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DEL LENGUAJE**



**PONTIFICIA UNIVERSIDAD
CATOLICA
DE VALPARAISO**

How the American culture is depicted by metal/rock bands

An elective workshop for freshmen students

Trabajo de Titulación para optar al Grado

de Licenciado en Educación y al Grado de Licenciado en Educación y al

Título de Profesor de Inglés

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Introduction

The concept of culture is quite difficult to define, especially if we look up a single definition that holds every aspect of it. Over the years, many authors have come up with definitions that try to define this concept, but from many different perspectives that vary from one author to other. Moran says that

“Culture has many definitions, because it is multifaceted, and also because theorists and practitioners bring their own perspectives to their definitions. For the most part, these definitions present culture as an abstract entity that can be separated from the experience of participating in it” (Moran, 2001, p.13)

Additionally, Johnson and Rinvoluceri (2010) point out that “Culture is responsible for the way we make sense of the world.” On the other hand, according to the *Merriam-Webster Dictionary* culture is “a particular society that has its own beliefs, ways of life, art, etc.” (“Culture”, 2015). Therefore, in order to be able to work with the concept of culture, a sort of single definition of the term is needed. For this reason, Moran’s (2001) idea of “the cultural experience” will be used, which is defined as “the encounter with another way of life” (p.13), and it is determined by the exposure of the students’ own culture to the contents proposed by the teacher of the target culture. Taking into consideration the above, the role of the teacher is of major importance because it is the teacher who provides their students with the content, the context and the input of the target culture.

Focus of the workshop

This elective workshop is thought to be a complement of the MINEDUC's curriculum for freshmen because will help the students reinforce the content of "culture" seen in (Unidad 4) of the curriculum from a different point of view including music. Additionally, will deal particularly with the American culture and the way it is depicted by metal/rock bands; consequently, it is important to specify the point of view from which this culture will be analyzed. To do so, it is necessary to take a look at Moran's (2001) concepts of "Emic Perspectives: Are those articulated by members of the culture to explain themselves and their culture. Etic Perspectives: Are those of outsiders to the culture who use their own criteria to explain the other's culture" (p.80), As this workshop is thought to take place in a Chilean EFL classroom setting, the perspective that underlies is the "etic" because Chileans are not part of the target culture; furthermore, they do not share the same set of values and beliefs with the target culture. Also, Moran (2001) argues that every culture has their own values and beliefs that are known and shared by the members of that particular culture. Consequently, students will have to analyze the American culture by using their own perspectives, values and beliefs.

Throughout this workshop, the American culture will be analyzed through reading and interpreting the lyrics of metal/rock bands songs, some of which have an "emic perspective" and some others that have an "etic perspective" of the culture. Why the use of music for a cultural analysis we may ask; the answer is simple. Music has a major impact on our lives, especially on the lives of the youth as White and McCormack (2006) mention:

“Music is a powerful tool to enhance learning, to connect issues and the times in history, to illustrate a cultural identity, or to promote unity for a cause. According to Popular Culture and the American Child (2005), children spend approximately 10,500 hours listening to music during their school-age year. To highlight the significance of this number, consider that this is only five hundred hours less than the hours they spend in school over their entire twelve-year enrollment.” (2006, p.125)

Taking the above into account, the amount of hours they spent listening to music is a perfect opportunity to have students critically think about the American culture and to analyze how these metal/rock bands depict this culture through listening to songs, and reading, interpreting the lyrics of songs they might listen to regularly.

The reason why this workshop is focused on the analysis of metal/rock band songs is that this music genre, since its birth, has been a way of expressing strong opinions for or against social issues. For instance, it is said that metal/rock music has its own voice and energy and is loaded with “brutally blunt social commentary into their lyrics” (Pearlin, 2014). In addition, “metal/rock” has always been a vehicle to express feelings and thoughts and to put forward opinions in a loud and strong way.

