Rappers are good at using language, so their rhymes are often very **clever**. *Clever* means
- fast and difficult to understand.
  - unusual and interesting.
  - loud and funny.
10. Rap artists **compete** with each other to make the best rhymes. *Compete* means
- try to be stronger than someone else.
  - try to be better than someone else.
  - try to be kinder than someone else.
11. Every rapper has a different way of performing. That's because each rapper has his or her own special **personality** and way of expressing himself or herself. *Personality* means
- person who helps them in their work.
  - people who like their way of performing.
  - character and way of behaving.
12. Rapping is not easy. It **calls for** many different skills. *Calls for* means
- teaches.
  - makes.
  - needs.

13. Sometimes rappers perform to **live** music, and sometimes they perform to recorded music. *Live* means
- performed with other singers or musicians.
  - performed for people who are present and watching or listening.
  - performed in a new or different way.
14. The basic **equipment** needed for early rap music included two turntables, a microphone, and speakers. *Equipment* means
- the best technology available to performers at the time.
  - the musical instruments that were used when rap started to become popular.
  - the special things (for example, machines) that you need for a specific activity or type of work.

## ◆ DEVELOPING READING SKILLS

### Understanding Topics and Main Ideas

Answer this question.

What is the main idea of “The History of Rap”? Write a full sentence.

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### Scanning

- A. Where is the information about these topics in “The History of Rap”? Scan the reading, and write the paragraph number (1–7).

- 3 a. MCs and rappers  
\_\_\_ b. how rap and hip-hop are related  
\_\_\_ c. the development of rap in the 1970s and 1980s  
\_\_\_ d. why rap is popular  
\_\_\_ e. Grandmaster Flash’s contributions to rap  
\_\_\_ f. how rap got its start  
\_\_\_ g. the challenges of rap

- B. Write a sentence or two about each of the seven topics from paragraphs 1–7. Use information from the reading, but do not copy. Use your own words.

Paragraph 1: Hip-hop is a culture that includes several different art forms. One of the art forms is rap.

Paragraph 2: \_\_\_\_\_

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#### Reading Tip

When you finish reading each paragraph, pause and think about the topic. How is it related to the main idea of the reading? Write the topic in the margin. If you are not sure, write a question mark (?) so that you remember to ask your teacher.

Paragraph 3: \_\_\_\_\_  
\_\_\_\_\_  
Paragraph 4: \_\_\_\_\_  
\_\_\_\_\_  
Paragraph 5: \_\_\_\_\_  
\_\_\_\_\_  
Paragraph 6: \_\_\_\_\_  
\_\_\_\_\_  
Paragraph 7: \_\_\_\_\_  
\_\_\_\_\_

◆ BUILDING ON THE VOCABULARY

Using the Target Vocabulary in New Contexts

Complete the sentences with the target words in the box. Be careful. There are two extra words.

calls for	contributes	live	spinning
characteristics	expression	performers	stands out
clever	grew out of	personality	technique
competing	interact	rhyme	

1. I love his \_\_\_\_\_. He's so clever, funny, and kind.
2. We need somebody really special for this job. The job \_\_\_\_\_ someone who is artistic, smart, and ready to work hard.
3. Police officers who work in big cities have to \_\_\_\_\_ with all different kinds of people every day.
4. He is one of the most brilliant students I've ever had. He really \_\_\_\_\_.
5. That artist uses a special \_\_\_\_\_ to make his colors look very bright.
6. What a \_\_\_\_\_ idea! You have a great imagination.
7. Stories for very young children are often written in \_\_\_\_\_. Little children like them because they sound like songs.



8. The two brothers are always \_\_\_\_\_ for their parents' attention. It's really sad.
9. She \_\_\_\_\_ \$5,000 a year to a children's hospital. The money allows the hospital to provide patients with non-medical items such as toys.
10. She plays the piano with wonderful \_\_\_\_\_. She hasn't been playing for a long time, but she knows how to communicate her feelings through her playing.
11. One of the most important \_\_\_\_\_ of a musical performer is talent.
12. It is much more exciting to go to a \_\_\_\_\_ performance than to watch it on TV.
13. His desire to become an artist \_\_\_\_\_ his fascination with color as a child.

### Word Families: Suffixes

In Chapters 1 and 2, you learned that the suffixes *-ity*, *-ry*, and *-ment* show that a word is a noun, and the suffixes *-er* and *-ist* show that a word is not only a noun but also a person. Other common suffixes for nouns are *-ion*, *-tion*, and *-ance*. Often, these suffixes are added to verbs to change them to nouns. Sometimes you need to change the spelling of the main part of the word before you add the suffix. For example the spelling of the noun form of *provide* is *provision*.

