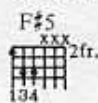
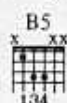
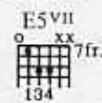


Decadence Dance



Tune down:

⑥ = E♭ ③ = G♭

⑤ = A♭ ② = B♭

④ = D♭ ① = E♭

Moderate rock ♩ = 134

Lyrics and Music by
BETTENCOURT, CHERONE

8va -----
A.H. Gtr. I A5 Gtr. II

A.H. 1

8va -----
A.H. 1/2

8va -----
A.H. Gtr. II

A.H. 1

8va -----
A.H.

5 5 5 5

3 0 2 4 5

3 0 2 4 5

Gtr. ^{A5}
II

Let's go. —

T 3 3 3 3 3 3 3 2
A 2 2 2 2 2 2 2 2
B 4 4 4 4 4 4 4 0

(2) 2 4 2 4 5 2 2 (2) 2 4 2 4 4-6 2 2
(0) 0 0 0 0 0 0 0

(Gtr. II to rhy. slashes)

T 3 3 3 3 3 3 3 2
A 2 2 2 2 2 2 2 2
B 4 4 4 4 4 4 4 0

③ 4fr. 4fr.
(C) B A5

8va ———
A.H.

A.H. 1 1/2

T (2) 2 2 2 2 2 2 2 2
A (2) 2 2 2 2 2 2 2 2
B (0) 0 0 0 0 0 0 0

(2) 2 4 2 4 5 2 2 (2) 2 4 2 4 5 2 2 (2) 2 4 2 4 5 2 2
(0) 0 0 0 0 0 0 0

G D

T 2 2 2
A 3 3 3
B 2 2 2

(2) 2 4 2 4 4-6 2 2 (2) 2 4 2 4 5 2 2 (H) 2 0 0 0 0 0 0 0

Verse 1:

A5

N.C.

Try - in' so hard__ to keep up__ with the Jones - es._____

*Finger slide.

Run - ning a rat__ race and won__ by our nos - es._____

Al - ways put one foot in

front of the oth - er,_____

and

dance to the beat of a de - ca - dent drum - mer.

Just buy a brand new pair of Fred As - taire shoes climb -

ing to the top, nev - er gon - na stop, it's the same old song and

one two three and de - ca - dence. Dance

Chorus:

Dance _ Dance _ Dance, _ danc - ing to the de - ca - dent dance. _

T (2) 2 2 7 9 9 2 (2) 2 2 7 9 9 7 (7) 7 7 5 4 2 2
B (2) 2 2 7 9 9 2 (2) 2 2 7 9 9 7 (7) 7 7 5 4 2 2

Ev' - 'ry _ bod - y de - ca danc - ing, danc -

let ring - - - - -

T (2) 2 2 7 9 9 5 (5) 5 3 2 2 (2) 2 2 0 2 2 2
B (2) 2 2 7 9 9 5 (5) 5 3 2 2 (2) 2 2 0 2 2 2

w/Fill 1 2nd time To Coda

ing to the de - ca - dent danc - ing to the de - ca - dent dance. _ Dance _

P.M. - - - - -

T (2) 7 (7) 9 2 (2) 2 4 2 4 5 2 2
B (2) 7 (7) 9 2 (2) 2 4 2 4 5 2 2

Fill 1

*Palm mute.

Step - pin' in line with the sign of the tim - er, _____

*Finger vibrato.

Se - duced by the tune_ of the de -

Sva

ca - dent danc - er. _____ Whoo!

A.H.

A.H.

*Smooth, even gliss while tremolo picking.

The de - ca - dent danc - er. _____

D.S. al Coda

Coda

— Dance, — (Dance) — Dance, — danc - ing to the de - ca - dent dance. —

T (2) 2 2 2 7 9 9 2 (2) 2 2 7 9 9 7 (7) 7 7 5 4 2 2
A (2) 2 2 2 7 9 9 2 (2) 2 2 7 9 9 7 (7) 7 7 5 4 2 2
B (0) 0 0 0 0 0 0 0 0 0 0 0 5 5 5 0 3 2 0 0

— Dance — Ev - 'ry - bod - y de - ca danc - ing, danc -

let ring ----- 4

T (2) 2 2 2 7 9 9 5 (5) 5 3 0 2 2 2 0 2 2 2
A (2) 2 2 2 7 9 9 5 (5) 5 3 0 2 2 2 0 2 2 2
B (0) 0 0 0 0 0 0 3 3 0 0 0 0 0 0 0 4 4 2

ing to the de - ca - dent danc - ing to the de - ca - dent dance. — Dance —

P.M. ----- 4

T (2) 7 7 (7) 9 2 (2) 2 4 2 4 5 2 2
A (2) 7 7 (7) 9 2 (2) 2 4 2 4 5 2 2
B (0) 5 4 5 4 5 7 0 0 0 0 0 0 0

— Dance — Dance —

(2nd x)

T 5 7 6 9 7 5
A 6 6 7 7 8 9 7 5 2
B (2) 2 4 2 4 5 2 2 6 6 7 7 8 9 7 5 2

Gtr. Solo

3

A.H.

A.H.

13 9 11 14 10 12 14 10 12 17

3 5 3 0 2 5 6 7 5 7 5 7 6 5 5 5 3 3

The musical score for "The Rose Tree" consists of a treble clef melody and a guitar accompaniment. The melody features triplets and "A.H." (Allegretto) markings. The guitar part is in standard notation with fret numbers and includes a "T" (Tuning) instruction.

[illegible]

E5
B5 A.H.
E5

P.M. -- 4 P.M. 4 A.H.* 4

*All picked notes are pinch harmonics.

F#5 B5 A5 A.H. 8va Adim E5 A.H. 8va

w/bar

E Esus E F#sus

A5 B5 E5 VII A5 E5

First system of musical notation. Treble clef staff shows a melodic line with a long sustain, marked with "A.H." (Arm Harmonic) and "N.C." (Natural Chord). Bass clef staff shows a bass line with a long sustain, marked with "A.H." and fingerings (17), (17), 4, (4), 2, 2, (2), 2, 4, 2, 4, 5, 2, 2, 0.

*Improvise over sustained note using feedback, whammy bar, glissandos and pick noises.

Second system of musical notation. Treble clef staff shows a melodic line with a long sustain, marked with "A.H." and "N.C.". Bass clef staff shows a bass line with a long sustain, marked with "A.H." and fingerings (2), 2, 4, 2, 4, 2, 2, (2), 2, 4, 2, 4, 5, 2, 2, 0. The bass line also includes a sequence of fret numbers: 14, 12, 10, 8, 7, 5, 3, 2, 2, 2, 14, 14, 12, 11, 9, 7, 5, 4, 2, 2, 0.

Third system of musical notation. Treble clef staff shows a melodic line with a long sustain, marked with "A.H." and "N.C.". Bass clef staff shows a bass line with a long sustain, marked with "A.H." and fingerings (2), 2, 4, 2, 4, 5, 2, 2, (2), 2, 4, 2, 4, 5, 2, 2, 0.

Fourth system of musical notation. Treble clef staff shows a melodic line with a long sustain, marked with "A.H." and "N.C.". Bass clef staff shows a bass line with a long sustain, marked with "A.H." and fingerings (2), 2, 4, 2, 4, 5, 2, 2, (2), 2, 4, 2, 4, 5, 2, 2, 0. The bass line also includes a sequence of fret numbers: 14, 12, 10, 8, 7, 5, 3, 2, 2, 2, 14, 14, 12, 11, 9, 7, 5, 4, 2, 2, 0.

Fifth system of musical notation. Treble clef staff shows a melodic line with a long sustain, marked with "A.H." and "N.C.". Bass clef staff shows a bass line with a long sustain, marked with "A.H." and fingerings (2), 2, 4, 2, 4, 5, 2, 2, (2), 2, 4, 2, 4, 5, 2, 2, 0. The bass line also includes a sequence of fret numbers: 14, 12, 10, 8, 7, 5, 3, 2, 2, 2, 14, 14, 12, 11, 9, 7, 5, 4, 2, 2, 0.

*Finger slide.

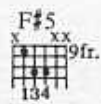
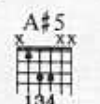
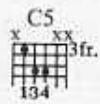
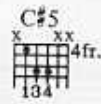
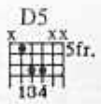
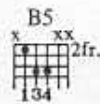
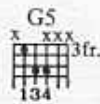
Dance — Dance — Dance — Danc - ing to the de - ca - dent dance, —

Ev - 'ry bod - y — de - ca danc - ing danc -

ing to the de - ca - dent danc - ing to the de - ca - dent dance, —

ca danc - ing danc - ing to the de - ca - dent danc -

Li'l Jack Horny



Tune down $1\frac{1}{2}$ steps:

⑥ = D^b ③ = F^b

⑤ = G $\flat$ ② = A $\flat$

$$\textcircled{4} = cb \quad \textcircled{1} = db$$

Intro:

Moderate ♩ = 112

N.C.

Lyrics and Music by
BETTENCOURT, CHERONE

[illegible]

*Tap harmonics: Fret the note in parentheses and tap 12 frets higher.