To illustrate the way in which the American culture is depicted by metal bands, these two songs show different perspectives on the same culture, the American:

“The Pride (Five Finger Death Punch)

Hey, hey, hey, yeah | Hey, hey, hey, yeah | Hey, hey, hey, yeah, oh (x2) | Johnny Cash and PBR, | Jack Daniels, NASCAR | Facebook, Myspace, iPod, Bill Gates | Simth and Wesson, NRA, | Firewater, Paleface | Dimebag, Tupac, heavy metal, hip-hop

Chorus:

(I AM) | What you fear most | (I AM) | What you need | (I AM) | What you made me | (I AM) | The American dream | I'm not selling out, I'm buying in | I will not be forgotten | This is my time to shine | I've got the scars to prove it | Only the strong survive | I'm not afraid of dying | Everyone has their time | Life never favored weakness | Welcome to the Pride

Disneyland, White House, JFK and Mickey Mouse | John Wayne, Springsteen, Eastwood, James Dean | Coca-Cola, Pepsi, Playboy, Text me | NFL, NBA, Brett Favre, King James

Chorus[...]" (FFDP, 2012)

“Sad Statue (System of a Down)

[...]

I forgot to, I forgot to let you know that | Justified candy, brandy for the nerves | Eloquence belongs to the conqueror | Conquest to the lover and your love to the fire | Permanence unfolding in the absolute | Forgiveness is the ultimate sacrifice | Eloquence belongs to the conqueror

Chorus:

You and me we'll all go down in history | With a sad Statue Of Liberty and a generation that didn't agree | You and me we'll all go down in history | With a sad Statue Of Liberty and a generation that didn't agree

Generation | What is in us that turns a deaf ear | To the cries of human suffering | Suffering now Suffering now

[Chorus]

Belonging, belonging to” (SOAD, 2005)

With these two examples, we can have a glimpse of how the American culture is depicted by these metal/rock bands. On the one hand, in the *FFDP* song, there is a sort of pride of the American culture and how Americans are supposed to be; on the other hand, the *SOAD* song depicts the American culture arguably negatively talking about an American symbol, - the *Statue of Liberty*- as something that is “suffering” and that a generation does not agree with the way the American culture is acting. By analyzing these two lyrics, and the bands’ backgrounds, it is easier to capture an image of how the American culture is depicted by these bands. For instance, by taking into consideration that *FFDP* is an American band and by looking at to the lyrics of their song, it can be seen that icons of the American culture are therein present, the “American dream” is also mentioned, and how the American culture is seen by their members. Some examples of the above “Only the strong survive”...“Life never favored weakness.” This can be interpreted as a positive image of the American culture and a sense of pride in being part of this culture. On the other hand, taking into consideration that *SOAD* is an Armenian-American band and by taking a look to the lyrics of their song, it can be seen that the image of the American culture is opposite to the *FFDP*’s image because their background is different and in some parts of the song, their image of the American culture is quite negative. For instance, “You

and me we'll all go down in history | With a sad Statue Of Liberty and a generation that didn't agree"...”What is in us that turns a deaf ear | To the cries of human suffering.” From these lines it can be inferred that the American culture has aspects to regret and that some episodes in the American history have not been positive for the human history. With this analysis a larger image of the American culture can be formed, depending on the aspects that are taken into consideration.

Target audience

This workshop’s target audience are highschool freshmen students. This school grade was selected because, as mentioned before, young people spend a lot of time listening to music; moreover, at the age of 14 they are developing their capacity for abstract thought (Spano, 2004), which is essential to a deeper analysis of information. At the same time, at this school grade, students are exploring and learning about other cultures. Taking a look at the MINEDUC’s curriculum of English for freshmen students, in the fourth unit, they explore other cultures, and this might be helpful for the students to relate easily with the contents of the workshop. Also, according to the MINEDUC’s curriculum the students are expected to learn and practice to express themselves, and giving their opinions, which is beneficial for the purposes of the workshop. Having these factors and their musical interests in mind, it is a good opportunity to provide them with an entertaining way of learning English including their musical interests. Furthermore, by the use of metal/rock music in the activities, they might feel motivated by doing something different from what they are used to doing in their regular classes, such as listening to structured conversations, listening about education, listening about politics, and so on.