**A.** Add the correct suffix to make the noun form. Use your dictionary to check your answers.

Verbs	Nouns
provide	provision
express	
perform	
interact	
compete	
contribute	
fascinate	

#### Vocabulary Tip

Sometimes changing a word from one form to another also changes the meaning of the word. Check the meanings of new word forms in your dictionary.

**B.** Complete the sentences with the nouns from exercise A.

1. He's usually a great actor, but his \_\_\_\_\_ in that movie was not very good.
2. Our basketball team won the \_\_\_\_\_.
3. I think that babies should have \_\_\_\_\_ with a lot of different kinds of people, not just their mothers or fathers.
4. Your \_\_\_\_\_ to the work of the team was very important. Thank you!

5. She wrote him a poem as an \_\_\_\_\_ of her love.
6. Under a special \_\_\_\_\_ approved by the president of the company, workers will no longer be required to work on holidays.
7. I don't understand your \_\_\_\_\_ with cars. What is so interesting about them?

### Word Grammar: Phrasal Verbs

*Stand out* and *call for* are **phrasal verbs**. Phrasal verbs have two or more parts: a verb (such as *stand* or *call*) and one or more particles (such as *out* or *for*). The meaning of a phrasal verb is different from the meaning of just the verb alone. In Chapter 2, you learned the phrasal verb *stand by*.

- C.** Rewrite the underlined part of these sentences using the phrasal verbs *stand by*, *stand out*, and *call for*. You may need to change the form of the verb to fit the sentence.
1. Many of the musicians have some talent, but only two of them are really remarkable. \_\_\_\_\_
  2. If you really believe in something, you should defend it. \_\_\_\_\_
  3. That job requires someone who is very strong. \_\_\_\_\_

## ◆ CRITICAL THINKING

### A. Discussion

Share your ideas in a small group. As you talk, try to use the vocabulary below. Each time someone uses a target word, put a check (✓) next to it.

- |  |  |
|--|--|
| <input type="checkbox"/> call for                | <input type="checkbox"/> express/expression            |
| <input type="checkbox"/> characteristic          | <input type="checkbox"/> interact/interaction          |
| <input type="checkbox"/> clever                  | <input type="checkbox"/> performer/perform/performance |
| <input type="checkbox"/> compete/competition     | <input type="checkbox"/> personality                   |
| <input type="checkbox"/> contribute/contribution |  |

#### Critical Thinking Tip

When you express your opinion about a reading, you should be able to support it with specific information from the reading.

1. Read paragraph six of "The History of Rap" again. What is the writer's opinion about why rap music is so popular? Restate it in your own words. Do you agree or disagree? Be specific about which parts you agree with and which parts you disagree with. You can also add your own ideas about rap's popularity.
2. What is the writer's attitude toward rap music and hip-hop culture in general? Is it positive, negative, or neutral? Find sentences in the article to support your answer. Do you share the writer's attitude? Explain why or why not.

3. Ask each other these questions about music. Have one person write down everyone's responses. Tell the class a few of the most interesting things you found out.
- How much time on average do you spend listening to music every day?
    - none or almost none
    - about 15 minutes
    - 30 minutes
    - an hour or more
  - How many concerts do you go to a year?
    - none
    - 1 or 2
    - 3–5
    - 6 or more
  - How often do you go out to listen to live music?
    - once a week
    - once a month
    - a few times a year
    - once a year (or less)
  - How do you usually listen to music?
    - on my computer
    - on the radio
    - on my smartphone
    - on my tablet
  - Check (✓) all of the statements that are true for you.
    - ☐ I listen to music while I study or work.
    - ☐ I listen to music when I feel sad.
    - ☐ I listen to music when I feel happy.
    - ☐ I like to dance when I listen to music.
    - ☐ I listen to music when I want to relax.
    - ☐ Listening to music helps me fall asleep.

## B. Writing

Complete one or both of these writing topics. When you write, use at least five of the target words from the chapter. Underline the target words in your paper.

- Choose a type of music that you like, and do some research on it. Then, write an essay about it. Your essay should include the following information:
  - A description of the music (for instance, the instruments used)
  - The history of this type of music (where, when, and how it got its start)
  - Well-known performers of this type of music
  - Why you like it
- Choose a performer (living or dead) that you like, and write a letter to that performer. Explain why you like that person, and ask some questions about his or her life and work.

### Writing Tip

When you research a topic and then write about it, do not copy sentences from the research. Instead, put the ideas in your own words. Follow your teacher's instructions on how to identify the sources you used for your research.