Slow rock ♩ = 44
****Triplet feel** (♫ = $\frac{3}{4}$)

pick slide

0(12) 0(12) 0(12) 0(12)
 0(12) 4(16) 2(14) 0(12) 0(12) 4(16) 4(16)

5(17) 2(14)
 4(16) 4(16) 2(14) 1(6)

2(14) 2(14) 2(14) X
 X
 X

0 0 3 9 4 2 3 0 0 4 4 5 4 2 3 0

****ad lib. P.M. throughout**

••ad lib. P.M. throughout

The musical score for 'The Rose Tree' is presented in two systems. The first system contains the first two measures of the melody and the first measure of the guitar accompaniment. The second system contains the next two measures of the melody and the second measure of the guitar accompaniment. The melody is written in treble clef with a key signature of one sharp (F#). The guitar accompaniment is written in a six-string format with a capo on the first fret, indicated by a '1' in a circle at the beginning of the first measure. The guitar part includes fret numbers and a barre (indicated by an 'X' over the strings). The melody includes a triplet of eighth notes in the second measure and a half note in the third measure. The guitar accompaniment includes a half note in the first measure and a half note in the second measure. The score is labeled 'A.H.' at the beginning of the first measure of the melody and 'A.H.' at the beginning of the first measure of the guitar accompaniment.

The musical score for 'The Rose Tree' is presented in two systems. The first system contains the first two measures of the melody and the first measure of the bass line. The second system contains the next two measures of the melody and the second measure of the bass line. The melody is written in treble clef with a key signature of two sharps (F# and C#). The bass line is written in bass clef. The melody features a triplet of eighth notes in the second measure of the first system and a triplet of eighth notes in the fourth measure of the second system. The bass line consists of a sequence of eighth and quarter notes, with some measures containing multiple notes beamed together.

The image shows a musical score for the song "The Rose Tree". It consists of two staves. The top staff is a vocal melody in treble clef, featuring a key signature of two sharps (F# and C#). The melody includes a trill section marked "Trill" and a section marked "Fingering". The bottom staff is a guitar accompaniment in a lower register, likely bass clef, with fret numbers indicated below the staff. The piece includes a "Trill" section and a "Fingering" section.

Sya

Ahh, ahh, ow.---

A.H.-----¹

A.H.-----¹

TAB

(0) 0 3 0 4 2 3 0 5 7 5 2 5 2 3 0 0 3 0 4 2 3 0 4 4 5 4 2 3 0

TAB

(0) 0 3 0 4 2 3 0 5 7 5 2 5 2 3 0 0 3 0 4 2 3 0 4 4 5 4 2 3 0

Verse 1:

E5 G5 E5 A5 B5 G5 E5

Moth - er Goose... nev -

TAB

0 3 0 4 2 5 7 2 5 7 0 3 0 2 2 5 2 2 4 2 5 2 2 0

G5 E5 A5 E5 G5 E5 E5 G5 E5 A5 B5 G5 E5 E5

er. should... have ev - er let... that Jack... get loose.

Rhy. Fig. 1 (end Rhy. Fig. 1)

TAB

(2) 2 5 2 2 5 2 4 5 4 5 5 2 2 5 2 2 4 5 2 2 0

(0) 0 3 0 0 3 0 6 7 6 7 7 0 0 3 0 0 3 0 0

G5 E5 A5 E5 G5 E5

E5 G5 E5 A5 B5 G5 E5

But that lit - tle boy — blue — is

G5 E5 A5 B5 G5 E5

G5 E5 A5 B5 G5 E5

mess - in' all — the things — he gets — his hands in - to.

Bridge:

D5 C#5 C5 B5 A#5 B5

C#5 D5

Now — look what you've done. —

A

E

B5

D5

Stuck in your thumb — pulled —

2nd time only

E5 F#5 B5

out a plum. Ma -

TAB (7) 9 11 (11) 11 11 x x 11 11 14 11 (11) 11 9 10 11 11 8 9 7 6 4 4 2

Chorus:

A5 C#5 D5 D(9) D D# E 57fr.

ma says boys will be boys, ask lit - tle Jack Horn - y.

Ma - ma says ma - ma says.

(To slash notation)

TAB (4) 4 5 4 2 4 5 4 4 5 4 2 2 2 0 7

2nd time w/Fill 1

A5 B5 C#5

I said ma - ma says "Boys will be boys." Ma - ma says ma - ma said.

hold

TAB (7) 7 4 4 2 2 2 4 4 (4) 5 4 4 4 4 4 5 4 2 2 (2) 2 2 2 6 6 6 4 4

Fill 1

A5 C#5

TAB (2) 6 6 4

D5 D(9) D E5

Lit - tle Jack Horn - y.

TAB (6) 7 5 3 7 7 (7) 7 11 11 12 12 13 13 14 14 13 13 12 12 11 7

Verse 2:
E5 G5 A5 G5 E5 E5 w/Rhy. Fig. 1 G5 E5 A5 E5 G5 E5

Jack and Jill — went up — and down — and up — and fooled — a -

TAB 8

G5 E5 A5 B5 G5 E5

round — the hill. — Now on - ly

TAB 9 7 9 9 10 7 9 7 9 7 9 7 9 10 0 5

time will tell — how late —

TAB 12 5 12 5 0 5 0 5 10 5 10 5 0 5 0 5 9 5 9 5 0 5 0 5 7 5 7 5 0 5 0 5

the rab - bit will ar - rive in

won - der - land. — Now —

D.S. al Coda I
D5 C#5 C5 B5 A#5 B5

Coda I

E5 G5 A5 G5 E5

E5 G5 A5 G5 E5

8va

w/trem. bar 1½

G5 A5 G5 E5

(12)

w/trem. bar

P.M. ---- |

(cont. in Fill 2)

w/Fill 2
Gtr. II

P.M. (until change)

A.H.

A.H.

Fill 2

*Use left hand hammer.

The musical score for 'The Rose Tree' is presented in two systems. The first system shows the beginning of the piece, with a treble clef and a key signature of two sharps (F# and C#). The melody is written on a single staff, and the accompaniment is indicated by a 'T' (Tenor) and 'B' (Bass) staff. The second system continues the melody and accompaniment, with the melody staff showing a more complex rhythmic pattern. The accompaniment staff shows a sequence of numbers (1, 4, 5, 2, 4, 5, 5, 2, 4, 5, 3, 5, 3, 5, 4, 3, 5, 4, 2, 5, 4, 2, 5, 4) which likely represent fingerings or a specific playing technique.

The first system of the musical score for 'The Rose Tree' is shown. It consists of a single staff with a treble clef and a key signature of one sharp (F#). The melody is written in a simple, folk-like style, featuring a series of eighth and sixteenth notes. The notation is clear and easy to read, suitable for a children's songbook.

3 5 2 4 5 2 4 5 2 4 5 2 4 5 2 4 5 4 2 5 4 2 5 4 2 5 4 2 5

The musical score for 'Yabba Dabba Do' is presented in three staves. The top staff is the vocal melody in treble clef with a key signature of three sharps (F#, C#, G#). It begins with a rest, followed by the lyrics 'Yab - ba dab - ba do.' The middle staff is for guitar (Gtr. I) in treble clef, featuring triplet eighth notes and a double bar line. The bottom staff is for bass in bass clef, showing fret numbers (3, 5, 2, 5, 2, 4, 5, 2, 4, 4) and a double bar line. The score includes performance instructions such as 'end solo', 'w/Fill 3', and 'A.H. 8va' (Articulation Hairpin 8va).

Fill 3

A.H. A.H. A.H. *sva*

A.H. A.H. A.H.

7 5 7 6 5

7 7 7 7 7

Yab - ba dab - ba do. _____ Yab - ba dab - ba do.

A.H. 8va A.H. 8va

A.H. A.H.

0 3 0 4 0 0 3 0 3

semi-harm.

0 0 3 0 4 2 3 0 5 4 4 5 4 2 3 0 (0) 0 3 0 4 2 3 0 2 5 2 3 5 3

D.S. al Coda II

B5

Ma -

pick slide (bottom stgs.)

0 0 3 0 4 2 3 0 5 4 4 5 4 2 3 0

4 4 2

Coda II

B5 C5 D5 D(9) D E5

Jack be nim-ble, Jack be quick... Ma - ma said ma - ma said. Lit - tle Jack Horn - y.

3 3

2 5 4 2 0 0 4 2 4 0 4 2 6 7 5 3 7 7 9 7 9 7

(4) (4) (2)

B5

Ma-ma said, "Boys will be boys."

A5

3 3 3 3

T (9) x x x 9 x x x 9 x x x 9 x x x 4 4 5 4 4 2 5 4 4 4 5 4 2 4 2

A (9) x x x 9 x x x 9 x x x 9 x x x 4 4 4 4 4 4 4 4 4 4 4 4 4 2

B (7) x x x 7 x x x 7 x x x 7 x x x 2 2 2 2 2 2 2 2 2 2 2 2 2 0

C5 D5 D(9) D E D E *Fade out*

Ask lit - tle Jack Horn - y. —

Ma-ma said, ma-ma said.