Task-Based Syllabus

If we take a look at the MINEDUC's curriculum of English for freshmen students, we can observe that the majority of the activities do not have a meaningful or real-life use. Most of the contents covered are disconnected from the students' real world and interests. At the same time, the objectives that the students need to achieve are really basic and do not require work on their critical thinking. For instance, for the listening skills and speaking skills the objectives are:

“Comprensión auditiva. El propósito de esta unidad es que los estudiantes entiendan la información explícita y las ideas principales en textos orales que se refieren a otras culturas y que contemplan las funciones de expresar planes, negar, confirmar y corregir información. Se pretende que los alumnos apoyen su comprensión de los textos al reconocer el vocabulario temático, las expresiones relacionadas con las funciones mencionadas y las relaciones entre ideas, y que discriminen sonidos de la unidad.”(MINEDUC, 2011, p.85)

“Expresión oral. Otro propósito consiste en que apliquen el vocabulario temático y las estructuras de la unidad para hablar de planes futuros. Asimismo, que se expresen en forma oral por medio de la dramatización de diálogos en los que nieguen, confirmen o corrijan información, y a través de la presentación de monólogos breves. Se pretende que usen frases hechas y oraciones simples relacionadas entre sí y que aprendan a pronunciar en forma inteligible.”(MINEDUC, 2011, p.85)

In order to complement these objectives, this workshop will be task-based, focusing on the development of the students' critical thinking by exposing them to authentic materials and by encouraging them to analyze that material. But, what is “critical thinking”? According to (Facione, 2009), this “ability” is composed by a set of cognitive skills that allow a person to pick a piece of information and be able to analyze, interpret, infer, evaluate, explain, and self-regulate. The students can develop this set of cognitive skills by working with authentic material that can be of conflict or may have an issue to analyze that has them evaluate the pieces of information and has them express their

opinions regarding this information. In order to do so, in this workshop the students will analyze, interpret, evaluate, and infer the message from the lyrics of the songs composed by some metal/rock bands' and will analyze whether the "image" of the American culture depicted by these bands is positive or negative.

In addition, through a task-based syllabus, the students will be able to reach a pre-intermediate level of English by using the language in meaningful tasks.

According to Nunan (2004, p.1); "pedagogical tasks are those that occur in the classroom" therefore, these types of tasks are essential to the correct development of the learning process. At the same time, Nunan (2004) says that this type of tasks promote the communicative use of English, essential to this workshop. This does not mean that other aspects of language learning will be omitted. As this workshop is thought to be an elective course, this type of task-based syllabus provides the right environment for said tasks.

Needs Analysis

In order to retrieve information regarding the students' opinion about a possible elective workshop about metal/rock bands, a questionnaire was carried out in a freshmen EFL class at a semi private high school Agustín Edwards. The information collected portrays the needs and interests of students. The information gathered was organized into graphs that show the level of agreement of the students with the statements asked (see Appendix 1).

From graph 1(see Appendix 2), it can be interpreted that a great number of students are not fully aware whether they learn about the American culture or not in their English class because 45% of them marked the option "I don't know." Furthermore, it provides the information that it could be a good opportunity for the development of the workshop that this begins with a brief introduction to the American culture.

Graph 2 provides support for the above because it shows that the students are divided into two major groups: the ones that know about the American culture (almost 50%), and the ones that do not know much (almost 50%). Therefore, it gives a good opportunity to begin the workshop by sharing knowledge about the American culture.

Graph 3 shows that the students are not completely sure if they know how to express themselves in English. This can be worked on over the period in which the workshop lasts.

Graphs 4 and 5 provide a relevant piece of information because they show that the students feel comfortable working both: by themselves and in groups. This scenario is beneficial for the purposes of this workshop because more varied activities can be created.

The following graphs (6 and 11) show that for the workshop's purposes is an advantage that the students like learning English by listening to music because its the core content of the workshop.

Graph 7 shows a possible challenge at the moment of asking the students to make a comparison between the American culture and their own. But, at the same time, it will provide the workshop an opportunity to work with the emic and etic perspectives.

Graph 8 depicts that the students are able to understand most of what they listen to in English. This understanding may help them to easily grasp the lyrics of the songs they will listen to.

Graph 9 shows that the students are interested in learning about the American culture, and this gives the teacher the opportunity to motivate them with different outlooks on the American culture.

Graph 10 provides an interesting piece of information because show a division between students that can understand the meaning of a song, and the ones that are not sure. This data can be useful for the purpose of this workshop because, considering the above, throughout the workshop the students will practice and might grasp the meaning of every song they listen to.

Graph 12 shows that there is a big percentage of students who enjoy reading the lyrics of the songs they listen to in English, which will help them at the moment of doing some auding activities.

This graph in particular (13) has a very important piece of information because it shows that the music style of the workshop will be interesting and entertaining for the students.

Even though graph (14) shows a sort of difficulty for some of the activities of the workshop, it can be worked through the development of the course. Either way, the conversational part of the workshop will not be so demanding at the beginning of the workshop in order to make the students feel comfortable sharing their thoughts out loud.

Now focusing particularly on the nature of this workshop the next graph (15) shows the students' enthusiasm about being part of a workshop devoted exclusively on metal/rock music. This is an important advantage because it provides the students with a space in which they can learn English and, at the same time, enjoy the music style they like to listen to.

In the next two graphs (16 and 17) there is a similarity of opinions because both show that there are some students that believe who this workshop will help them to better understand the American culture and to be able to compare it with the Chilean culture. But, at the same time, there is an important percentage of students that are not sure if this workshop will help them to accomplish those goals. Nonetheless, this workshop will provide them with some tools for the students to be able to understand the American culture a bit more from an etic perspective and to compare it with the Chilean culture.

These graphs (18 and 19) may show that there will be some sort of difficulty at the moment of doing the activities of this workshop, but actually this data help to see that the students feel identified with the metal music. Furthermore, with the auding activities, that difficulty may be minimized.

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Syllabus

Name of the syllabus: How the American culture is depicted by metal/rock bands

An elective workshop for freshmen students

Audience: Freshmen high school students.

Duration: 12 sessions

Teacher: Eduardo Báez N.

Rationale

This elective workshop is aimed to freshmen students with an interest for metal/rock music. The goal of this workshop is to develop critical thinking through the analysis and interpretation of lyrics of metal/rock bands and the way these depict the American culture. In terms of learning experience it can be very interesting and motivating for the students to learn about the American culture through a music style they might feel close to and that they listen to regularly. Moreover, in terms of language learning students will be able to put into practice what they have learned in their English classes during the semester in a new format, and will be able to express themselves regarding the emic and etic perspectives they will encounter.

Table 1: This will be the workshop organization

Units and Topics	Contents	Specific Objectives
Unit 1: American Heart	<ul style="list-style-type: none"> - A brief introduction of the American culture. - Background of American metal/rock bands. - Emic Perspective - <i>Avenged Sevenfold.</i> - <i>Five Finger Death Punch.</i> - Expressions of agreement/ disagreement. 	<ul style="list-style-type: none"> - Students will be able to identify elements of the American culture. - Express opinions. - Classify the information into negative or positive. - Express agreement or disagreement.
Unit 2: The “foreigners”	<ul style="list-style-type: none"> - Outside cultures that depict the American culture. - A brief review of historic events in which the American culture has taken part. - Etic Perspective. - Background of <i>System of a Down.</i> - <i>Rage Against the Machine.</i> - Expressions to support opinions. 	<ul style="list-style-type: none"> - Students will be able to identify elements of other cultures. - Interpret and infer information. - Compare and contrast the different images of the American culture. - Explain why the image of the American culture is negative or positive. - Express their perspective and support it.
Unit 3: The full vision	<ul style="list-style-type: none"> - Review. - Comparison and contrast of emic and etic perspectives. 	<ul style="list-style-type: none"> - Students will be able to judge both visions regarding the American culture. - Evaluate their own vision of the American culture. - Elaborate their own image of the American culture.