3 3 3 3 3 3 3 3

T 5 3 7 10 (10) 10 10 10 10 10 12 12 12 12 12 12 10 10 10 10 10 10 12 12 12 12 12 12

A 6 (6) 7 2 10 (10) 10 10 10 10 10 12 12 12 12 12 12 10 10 10 10 10 10 12 12 12 12 12 12

B 4 (4) 5 0 4 7 11 (11) 11 11 11 11 11 13 13 13 13 13 13 11 11 11 11 11 11 13 13 13 13 13

Fade in
B5 B A5 A C5 D5 D(9) D5

Gtr. I

2 5 4 4 4 4 4 4 5 4 2 (2) 2 6 (6) 7 5 3

A 4 4 4 4 4 4 4 4 4 2 2 6 (6) 7 2 2

B 2 2 2 2 2 2 2 2 2 0 0 4 (4) 5 0 0

Gtr. II

P.M. -----

16 16 16 14 14 6 (6) 7 9 7 2 2 4 4 2 2

A 16 16 16 14 14 4 (4) 5 7 7 2 2 4 4 2 2

B 16 16 16 14 14 4 4 5 7 7 2 2 4 4 2 2

When I'm President

D/A

XO X

312

$\begin{array}{cccccccc} 2 & & & & & & & \\ 2 & & & & 5 & 5 & 5 & 5 \\ 0 & 3 & 4 & 0 & 3 & 4 & & \end{array}$	$\begin{array}{cccccccc} 2 & & & & & & & \\ 2 & & & & 4 & 4 & & \\ 0 & 3 & 4 & 0 & 3 & 4 & 3 & 4 \end{array}$	$\begin{array}{cccccccc} 2 & & & & & & & \\ 2 & & & & & & 5 & \\ 0 & 3 & 4 & 0 & 3 & 4 & & \end{array}$
---	---	---

kinds of things — I just don't care, I want to rep - re - sent the U. S. A. The A -

Bridges 1 & 2:
 G5 E5
 mer - i - can Ah dream. as far as the eye, oh say

Substitute Fill 1 (2nd time)
 D5 A5

2. See additional lyrics

can you want see, to I want to be the lead - er of the coun - try. When I'm

Chorus:
 A5

4fr. 5fr. 6fr.
 C# D D#

Pres - i - dent. Things will be dif - fer - ent, Spoken: We'll

w/Rhy. Fig. 1
 A5

start a new gov - ern - ment. Ah. When I'm Pres - i - dent, When I'm

w/Rhy. Fig. 1
 A5

Pres - i - dent, Say, you can be in my cab - i - net. I'll be your

w/Rhy. Fig. 1
 A5

A5 D/A

Fill 1

A.H. ----- 1

D5 A5

A.H. ----- 1 1 1

A	7	2	2	2	4	(4)	(4)	(4)	2
B	7	2	2	2	4	(4)	(4)	(4)	2
	5	0	0	0					

heav - en sent. Pres - i - dent.

Rhy. Fig. 3

3 3 3 0 1 0 3 2 2 0 3 4 2 2 3 4 0

A5

First things first I'm gon - na change the rules. Bet - ter

(end Rhy. Fig. 3)

hold

2 2 2 2 2 0 3 4 0 2 2 1 0

lis - ten up all you boys and girls your pres. says there'll be no af - ter school. So

1 1 3 1 1 2 2 4 4 2 1 1 2 0

E5 G G# E5 G G# E5

vote for me, now would-n't that be cool. Yeah, yeah, yeah, yeah,

1 1 2 2 4 4 2

G G# E5 G G# E5 G G# A5
 Now I know there's trou-ble in the Mid-dle East. I'll

A5 6 6 6
 spend all my mon-ey when I stop the arms-race. All my broth-ers in the des-ert gon-na have them-selves a feast.

D.S. al Coda

A5 6 3 ④2fr. E
 When that's done— then we'll start a world peace. So!

Gtr. Solo: E5 ⑥3fr.4fr. G G# E5
 Coda
 w/trem. bar 2½
 2½

Gtr. I N.C.
 Rhy. Fig. 4

2 0 2 3 4 2 (2) 3 4 2 4 4 2 3 2 4 2

Gtr. II

hold bend
 1 17 (17) 17 17 17 17 17

@3fr.4fr. G G# E5 @3fr.4fr. G G# E5 @3fr.4fr. G G# A5

Now I know there's trou-ble in the Mid-dle East. I'll

A5 6 6 6

spend all my mon-ey when I stop the arms_race. All my broth-ers in the des-ert gon-na have them-selves a feast.

D.S. al Coda

A5 6 3 ④2fr. E

When that's done_ then we'll start a world peace. So!

Gtr. Solo: E5 @3fr.4fr. G G# E5

Coda

When that's done_ then we'll start a world peace. So!

Gtr. I N.C.
 Rhy. Fig. 4

2 0 2 3 4 2 (2) 3 4 2 4 4 2 3 2 4 2

Gtr. II

hold bend

1 17 (17) 17 17 17 17 17

Pres - i - dent. — Things will be dif - fer - ent. — Spoken: We'll

start a new gov - ern - ment. Ah, When I'm Pres - i - dent, A.H. when I'm A.H.

7 8 7 (7) 5 7 5

Pres - i - dent, say you can be in my cab - i - net. I'll be your

w/Rhy. Fig. 1
N.C.

heav - en — sent, —

When I'm Pres - i - dent. —

15 15 15 15 13 1/2

A
B

First system of musical notation (measures 1-3). The treble clef staff has a key signature of two sharps (F# and C#). The bass clef staff has a key signature of two sharps (F# and C#). The notation includes a "N.C." (Natural Chord) instruction. The first measure is a whole rest. The second measure contains a half note G5 and a half note E5. The third measure contains a half note D5 and a half note A5. The notation includes a "w/Rhy. Fig. 2" instruction. The notation includes a "3" (triple) instruction. The notation includes a "P.M." (Pedal Motion) instruction.

Second system of musical notation (measures 4-6). The treble clef staff has a key signature of two sharps (F# and C#). The bass clef staff has a key signature of two sharps (F# and C#). The notation includes a "w/Rhy. Fig. 2" instruction. The notation includes a "P.M." (Pedal Motion) instruction.

Third system of musical notation (measures 7-9). The treble clef staff has a key signature of two sharps (F# and C#). The bass clef staff has a key signature of two sharps (F# and C#). The notation includes a "w/Rhy. Fig. 2" instruction. The notation includes a "P.M." (Pedal Motion) instruction.

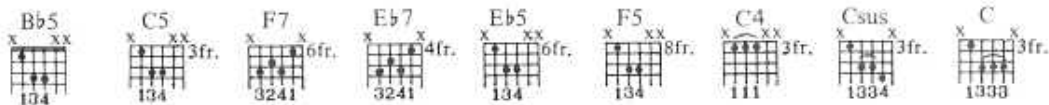
Fourth system of musical notation (measures 10-12). The treble clef staff has a key signature of two sharps (F# and C#). The bass clef staff has a key signature of two sharps (F# and C#). The notation includes a "w/Rhy. Fig. 2" instruction. The notation includes a "P.M." (Pedal Motion) instruction.

Fifth system of musical notation (measures 13-15). The treble clef staff has a key signature of two sharps (F# and C#). The bass clef staff has a key signature of two sharps (F# and C#). The notation includes a "w/Rhy. Fig. 2" instruction. The notation includes a "P.M." (Pedal Motion) instruction.

Sixth system of musical notation (measures 16-18). The treble clef staff has a key signature of two sharps (F# and C#). The bass clef staff has a key signature of two sharps (F# and C#). The notation includes a "w/Rhy. Fig. 2" instruction. The notation includes a "P.M." (Pedal Motion) instruction.

Bridge 2:
So go ask Alice,
You know what he said.
What did he say?
Remember, "I want to be elected."

Get The Funk Out



Tune down:

⑥ = Eb ③ = Gb

⑤ = Ab ② = Bb

④ = Db ① = Eb

Intro:

Moderate rock ♩ = 108

Bass & Drums 4 N.C. Play 3 times

4

pick slide

x x 15 x x 15

Verses 1 & 2:

C5 C4

C5 C4

Csus

C5 C4

1. If you don't like what you see here,

no - bod - y wants to take ya pris - 'ner...

2. See additional lyrics.

Rhy. Fig. 1

Rhythm figure 1 (Rhy. Fig. 1) across two staves.

w/Rhy. Fig. 1 (2 times)

C5 C4

C5 C4

Csus

C

So let me make it nice and clear dear,

the ex - it - is

(end Rhy. Fig. 1)

Rhythm figure 1 (Rhy. Fig. 1) across two staves.

C5 C4 N.C. C5 C4 C5 C4 Csus C

right there... I don't mean to be rude dude, but you bet - ter change your

C5 C4 N.C. Bb5

at - ti - tude. I don't like what I see here. You're all in - vi - ted to the part - y,

C5 Eb7 F7

you know, you did - n't have to come. No rot - ten ap - ple's gon - na spoil my funk. If ya

Chorus: G5 C5

don't like what ya see here, get the funk out,

Rhy. Fig. 2

w/Rhy. Fig. 2 (1st 3 bars) G5

We won't try to force feed you, get the

(end Rhy. Fig. 2)

C5 1.

funk out,

Sya C5

15 18 15 17 18 15 17 18 15 18 15 16 16 17 17 17 16 16 16 15 15 15 16 16 16 17 17 17 16 17 17 (17) 15 16 15 15 18 15 18 17 15

N.C.

feed you_ do it. get the

5 3 4

w/Rhy. Fig. 2
G5

If_ you don't like_ what you

Rhy. Fig. 3

Sva

w/wah wah

18 18 18

17 17 17

5 4 3 5 4 3 1 1 3 1 1 2

C5

see here_ get the funk out_ We won't

Sva

(end Rhy. Fig. 3)

18 18 18 15 15 15 15 15 15

17 17 17 17 17 17 17 17 17

w/Rhy. Fig. 2 (2 times)
G5

try to_ force_ feed you_ get the

15 17

C5

funk out... If you don't like... what you

C5

see here... get the funk out... We won't

w/Rhy. Fig. 2 (1st 2 bars)
G5

try to... force... feed you... get the

N.C.

Verse 2:

You can't please everybody,
 But everybody cannot please me.
 (I don't like what I see here.)
 That's why I do what I want to.
 So why don't you do it too. Do it to me, hey.
 So if you don't like what you see
 You can always leave the country.
 (I don't like what I see here.)

More Than Words



how eas - y it would be to show

Am7 D G

me how you feel, more than words is

D/F# Em Em/B Am7

all you have to do to make it real. Then you would -

D2 G7 G7/B C

n't have to say that you love me 'cause

Cm G Em7 Em7/B

48

Am7 D7 *D7(b9) G G/B

I'd al - read - y know. What

*2nd time only.