Sample Activities



Unit 1: “American Heart”

Lesson 1.2


I. Pre-Listening



- Before listening to the song *The Pride (FFDP)*, with a partner discuss the following, then share your opinions with the rest of the class:
- What do you think this song is about?

II. While-Listening



- 1)  Watch the following video of *FFDP- The Pride* and write down a list of elements that you recognize as part of the American culture and adjectives that describe it. <https://www.youtube.com/watch?v=zuQGx1H1Qh8>



- 2) Now reading the lyrics (see Appendix 3) and listening the song simultaneously, analyze the lyrics in terms of the way the American culture is described and answer the following questions: Is the image of the American culture depicted by the song positive or negative?

Please, justify your answers with examples from the song.

III. After Listening:

- Having listening to and reading the lyrics of the song. Do you agree with the image that *FFDP* portrays of the American culture? (Justify your answer)
- Create a list of reasons that support your opinion and share it with a classmate. And then share it with the rest of the class.



Unit 1: “American Heart”

Lesson 1.3

I. Pre-Listening :

- What do you remember from last class?
- Discuss the following question with a classmate: How would you describe the American people see their own culture?

II. While-Listening:

- 1) Watch the following video of *Avenged Sevenfold- M.I.A* : <https://www.youtube.com/watch?v=HASoVthU14U> and write down the sentences that you consider talk about the American culture. Share with a classmate your sentences and discuss why you wrote them down. Then share with the rest of the class.



III. After Listening: 

- Answer the following questions:
- Comparing the *FFDP*'s song with *Avenged Sevenfold*'s song. Which one would you consider depicts more positively the American culture? Write down a chart comparing both songs.

Unit 2: “The foreigners”



Lesson 2.1

I. Pre-Listening:

- Answer the following question: What do you know about *System of a Down*? Do you believe they have a positive or negative image towards the American culture?
(Be prepared to be asked to share your answers)

II. While-Listening:

- 1) Watch the following *System of a Down*'s videos and take notes of the sentences you think are talking about the American culture:
 - *B.Y.O.B*: <https://www.youtube.com/watch?v=zUzd9KyIDrM>
 - *Deer Dance*: <https://www.youtube.com/watch?v=gNTQ8oDsUos>
- 2) After listening each song and taking notes, in pairs, make a comparison between both songs regarding the way the American culture is described. Share with the rest of the class what you have agreed on.



III. After Listening:

- Answer the following questions: Why do you think *SOAD* talk about those topics in their songs? (explain) As a Chilean, what is your vision of the American culture?



Unit 3: “The full vision”

Final Presentation:

After covering the American culture seen from different perspectives make a presentation describing your own vision of the American culture.

The presentation has to be 5-10 minutes long and has to have examples of metal/rock bands that represent your vision.

This rubric has been designed to assess the Final Presentation.

	1	2	3	4	Points
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	
Visuals	Student used no visuals	Student occasional used visuals	Visuals related to text and	Student used visuals to reinforce	

		that rarely support text and presentation.	presentation.	screen text and presentation.	
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors	Presentation has no misspellings or grammatical errors	
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	

Taken from: <http://www.teach-nology.com/cgi-bin/presentation.cgi>

Appendices

Appendix 1

Needs Analysis

The following questionnaire is intended to know your level of agreement on English and music.

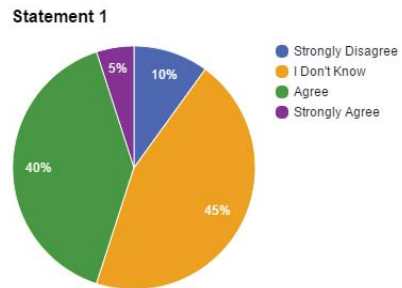
Mark your answer with an X in the number that represents your opinion.

(1: Strongly disagree; 2: Disagree; 3: I do not know; 4: Agree; 5: Strongly agree)

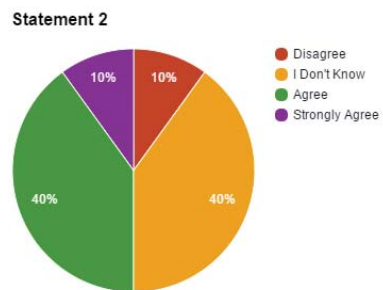
	Statements	1	2	3	4	5
1	I learn about the American culture in my English classes.					
2	I know a lot about the American culture.					
3	I know how to express myself in English.					
4	I feel comfortable working alone.					
5	I prefer working in groups.					
6	I like learning English by listening to music.					
7	I can compare the American culture with the Chilean culture.					
8	I can understand most of the spoken English.					
9	I think that learning about the American culture is interesting.					
10	I can understand the meaning of a message in an English song.					
11	I like listening to music.					
12	I like reading the lyrics of the songs I listen to in English.					

13	I like listening to metal music.					
14	I like talking in English.					
15	A workshop on metal/rock music would be interesting.					
16	A workshop on metal/rock music would help me understand the American culture better.					
17	A workshop on metal/rock music would help me compare the American culture with mine.					
18	Metal/Rock music is difficult to understand.					
19	I feel identified with metal/rock music.					

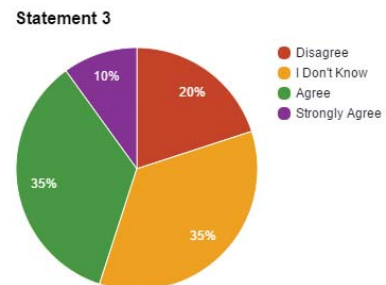
Appendix 2



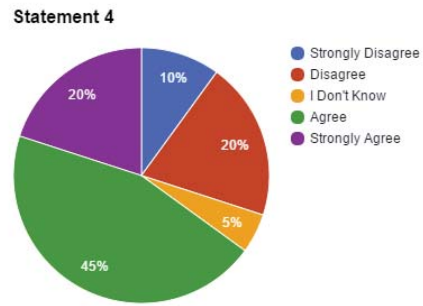
Graph 1: "I learn about the American culture in my English classes."



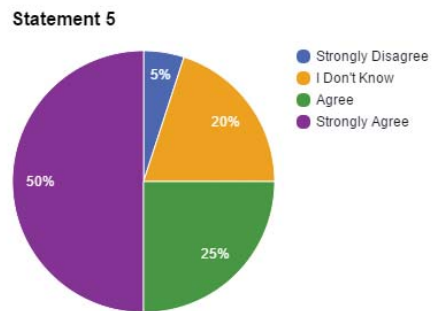
Graph 2: "I know a lot about the American culture."



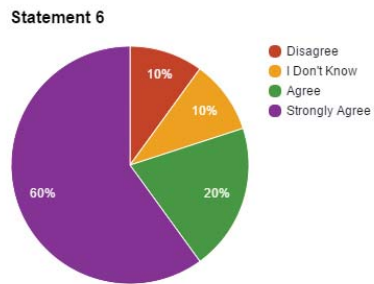
Graph 3: "I know how to express myself in English."



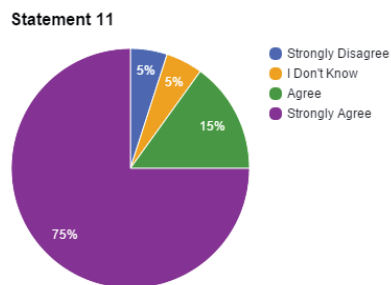
Graph 4: "I feel comfortable working alone."