D/F# D2/F# Em Bm7 C

would you do if my heart was torn in two?

C/B Am7 D

More than words to show you feel that your love

G G/B G G/B

for me is real. What would you say

Chord diagrams and fret numbers are provided for the guitar and bass parts.

D/F# D2/F# Em Bm7 C

if I took those words a way? Then you could -

2 0 0 2 0 2 1 0 1 1 1 1

3 3 3 3 3 3 0 0 0 0 0 0

2 2 0 2 2 4 3 3 3 3 3 3

Am7 D7

- n't make things new just by say - in', "I love you."

1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.

0 0 0 0 0 0 0 0 0 0 0 0

3 3 3 2 0 0 0 0 0 0 0 0

2 1 2 0

w/Rhy. Fig. 1 G G/B C(9) Am7 C

La di da da da di da da di dai dai da,

w/Rhy. Fig. 1 (1st 2 bars) G/B C(9)

more than words. La da da da di da,

Am7 D7 D

in' "I love

2 1 2 0

45

w/Rhy. Fig. 1 (4 times)

G G/B C(9) Am7 C

you," La di da da da di da da

D G G/B C(9) Am7

more than words. La di da da da

C D G G/B C(9)

di da da da more than words.

Am7 C D G

La da da da di da da more than words.

G/B C(9) Am7 C

La da da da la

D G D/F#

da da da da da More than words

let ring

G/F Em Am7

Ooh, ooh.

D
Free time
N.C.

Em

More than —

Harm.
Sya

5 3 2 3 5 8 5 3 2 3 5 7 5 3 2 5 7 5 2 0 2 0 3 0 3 0 2 0 0 2 0 2 0

[illegible]

Now that I have tried to talk to you
And make you understand.
All you have to do is close your eyes
And just reach out your hands.
And touch me, hold me close, don't ever let me go.
More than words is all I ever needed to show.
Then you wouldn't have to say
That you love me 'cause I'd already know.

Money (In God We Trust)

Intro:

E 231 000
E5 134 7fr.
A/C# 311 XX
D 431 XX
F#m 134 111
Bsus 1334 X
B 1333 X
D5 134 XX 5fr.
D6 143 XX 5fr.
C#5 134 XX 4fr.
B5 134 XX
Em7 1111 XX 12fr.

Moderate rock ♩ = 110

Tune down:

⑥ = E♭ ③ = G♭

⑤ = A♭ ② = B♭

④ = D♭ ① = E♭

N.C.

Lyrics and Music by
BETTENCOURT, CHERONE

Hal - le - lu - jah.

E
Rhy. Fig. 1

A.H.
(8va)

A.H.
(8va)

A.H.

A.H.

A

E

A.H.

(end Rhy. Fig. 1)

A.H.

Verse 1:

E

N.C.

A.H.

A.H.

Now I lay — I lay me down to sleep. — Ha - le - lu - jah, —

2. See additional lyrics.

al - might - y dol - lar. I praise the Lord — af - ford my roll to keep. —

⑥open open E E E5VII E A/C# D E5 Substitute Fill 1 2nd time

Hal - le - lu - jah, — al - might - y dol - lar. —

⑤2fr. B ⑥open open E E E5VII E A/C# D A5

Bridge:

Mon - ey, I need more mon - ey, a just a

Rhy. Fig. 2

7-9 9 9 5 7-9 9 9 6 7-9 9 9 5 7-9 9 9 6

0 0 0 x x x 0 3 4 0 0 3 0 x x x 0

lit - tle more mon - ey. I said I need more mon - ey, yeah, yeah. —

G5

(end Rhy. Fig. 2)

7-9 9 9 5 7-9 9 9 6 3 3 3 3 3 3 3

3 0 5 3 0 x x x 0 3 4 0 0 3 0 x x x 5 5 5 5 5 5 5

Fill 1

E5

trun

3

trun

(2 2 0)

0 0 0 0 0 0 0 0 0 2 8 7 6 7 5 2 0 3



mon ey, Oh ma - te - ri - al lust, mon ey,

Rhy. Fig. 4

0 0 2 2 0 2 2 0 6 6 4 4 2 0 0

Life's on - ly trea - sure mon - ey. In God we trust.

Solo
N.C.

Mon - ey.

A5

A.H.

$2\frac{1}{2}$

*w/trem. bar

A.H.

$2\frac{1}{2}$

TAB

(0)

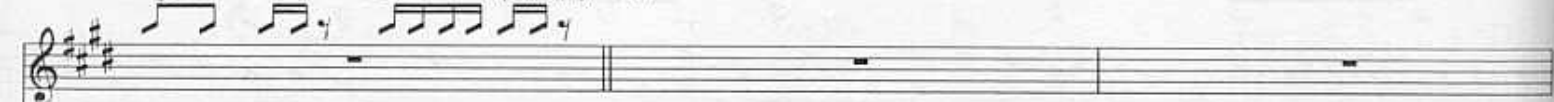
5 3 4 3 5 3 4 3 5 3 4 3 5 3 4 3 5 3 4 3 5 0 0 0

⑤ 3fr. C open 2fr. C 3fr. C A5 8va grad. bend

10 12 13 10 12 13 12 14 15 14 15 17 14 15 17 17 19 20

T
A
B

© 3fr. $1\frac{1}{2}$ C A5 G5 (end solo) w/Rhy. Fig. 1 A5



Spoken: Now I lay, I lay me down to

8va

sleep. I pray the lord afford my soul to keep. If I should

F#m Bsus B

die before I wake, I'm gonna take all the fuckin' money I make.

A.H. A.H.

E A5 E5 E

w/Rhy. Fig. 3 A5

Mon - ey, My per - son - al sav - iour. Mon - ey, Oh - ma -

8va

w/Rhy. Fig. 4
A5

C#5 B5

E5 E

w/Rhy. Fig. 3
A5

te - ri - al lust. Mon - ey, Life's on - ly trea - sure.

3

9 (9) 9 7 (7) 9 9 11 9 11 12 11 (11) 9 11 9 11 9 11 9

D5 D6 D F#m Bsus B E5 E

Mon - ey, In God we trust. Mon - ey, My

10 9 0 2 4 2 2 4 2 2

w/Rhy. Fig. 3
A5

E5 E

per - son - al sav - iour. Mon - ey, Oh ma -

w/Rhy. Fig. 4
A5

C#5 B5

E5 E

te - ri - al lust. Mon - ey,

w/Rhy. Fig. 3
A5

D D6 D

Life's on - ly trea - sure, Mon - ey,

F#m Bsus B N.C.

In God we, (Spoken:) In God we, In God we,

trust.

Hal - le - lu - jah.

w/trem. bar

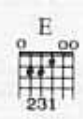
Em7

12 12 12 12

Verse 2:

And if I should die before I wake.
 Hallelujah, all mighty dollar.
 I'm gonna take the money that I make
 Hallelujah, all mighty dollar.

It's A Monster)



Moderate rock $\text{♩} = 126$

⑥ = E♭ ③ = G♭
⑤ = A♭ ② = B♭
④ = D♭ ① = E♭

Lyrics and Music by
BETTENCOURT, CHERONE

[illegible]

*w/Flanger, gradually turn up intensity & regeneration while feeding back.

[illegible]

Verse 1:
G5

N.C.

G5

1. Ev - 'ry bod - y was born in it.
2. See additional lyrics.

Sure's hell_ gon - na die in it.

N.C.

G5

N.C.

Some peo - ple don't give a shit, —

a - bout

A.H.

A.H.

w/Fill 1 (2nd time)
G5

N.C.

wheth - er or not_ they're full of it.

On my mind_

most

A.H.

A.H.

Fill 1

A.H. ... 1

A.H. ... 1

all the time, — that's when you find — we all go blind. — Then

A.H. 8va

A.H.

A.H.

1 x 2 x 3 1 2 3 1 x 2 x 3 1 2 3 1 x 2 x 3 1 2 3

it will start — to get in our hearts. — It's gone too far, — that's who we are. —

A.H. 8va

A.H. 8va

A.H. 8va

A.H. 8va

A.H.

A.H.

A.H.

A.H.

3 x 4 x 5 3 4 5 3 x 4 x 5 3 4 5 3 x 4 x 5 3 4 5 3 x 4 x 5 3 4 5

Chorus:

G5 F5 C5 F5 G5 F5

It's a mon - ster. — It's a mon - ster, — it's a mon -

we all have it in us.

Substitute w/Fill 2 (2nd time)

C5 3fr. 5fr. 4fr. 5fr. 3fr. 1fr.

C D F D C Bb

G5 F5

ster. It's a mon - ster. Turns us in - to

C5 F5 G5 D5

It's a mon - ster, — it's a mon - ster. —

sin - ners.

1. F5

Fill 2

2. w/Fill 3 N.C.

G5 F5 C5 F5 G5 F5

It's a mon-ster. It's a mon-ster, it's a mon-ster.

We all have it in us.

C5 N.C. G5 F5 C5 F5

ster. It's a mon-ster. It's a mon-ster, it's a

Turns us in-to sin-ners.

G5 D F5 N.C.

mon-ster.

1. 1/2

Fill 3

3 5 7 3 4 5 3 4 5 2 4 5 3 5 6 3 5 7 6 7 8 6 7 8

G5 F5 E5 E5¹¹

3 5 7 5 3 1 4 5 4 1 0 2 4 2 0 4 6 7 7 6 4 2 4 5 5 4 2 1 2 4 4 2 1 2 1 2 4 2 2 4 6

D5 C5 B^b5 A5

10 12 14 12 10 8 11 12 10 8 6 9 10 8 7 5 7 9 7 5 11 12 14 14 12 11 9 10 12 12 11 9 7 9 10 10 9 7 6 7 9 9 7 6

G5 F5 E5 E

3 5 7 5 3 1 4 5 4 1 0 2 4 5 7 9 7 5 9 7 5 9 7 6 9 7 6 3 3 3 3 4 4 4 4 3 3 3 3 4 4 4 4 1 1 1 1 2 2 2 2

G5 F5

Ev - 'ry - bod - y was born in it. Sharks par - a - dise.

C5

Some peo - ple don't give a shit.

pick slide

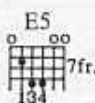
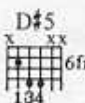
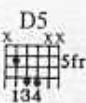
9 5 3 3 1 3 1 9 1

[illegible]

Fill 5

5

Pernocgraffiti



Tune down:

⑥ = E♭ ③ = G♭

⑤ = A♭ ② = B♭

④ = D♭ ① = E♭

Intro:

Moderate rock ♩ = 114

Rhy. Fig. 1
N.C.

Lyrics and Music by
BETTENCOURT, CHERONE

First system of music. Treble clef, key signature of three sharps (F#, C#, G#), 4/4 time. The guitar part features a melodic line with eighth and sixteenth notes. The bass part has a simple rhythmic pattern of eighth notes.

Second system of music. Continuation of the first system. The guitar part includes some chords and melodic runs. The bass part continues with eighth notes.

Third system of music. Treble clef, key signature of three sharps. The guitar part has a melodic line. The bass part has a simple rhythmic pattern.

Fourth system of music. Treble clef, key signature of three sharps. The guitar part has a melodic line. The bass part has a simple rhythmic pattern. The system ends with a double bar line and the text "Sex!".

Fifth system of music. Treble clef, key signature of three sharps. The guitar part has a melodic line. The bass part has a simple rhythmic pattern. The system ends with a double bar line and the text "Sex!".

Sixth system of music. Treble clef, key signature of three sharps. The guitar part has a melodic line. The bass part has a simple rhythmic pattern. The system ends with a double bar line and the text "Sex!".

Verses 1 & 2:

*Substitute w/Fill 1 (2nd time)

Sex on T. — V., — ro - ta - tion heav - y — you.

5 0 3 5 5 3 5 x x 3 4 5 3 3

— and I are what we eat. — Sex — when I'm all a - lone. —

A.H. (end Rhy. Fig. 3) A.H.

5 0 3 5 5 5 3 5 5 7 3 4 5 3 5 3 5 4 5 3 5 5 7 3

Substitute Fill 2 (2nd time)

It calls me on the phone, — can't stop this ring - ing in my ear. —

5 5 4 5 3 4 5 3 3 5 5 4 5 3 5 5 7 3 5 5 4 5 5 7 3 4 5 3 3

Fill 2

5 5 4 5 5 7 3 4 5 3 7 5 5 7 5 7 5 7 5 7 6 5 3

*w/wah wah

1/2

Sex in ex - cess - fill - ing all our sens - es - keep say - in' there's noth-in' to - fear. -

A.H.

Bridge:

Can't you read _____ the writ - ing on _____ the

Rhy. Fig. 5

wall? Can't you see _____ the

ris - ing and _____ the fall? Oh, can't you see it?

(end Rhy. Fig. 5)

Chorus:
w/Rhy. Fig. 1

All I see__ por - no - graf - fit - ti. See no,
All I hear__ por - no - graf - fit ti.

hear no. _____ All I speak__ por - no - graf - fit - ti. All I fear__ por - no - graf - fit -
w/Rhy. Fig. 2
N.C.

Speak ti. no e - vil.

Rhy. Fig. 6 (end Rhy. Fig. 6)

2. w/Rhy. Fig. 1 (1st 3 bars only)
N.C.

e - vil. All I see's__ por - no - graf - fit -

ti. I hear__ por - no - graf - fit - ti. no, hear no.

All I hear__ por - no - graf - fit - ti.

Fill 3 A.H. Sva

1 3 6 6

1 2 2 (2) 10 2 (2) 0 4 2 0 4 2 0 4 2 0

B5 A5 C5 D5 D#5

7 9 10 11 10 8 10 12 10 8 10 12 14 12 10 14 12 11

E5

w/trem. bar

14 12 11 12 9 1/2 (9) 7 9 12 9

w/Rhy. Fig. 3 (Gtr. II)

(9) 7 5 5 6 7 5 5 5 5 5 7 5

w/Rhy. Fig. 4

7 3 4 5 3 3 5 (5) 3 (3)

Rhy. Fig. 4 (Play 3 times.)

8 5 7 5 7 8 7 5 7 7 8 7 5 7 5 7 x x x 7 1/2 5 7 5 8 5 7 5 7

5 7 6 7 8 7 5 7 7 5

8va

N.C.

pick slide

(3) 2 (2) 3 (3) 1

15 15 (15) (15) 13 14 12

8va

3

1/2

Say, say, say, say!

A.H.

1

13 14 (14) 12 14

12

12 14 12 12

7 5 7 8 7 5 7 5 7 5 5 7

1/2

A.H.

3

Can't you hear the writ - ing on the wall?

D.S. al Co

Coda

w/Rhy. Fig. 1
N.C.

8va

e - vil.

All I see is por - no - graf - fit - ti.

All I hear por - no - graf - fit -

*gliss w/pick

A7

See no, hear no.

All I speak por - no - graf - fit -

w/Rhy. Fig. 6

A5

ti.

All I fear por - no - graf - fit - ti.

Speak no

e - vil.

A5 w/Rhy. Fig. 7 (6 times)
A5

Sex, sex, sex, sex, sex, sex, sex, sex,

Rhy. Fig. 7

1/2

0 2 2 2 2 2 0

2 2 0 0 3 0

w/Rhy. Fig. 6
A5

sex, sex, sex, sex, sex, sex, oooh.

8va

15

w/Rhy. Fig. 5 (1st 2 bars)
N.C.

E5 B5 D5 G5

1 3

(15) 9 8 10 (10) 8 10 10 8 9 7 9 9 9 8 7 7

E5

12 15 12 15 12 12 15 12 15 12 15 12 14 14 12 12 14 14 12 12 14 12 11 12 12 12 14 13 12 11

Verse 2:

Sex in 3-D.

No evil eyes see too much of it and you'll go blind.

Sex education,

Misinformation,

Kiss me where the sun don't shine.

Bridge:

Sex, it all surrounds me,

Pornograffiti.

It's all so constitutional.

Sex is literate, read all about it,

But censor where you all can go.

When I First Kissed You

Chord diagrams for guitar:

- Cmaj7 (xx) 7fr. 2 4 3 1
- Em7 1 3 1 2 4
- Ebdim (xx) 6fr. 12 3 4
- Dm7 1 3 1 2 4
- Dm9 (xx) 10fr. 4 1 1
- Dm (xx) 10fr. 3 1 1
- F/G 1 1 1 1 3
- G7(b9) (xx) 9fr. 2 3 1 4
- Cmaj9 1 3 1 4
- Cmaj7II 1 1 1 3
- G7(#9) (xx) 9fr. 2 1 3 4 4
- Em7II (xx) 9fr. 1 3 1 2 1
- EbdimII (xx) 2fr. 4 3 1 2
- Dm9/G 1 2 3 3 3
- G7(#5) 1 3 1 2 2
- G7 1 3 1 2 1 1
- Fmaj7 1 3 4 2
- Cmaj7III 1 3 2 4 1
- F#dim (xx) 4fr. 1 3 2 4
- EbdimIII (xx) 5fr. 2 3 1 4
- Dm7II (xx) 5fr. 1 3 1 2 1
- G(#5) 1 4 3 2 2
- E 4 3 1 2
- A#E 3 2 1 1
- Am7 2 3 3 3

Tune down:

⑥ = E♭ ③ = G♭

⑤ = A♭ ② = B♭

④ = D♭ ① = E♭

Intro:

Slow jazz ♩ = 62

Cmaj7
(Piano arr. for guitar)

Lyrics and Music by
BETTENCOURT, CHERON

Chord progression and lyrics:

Em7 Ebdim Dm7 Dm9 Dm Dm9 F/G G7(b9) New York

Cit - y can be so pret - ty from a bird's eye

F/G G7(b9) Cmaj7 Cmaj7II Em7 Ebdim

view, Be - cause up there, yeah, that's where I

Dm7 Dm9 Dm Dm9 F/G G7(#9) w/Rhy. Fig. 1 C7

first kissed you. A mod - ern day ro - mance, a

F7 Em7 Ebdim F/G G7(#9)

per - fect per - for mance act - ing like two fools.

w/Rhy. Fig. 1 C7 Em7II EbdimII

Say - in' sil - ly things, whis - per sweet noth - ings like young lov - ers on - ly do

Rhy. Fig. 1

Rhythmic figure 1:

Fingerings: 11, 10-11, 10-11, 4, 3-4, 3-4, 8, 8, 8, 1, 1

Dm9/G G7(#5) Cmaj7 Em7 Ebdim Dm7 Dm9 Dm Dm9
 I was shak-ing, — you were breath-tak-ing — like the Em - pi - re —

F/G G7(b9) Cmaj7 Cmaj9 Cmaj7^{II} Cmaj9 Em7 Ebdim Dm7 Dm9 Dm Dm9
 State. — My voice was so far, — not quite Sin - a - tra, — sing-ing songs so

F/G G7(#9) w/Rhy. Fig. 1 C7 F7 Em7^{II} Ebdim^{II}
 glad. — The clock struck one, — the night still ver - y young, — in the cit - y — that nev - er

Dm9/G G7(b9) F7
 sleeps. — Then a whirl wind blew — when I first — kissed you near - ly

Em7^{II} Ebdim^{II} Dm9/G G7(#5) Fmaj7 G7
 swept me — swept me off my feet —

Cmaj7^{III} F#dim Fmaj7 G7
 When I first kissed you — that's when I knew —

Cmaj7^{III} Ebdim^{III} Dm7^{II} G(#5) E Ab/E E Ab/E
 I was in love. —

E Ab/E Cmaj7^{III} Am7 Piano solo Cmaj7 Em7 Ebdim Dm7
 It was up there, — yeah, that's where — I —

F/G G7(b9) Cmaj7 Cmaj9 Cmaj7^{II} Cmaj9 Em7 Ebdim
 first kissed — you. —

Suzi (Wants Her All Day What?)