Graph 5: "I prefer working in groups."

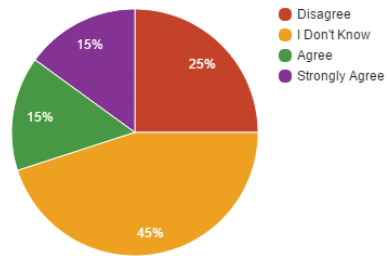


Graph 6: "I like learning English by listening to music."



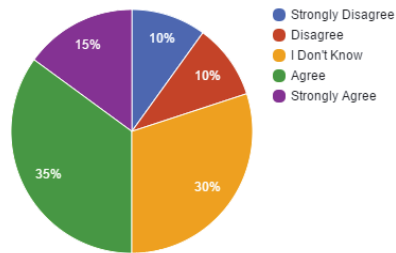
Graph 11: "I like Listening to music."

Statement 7



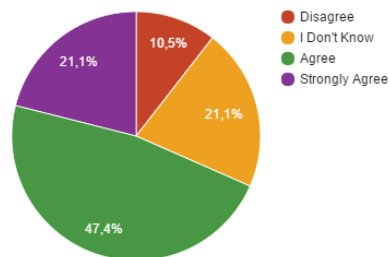
Graph 7: "I can compare the American culture with the Chilean culture."

Statement 8



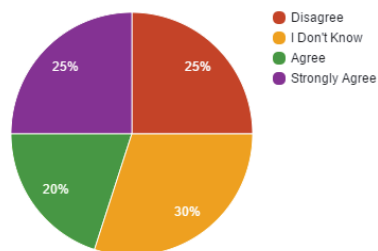
Graph 8: "I can understand most of the spoken English."

Statement 9

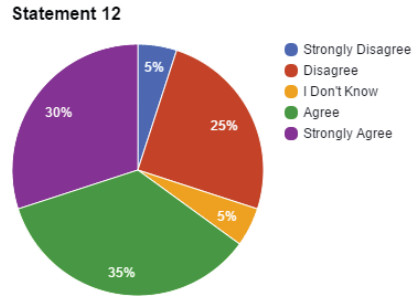


Graph 9: "I think that learning about the American culture is interesting."

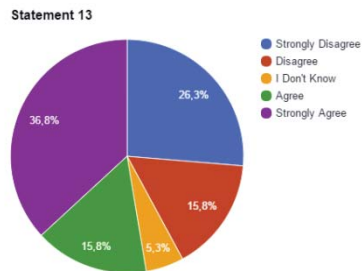
Statement 10



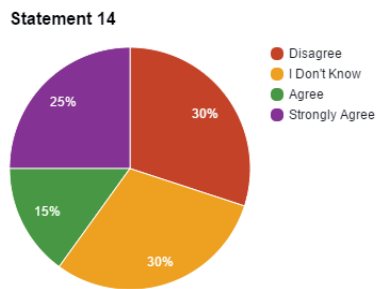
Graph 10: "I can understand the meaning of a message in an English song."



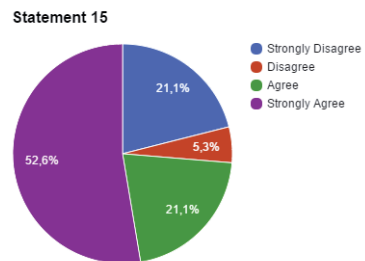
Graph 12: “I like reading the lyrics of the song I listen to in English.”



Graph 13: “I like listening to metal music.”

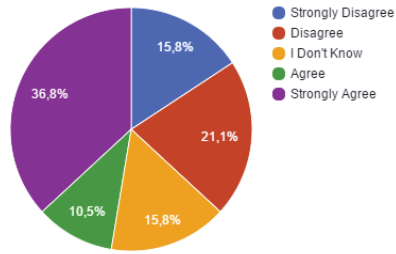


Graph 14: “I like talking in English.”