Tune down:
 ⑥ = E $\flat$ ③ = G $\flat$
 ⑤ = A $\flat$ ② = B $\flat$
 ④ = D $\flat$ ① = E $\flat$

Intro: Moderate rock $\text{♩} = 120$

Lyrics and Music by
 BETTENCOURT, CHERONE

N.C.

C5 C#5 (D5) N.C.

Verses 1 & 2:
(D5)

1. Sex - y Su - zi, — los - ing all — her — sleep. —
2. See additional lyrics.

(F5) (G5) (D5)
— Feel - ing ver - y hun -

gry. I say got her tongue in cheek. —

(F5) (G5) 2nd time substitute Riff 1 (D5)

Sweet and sour _____ a

A.H. A.H.

TAB: 1 1 3 3 3 3 5 5 | 5 0 3 4 5 5 | 5 0 3 5 3

(F5) (G5) (D5)

bit - ter tast - ing treat. _____ It's the on - ly fla -

TAB: 5 0 3 4 5 5 3 | 1 1 3 3 3 3 5 4 5 | 3 5 5 | x x x x 5

B

vor I think she likes to, she likes to eat, she likes to eat. _____

1½

TAB: (5) 0 3 0 3 3 3 (3) | 0 4 4 4 | 4 4 4 4 | 4 4 4 4 | 4 4 4 4

Riff 1

9 10 9 10

TAB: 5 0 3 5 2 3 2 5 3 5 | 5 0 3 5 3 | 5 0 3 5 2 3 2 5 3 5

Chorus:
E5

B¹¹/E

G5¹¹/E

Su - zi wants her all day suck - er,

Rhy. Fig. 1

(Em7)

Su - zi wants her all day what?

(end Rhy. Fig. 1)

E5

B¹¹/E

G5

Su - zi wants her all day suck - er,

G5¹¹/E(Em7)

C5

C#5

(D5)

Su - zi wants her all day. all day suck - er.

(Lead Gtr.)

Guitar solo
w/Rhy. Fig. 2

First system of guitar notation. The treble clef staff shows a melodic line with a triplet of eighth notes (G#4, A4, B4) and a quarter note (C5). The bass clef staff shows a bass line with a triplet of eighth notes (G2, A2, B2) and a quarter note (C3). The fretboard diagram shows the following frets: 9, 9-10, 5, 4-5, 4-2, 2-4-2, 7, 6, 7-9, 5, 9, 7, 5.

Second system of guitar notation. The treble clef staff shows a melodic line with a trill (tr) on G#4, followed by a series of eighth notes. The bass clef staff shows a bass line with a trill (tr) on G2, followed by a series of eighth notes. The fretboard diagram shows the following frets: 5-7, 4, 4-5, 7, 9-10, 7-9, 7, 10-9, 10-9, 7, 10, 7-9, 9-10, 11, 9-10, 11, 10, 11, 10.

Third system of guitar notation. The treble clef staff shows a melodic line with a triplet of eighth notes (G#4, A4, B4) and a quarter note (C5). The bass clef staff shows a bass line with a triplet of eighth notes (G2, A2, B2) and a quarter note (C3). The fretboard diagram shows the following frets: 14, 14, 16-17, 16-17, 16-14, 12, 16, 14, 12, 7-9, 11, 9-10, 12, 12-10, 9, 9, 10, 9, 12, 11, 9, 12-10, 9.

Fourth system of guitar notation. The treble clef staff shows a melodic line with a series of eighth notes. The bass clef staff shows a bass line with a series of eighth notes. The fretboard diagram shows the following frets: 7, 7-7, 12, (12), 10-9, 11, 8, 8, 8-10, 10, 8, 7-8, 7, 7-8, 10, 5, 8, 7, 10, 5, 8, 7.

Rhy. Fig. 2

Rhythm figure 2 notation. The treble clef staff shows a series of eighth notes. The bass clef staff shows a series of eighth notes. The fretboard diagram shows the following frets: 6, 7, 3, 4, 4, 5, 0, 2, 1, 2, 4, 6.

Rhy. Fig. 3
E5

Rhythm figure 3 notation. The treble clef staff shows a series of eighth notes. The bass clef staff shows a series of eighth notes. The fretboard diagram shows the following frets: 9, 9, 9, 9, 7, 7, 7, 7, 0, 0, 0, 0, 9, 9, 9, 9, 7, 7, 7, 7, 0, 0, 0, 0, 3, 2, 0, 0, 2, 3, 2, 3, 0, 4, 2.

G5 A5 Bsus

Oh oh oh

grad. bend

10 (10)

w/Rhy. Fig. 1

(Spoken:) Try this tongue twist - er on for size Su -

A.H. 8va

A.H.

(6) (6) (6)

w/Rhy. Fig. 1 (1st 3 bars) w/Fill 1

zi sells sea shells by the sea - shore, Su - zi sells sea - shells by the what?

E5 B5 G5 D5

Su - zi wants her all day suck - er, Su - zi wants her all day what?

E5 B5 G5 D5

Su - zi wants her all day suck - er, Su - zi wants her all day suck - er.

Fill 1 A.H. -----

w/trem. bar

A.H. -----

12 12 12 5 5 6 6

10 10 10 3 3 4 4

Oh, oh, oh,

oh, oh, oh.

G5 A5 Bsus B

G5 A5 Bsus B

oh, oh, oh.

D5 D#5 E5 D5 D#5 E5 D5 D#5 Emaj7

11 12 11 12 13

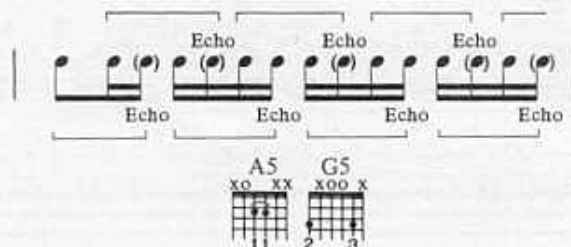
Verse 2:

Hard rock candy, I've got a cavity.
 (Licking lolly poppers) as long as she says
 "Pretty (please) you better mind your manners."
 Little Red Riding Hood got a healthy appetite.
 (Don't be scared Big Bad Wolf) I think she doesn't
 (She doesn't bite), she doesn't bite.
 (To Chorus:)

The Man Woman Hater

Performance Note:

"Flight of the Wounded Bumblebee" is played using a digital delay midied to the drum machine. Set the delay to approximately 200 m.s. with one repeat, no feed back or filtration. The repeat should come three sixteenth notes after the first note you hit. When set up correctly, you will have this pattern:



Lyrics and Music by
BETTENCOURT, CHERON

"Flight of the wounded bumblebee"

Presto ♩ = 204

(Bumblebee effect)
approx. 8 sec.

(Drum machine)

4

N.C.

8va

First system of music notation. Treble clef, 4/4 time. The melody starts with a series of beamed sixteenth notes. The guitar part (T and B strings) is shown below the staff. The drum machine part is indicated by a '4' in a box.

Second system of music notation. Treble clef, 4/4 time. The melody continues with beamed sixteenth notes. The guitar part (T and B strings) is shown below the staff. The drum machine part is indicated by a '4' in a box.

Third system of music notation. Treble clef, 4/4 time. The melody continues with beamed sixteenth notes. The guitar part (T and B strings) is shown below the staff. The drum machine part is indicated by a '4' in a box.

Fourth system of music notation. Treble clef, 4/4 time. The melody continues with beamed sixteenth notes. The guitar part (T and B strings) is shown below the staff. The drum machine part is indicated by a '4' in a box.

First system of musical notation. The top staff is a treble clef with a key signature of one sharp (F#). The bottom staff is a guitar tablature with two lines labeled 'T' and 'B'. The tablature contains the following fret numbers: 5 8 0 5 0 8 0 5 | 4 7 0 4 0 7 0 4 | 5 8 4 7 5 8 4 7.

Second system of musical notation. The top staff is a treble clef with a key signature of one sharp (F#). The bottom staff is a guitar tablature with two lines labeled 'T' and 'B'. The tablature contains the following fret numbers: 5 8 6 9 5 8 4 7 | 5 8 4 7 5 8 4 7 | 5 8 6 7 5 8 4 7.

Third system of musical notation. The top staff is a treble clef with a key signature of one sharp (F#). The bottom staff is a guitar tablature with two lines labeled 'T' and 'B'. The tablature contains the following fret numbers: 4 7 5 8 6 9 7 10 | 7 10 6 11 9 12 10 13 | 10 13 11 14 12 15 13 16.

N.C.

Fourth system of musical notation. The top staff is a treble clef with a key signature of one sharp (F#). The bottom staff is a guitar tablature with two lines labeled 'T' and 'B'. The tablature contains the following fret numbers: 15 18 16 19 16 19 16 19 | 17 19 17 21 17 19 17 21 | 17 22 17 21 17 19 17 21.

Fifth system of musical notation. The top staff is a treble clef with a key signature of one sharp (F#). The bottom staff is a guitar tablature with two lines labeled 'T' and 'B'. The tablature contains the following fret numbers: 15 21 15 19 15 21 15 22 | 15 21 15 19 15 17 15 19 | 14 19 14 21 14 22 14 21.

Sixth system of musical notation. The top staff is a treble clef with a key signature of one sharp (F#). The bottom staff is a guitar tablature with two lines labeled 'T' and 'B'. The tablature contains the following fret numbers: 14 19 14 17 14 19 14 19 | 13 19 13 20 13 19 13 17 | 13 16 13 17 13 16 13 17.

8va----- loco N.C.

17 21 15 17 12 15 9 12 5 9 3 5 0 3 0 5 7 0 4 0 12 0 7 0

8va----- A7 loco

16 0 0 0 17 0 16 0 17 21 15 17 12 15 9 12 5 9 3 5 0 3 0 5

N.C. A7 8va-----

4 7 5 9 4 7 5 9 4 5 5 9 4 7 0 0 17 21 15 17 12 15 9 12

loco N.C. 8va-----

5 9 3 5 0 3 0 5 11 10 12 11 13 12 14 13 15 14 16 15 17 16 18 17

A7 8va----- loco N.C.

17 21 15 17 12 15 9 12 5 9 3 5 0 3 0 5 6 0 4 0 6 0 4 0

Em C

4 5 2 4 0 0 0 0 16 12 9 12 10 12 9 12 17 12 9 12 17 12 9 12

*(w/delay)

*The delay setting stays the same as before. Because you are playing twice as many notes, the delay supplies harmony.

B(b9) B Bdim A(9)

First system of guitar tablature. The top staff shows a melodic line with slurs and ties. The bottom staff shows the corresponding fret numbers for the left hand (T) and right hand (A, B). Chords are indicated above the staff: B(b9), B, Bdim, and A(9).

Adim G(9) G F#(b9) F#

Second system of guitar tablature. The top staff shows a melodic line with slurs and ties. The bottom staff shows the corresponding fret numbers for the left hand (T) and right hand (A, B). Chords are indicated above the staff: Adim, G(9), G, F#(b9), and F#.

F#dim E(9) E Emaj7 E

Third system of guitar tablature. The top staff shows a melodic line with slurs and ties. The bottom staff shows the corresponding fret numbers for the left hand (T) and right hand (A, B). Chords are indicated above the staff: F#dim, E(9), E, Emaj7, and E.

E(b5) E(b5) Emaj7(b5) E(b5) Amaj7 Amaj7(#11)

Fourth system of guitar tablature. The top staff shows a melodic line with slurs and ties. The bottom staff shows the corresponding fret numbers for the left hand (T) and right hand (A, B). Chords are indicated above the staff: E(b5), E(b5), Emaj7(b5), E(b5), Amaj7, and Amaj7(#11).

Amaj7 Amaj7(#11) E Bb E Bb

Fifth system of guitar tablature. The top staff shows a melodic line with slurs and ties. The bottom staff shows the corresponding fret numbers for the left hand (T) and right hand (A, B). Chords are indicated above the staff: Amaj7, Amaj7(#11), E, Bb, E, and Bb. A note is marked with a hammer-on symbol and the text "*Hammer w/L.H."

E Bb A5

Sixth system of guitar tablature. The top staff shows a melodic line with slurs and ties. The bottom staff shows the corresponding fret numbers for the left hand (T) and right hand (A, B). Chords are indicated above the staff: E, Bb, and A5. A note is marked with a hammer-on symbol and the text "(no delay)".

Moderately $\text{♩} = 102$
Triplet feel $(\text{♩} \text{♩} \text{♩} = \text{♩} \text{♩} \text{♩})$
A5 N.C.

N.C.

(Spoken:) No women allowed.

Rhy. Fig. 1

15ma A.H.

P.M. -----

A.H. 1

A.H. pitch: F#

N.C.

15ma A.H.

Csus2

D5

N.C.

D5

P.M. -----

A.H. 1

A.H. pitch: F#

N.C.

A5

N.C.

15ma A.H.

A5

semi-harm.
P.M. - 4

P.M. -----

A.H. 1

A.H. pitch: F#

N.C.

15ma A.H.

Csus2

N.C.

D5

N.C.

D5

P.M. -----

A.H. 1

A.H. pitch: F#

w/Rhy. Fill 1
 N.C.

G5

D5 Gtr. II
 (end Rhy. Fig. 1)

w/Rhy. Fig. 1
 A5 N.C.

8va

15ma

A5 N.C.

Csus2

P.M. -4
 semi-harm.

feedback

1

(3)
 2 2 2 3 0 0 3

20 (20) (20)

Verse 1 & 2:
F#m7

B5

A5

N.C.

Substitute w/Rhy. Fill 2 (2nd time)

Esus

E

Esus

B5

1. Let me tell you all a - bout this love and hate re - la -
2. He - man's be - hav - ior does - n't need no ex - plan - a -

P.M.

P.M.

P.M.

Bm11

B5

D5

Substitute w/Rhy. Fill 3 (2nd time)

E5

N.C.

F#m7

B5

A5

N.C.

tion be - tween a man and a wom - an. And so none of you all get the
tion. We all got a one - track mind. He - men have al - ways had a

P.M.

P.M.

P.M.

P.M.

A.H.

P.M.

P.M.

Rhy. Fill 2

semi-harm.

P.M.

Rhy. Fill 3

Harm.

P.M.

P.M.

P.M.

P.M.

*Fret the 4th fret with the left hand, then tap the 16th fret w/the right hand.

Substitute w/Rhy. Fill 4 (2nd time)

Esus

E

Esus

B5

Bm11

DS

wrong — in — ter — pre — ta — tion.
sex — u — al — pre — oc — cu — pa — tion.

I can't...
It's gon - na

semi-harm

P.M. -----

P.M.

Substitute w/Rhy. Fill 4 (2nd time)

ES

D

G

Chorus:

A5

G5

A5

D

live with them,— I'm gon-na die with-out 'em. }
be your place,— or it's gon - na be mine. }

Soon - er or lat - er___ you'll be a

P.M.

P.M. _____

P.M. - -

G5

5

65

55

LEUNG

he - man wom-an hat - er, — It's in - ev - i - ta - ble.

P.M. -----

P.M.

P.M. let ring - - - - - P.M.

P.M.

P.M.

Rhy. Fill 4

A5 G5 A5 D G5 D G5
 And to be - come one, — you've got to real - ly hate to love them, —

P.M. ———— P.M. ————

A5 G5 A5 N.C.
 He - man wo - man hat - er. ————

P.M. ———— P.M. ———— P.M. ————

A5 N.C. A5 N.C. Csus2
 (He) He - man, — (Man ———) wom - an — hat -

15ma A.H. semi-harm. 1 1 1/2
 P.M. ———— P.M. ————

A.H. pitch: F#

D5 N.C. D5 N.C. G5 D5
 er. Ya know I love to hate — 'cause I hate to love 'em.

P.M. ————

w/Rhy. Fig. 2 (3 times)

E5 G5 A5 E5 G5 A5 E5 G5 A5 E5 G5 A5 E5 N.C.

Gtr. II

T
A
B

14 12 11 12 11 12
13 11 10 11 10 11
12 14 12 14 12 14

A5 E5 G5 A5 E5 N.C. E5 G5 A5 E5 G5 A5 E5 G5

A5 E5 G5 A5 E5 N.C.

N.C.*(E(9))

Gtr. II

10

8va

loco

Rhy. Fig. 3

Gtr. I

P.M.

P.M.

P.M.

*Chords implied by arpeggios played by Gtr. II.

(B(9))

(end Rhy. Fig. 3)

(D(9))

[illegible]

Rhy. Fill 5

Gtr. I

P.M. 4

T 3 3

A 0 2

B 0 0

5 7 7 7 5 7 5 3

A5 G5 A5 G5 N.C. A5 G5 A5 D

He - man wom-an hat - er. _____ Soon - er or lat - er_ you'll be a

-----4 P.M.-----4 P.M.-4 P.M.-----4

G5 D G5 A5 G5 A5 N.C.

he - man wom - an hat - er, _____ yeah. _____ It's in - ev - i - ta - ble. _____ Yeah, _____

_____ he_ he, he - man. And to be - come_ one_ you've got to real-ly hate_ to love_ them. _____

let ring 4 P.M. 4 P.M. P.M.

He - man wom-an

A5 N.C. A5 N.C. Csus2
 hat - er! Wom - an hat

(Man. (15ma) A.H.)
 Gtr. II
 A.H.
 14 (14)
 A.H. pitch: A
 Gtr. I (8va)
 15ma A.H.
 P.M.
 A.H.
 17 17 14 2 2 2 (2) 3 4 4 3 0 4 3 0
 A.H. pitch: F#

D5 N.C. A5
 er. You know I love to hate 'cause I hate to love 'em. (He
 slack
 (vib. w/bar) slack
 (14) (14) (14) (14)
 *Shake bar violently.

Gtr. I
 8va
 14 12 14 17 14 12 14 14
 (3) 3 3 7 5 14 14 12 14 14 10 14 14 12 14 14 2
 (0) 2 2 5 7 5 14 12 14 14 10 14 14 12 14 14 2
 (3) 0 0 5 7 5 14 12 14 14 10 14 14 12 14 14 0

AS

A.H. pitch: F#

[illegible]

N.C.

er. I can't live with them, I'm gon-na die with-out 'em. (He

+ loco

+ 1

21 19 17 19 17 19 (19) x x

1/2

(3) 3 3 3 2 2 0 5 7 5 7 7 (7) 5 5 7 5 7 7 5 7 6 5 3 0 2 0 3 0

N.C.