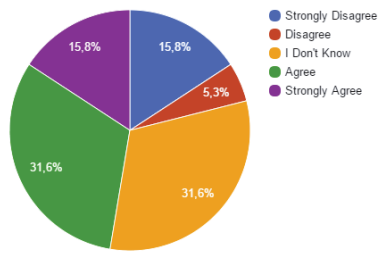
Graph 15: “A workshop on metal/rock music would be interesting.”

Statement 16



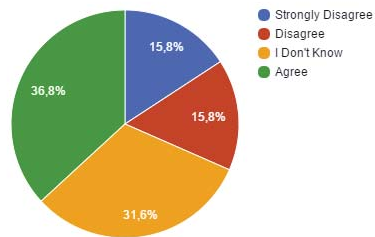
Graph 16: “A workshop on metal/rock music would help me understand the American culture better.”

Statement 17



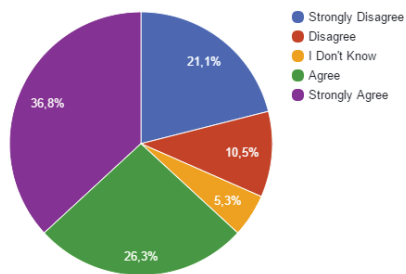
Graph 17: “A workshop on metal/rock music would help me compare the American culture with mine.”

Statement 18



Graph 18: “Metal/Rock music is difficult to understand.”

Statement 19



Graph 19: “ I feel identified with metal/rock music.”

Appendix 3

The Pride Lyrics

Hey, hey, hey, yeah

Hey, hey, hey, yeah

Hey, hey, hey, yeah, oh

Hey, hey, hey, yeah

Hey, hey, hey, yeah

Hey, hey, hey, yeah, oh

Johnny Cash and PBR, Jack Daniels, NASCAR

Facebook, Myspace, iPod, Bill Gates

Smith and Wesson, NRA, Firewater, Paleface

Dimebag, Tupac, heavy metal, hip-hop

(I AM)

What you fear most

(I AM)

What you need

(I AM)

What you made me

(I AM)

The American dream

I'm not selling out, I'm buying in

I will not be forgotten

This is my time to shine

I've got the scars to prove it

Only the strong survive

I'm not afraid of dying

Everyone has their time

Life never favored weakness

WELCOME TO THE PRIDE

Disneyland, White House, JFK and Mickey Mouse

John Wayne, Springsteen, Eastwood, James Dean

Coca-Cola, Pepsi, Playboy, Text me

NFL, NBA, Brett Favre, King James

(I AM)

All American

(I AM)

Living the dream

(I AM)

What you fear most

(I AM)

Anarchy

I'm not selling out, I'm buying in
I will not be forgotten
This is my time to shine
I've got the scars to prove it
Only the strong survive
I'm not afraid of dying
Everyone has their time
Life never favored weakness
WELCOME TO THE PRIDE
Since the dawn of time
Only the strong have survived
I will not be forgotten
WELCOME TO THE PRIDE
Hey, hey, hey, yeah
Hey, hey, hey, yeah
Hey, hey, hey, yeah, oh
(ONLY THE STRONG SURVIVE)
Hey, hey, hey, yeah
Hey, hey, hey, yeah
Hey, hey, hey, yeah, oh
(WELCOME TO THE PRIDE)
I will not be forgotten
(Hey, hey, hey, yeah)
This is my time to shine
(Hey, hey, hey, yeah)
I've got the scars to prove it
(Hey, hey, hey, yeah, oh)
Only the strong survive
I'm not afraid of dying
(Hey, hey, hey, yeah)
Everyone has their time
(Hey, hey, hey, yeah)
Life never favored weakness
(Hey, hey, hey, yeah, oh)
WELCOME TO THE PRIDE

Taken from: <http://www.metrolyrics.com/the-pride-lyrics-five-finger-death-punch.html>