A5 N.C. Csus2

He man, (Man) wom an hat

6 6

19 17 14 17 19 17 14 14 17 19 17 14 21 19 14 21 19 21 19 14 17 9 10 9 12 10 9 7 9 7 10 9 7 9 (9)

3 3 3 3 3 3 15ma A.H.

P.M. semi-harm. 1 A.H. 1

(2) 2 2 2 0 4 2 2 2 0 0 3 4 4 3 0 4 3 0 0 3 4 4 3 0 4 3 0

D5 N.C. D5 N.C.

er. I can't live with them, but I love to shoot 'em!

(15ma)

feedback

(7) (7) (7)

(cont. in Fill 1)

(3) 3 3 3 3 7 5 x 7 (7) x x 0

0 0 2 2 2 0 5 7 5 x 7 5

w/Fill 1 Gtr. I

(15ma) A.H.

Play 3 times

A.H.

A.H. pitch: E

*Brush strings 2nd & 3rd times.

(8va) Harm. (15ma) A.H.

(Spoken:) Wench. Huh, huh, huh.

P.M. ----- 4

Harm. A.H.

A.H. pitch: G

Fill 1

(15ma)

(7) (7) (7) (7) (7) (7) (7)

Song For Love

103

Slow rock ♩ = 72

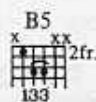
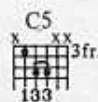
Verses 1 & 2:

Am

G7/A

A5

E7/A

Lyrics and Music by
BETTENCOURT, CHERONE

1. I lie a - wake_ with o - pen eyes, — my_ love just died, —
2. See additional lyrics.

Gtr.

mf

hold ----- 4 hold ----- 4 hold ----- 4 hold ----- 4

A A6 Esus Am G7/A

I'm cold in - side. — Can't face the thought_ to be a - lone —

hold ----- 4 hold ----- 4 hold ----- 4 hold ----- 4

Fmaj7/A E7/A A7 A6

all by my - self, — on my_ own. — Love's come and gone. —

hold ----- 4 hold ----- 4 hold ----- 4 hold ----- 4

Esus E F#7sus2 E/G# A

I look a-round_ and see the hearts_ that still are bro-ken_

hold-----4 hold-----4 hold-----4 hold-----4 P.M.

E F#7sus2 E/G# A Asus A D 2nd time to Coda

I can't be-lieve_ all of our hearts_ re-main un-o-pened. Can't go on and on_ with that

hold-----4 hold-----4 hold-----4 P.M. - 4

Bm G5 E F#7sus2 E/G# A Asus A

same old - song_ So wipe off the frown_ and turn_ a-round_ and face each_ oth - er. Come

hold-----4 hold-----4 hold-----4 P.M. - 4

D Bm G5 A

on, come on,_ let's sing a song_ A song_ for you, a song_ for me,

(2)

Chorus:

B E/B B E5 A

a song for love. All for one and one for all to-ge-th-e

P.M. - 4 hold P.M. - 4

B E

sing-ing a song for love. You and I are none

P.M. P.M. - 4 hold hold P.M. - 4

A B5 A E5

with-out the oth-er, sing-ing a song for love.

(both notes vib.) semi-harm. P.M. - 4 P.M. - 4

Am G7/A Fmaj7/A E7/A A7 A6 Esus4 D.C. al Cod

hold hold hold hold hold hold hold

Coda **Bm** *accel.* **A**

sing a song. — A song — for you, a song — for me,

(21)

B *rit.* *Chorus: a tempo* **E5** **A**

a song for love. — All for one — and one — for all — to - geth - er,

rit. *a tempo*

P.M. - 4 hold P.M. - 4 P.M. - 4 P.M. - 4

B **A5** **E**

sing - ing a song — for love. —

Rhy. Fill 1

P.M. - 4 hold

E5 **A** **B5** **B** **A** **E5**

You and I — are none — with - out — each - oth - er, sing - ing a song — for love. —

(both notes vib.) semi-harm. P.M. - 4 P.M. - 4

N.C.

(end Rhy. Fig. 1)

P.M. -----
p cresc. *f*

Gtr. Guitar solo
 II G5

A.H. 15ma-- loco Csus2

3 3 Dsus

Csus2 A.H. (8va)

P.M. P.M.-----4 semi-harm. A.H.

Gtr. I

hold-----4 hold P.M.---4

G5

Csus2

semi-harm. grad. bend

P.M.-----4

1 1 1 1/2 1/2 1/2

Rhy. Fig. 2

hold---4 hold-----4

Dsus Csus2 G5 A.H. (8va)
 A.H.
 hold - - - - 4
 w/Rhy. Fig. 2 (1½ times)
 Csus2
 hold - 4 P.M. - - 4 P.M. P.M.
 hold 4 P.M. - 4 P.M. rake
 Dsus Csus2 G5
 Csus2
 Gtr. III
 f
 hold - - - - 4 hold - - - - 4 hold - - - - 4 hold - - - - 4 hold - - - - 4
 Song for Love - 10 - 6

8va -----

w/trem. bar

2 1/2

1

(7) 5 4 5 7 (7) 16 17 17 16 19 19 19 16 16 16

3 2 3

P.M. - 4 hold - 4 hold - 4 P.M. - 4

7 7 7 7 8 7 7 5 5 5 7 (7) 7 7 9 9 11 11 12

5 7 5 3 3 5 4 6 6 8 8 9

Chorus:

w/Rhy. Fig. 1 & Fill 1

E5

A B A5 E

All for one and one for all to - geth - er, sing - ing a song for love.

8va -----

grad. release

19 17 16 17 19 (19) 17 16 17 19 14 14 (14) 12 12 14 14 14 14 12 12 (12)

Fill 1

Gtr.
III

12 (12)

9 9

w/Fill 1
E5

A

B5

B

A

E5

You and I — are none — with - out — the oth - er, sing - ing a song — for love.

21 16 (16) 14 14 16 14 12 14 14 14 12 14

Gtr. I

A - come on, — a - yeah, — come on, — come on — ev - 'ry bod - y!

w/trem. bar

pick slides (low stgs.)

w/Rhy. Fill 2

All — for one, — one — for all — sing - ing — a sing - ing a song.

Gtrs. I & II

Gtrs. I & II

hold

P.M. 4

P.M. - 4

P.M.

P.M. - - - 4

Rhy. Fill 2

Gtr. I

semi-harm.

hold

Measures 1-4 of the guitar part. The notation is for two staves, Gtr. I & II. The key signature has two sharps (F# and C#). The first staff (Gtr. I) contains a melodic line with eighth and sixteenth notes. The second staff (Gtr. II) contains a bass line with eighth and sixteenth notes. There are some ties and slurs across the measures.

hold hold P.M. - 4 P.M. 4

hold

P.M. 4

Yeah.

Gtrs. I & II

[illegible]

P.M.

P.M.

hold

1

hole

The first system of musical notation for 'The Rose Tree' is written on a single staff. It begins with a treble clef, a key signature of one sharp (F#), and a common time signature (C). The melody is composed of eighth and sixteenth notes, with some beamed sixteenth notes. There are two fermatas above the staff, one over the first measure and another over the last measure. The system ends with a double bar line.

yeah, _____
stand, — yeah. _____

yeah, _____
Sing - ing a song — for love. _____

yeah, _____
stand, — yeah.

yeah, _____
Sing - ing a song _____ for _____

love

P.M. - 4

P.M. 4

P.M. -----

P.M. -----

Gtr. I

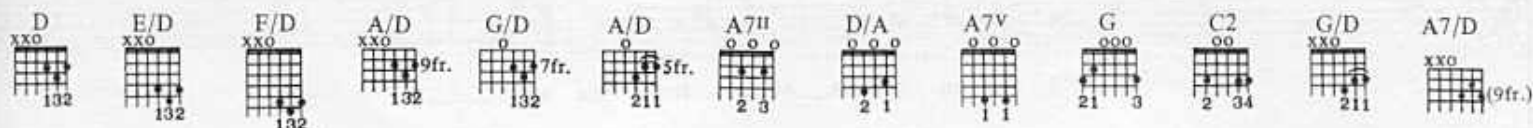
Gtr. I

Gtr. IV (acous.)
 E(7)
 mf
 hold ----- 4 hold ----- 4
 rit.
 C(9)/E
 E(9)
 Fdbk.
 Fdbk. pitch: G#
 rit.
 hold ----- 4 hold ----- 4
 rit.
 hold ----- 4 hold ----- 4

Verse 2:

You let the time pass by
 Big boys don't cry, believe that lie.
 A broken heart that never mends.
 Is this the end?
 Listen my friend.
 These walls of hate that separate
 One from the other.
 Time to rebuild bridges of love
 One to another.
 Come on, come on,
 Let's sing a song.

Little Hearted



Tune down:

⑥ = E $\flat$ ③ = G $\flat$

⑤ = A $\flat$ ② = B $\flat$

④ = D $\flat$ ① = E $\flat$

Intro: Moderate rock $\text{♩} = 104$

Lyrics and Music by
BETTENCOURT, CHERONE

*Gtr. I

D E/D

D E/D

*12-str. acoustic guitar.

D E/D F/D

Ooh, — yeah!

N.C.

3

3

Yeah, yeah, yeah, yeah.

Rhy. Fig. 1

3

Verse 1:

Life's am-bi - tion oc-cu-py my time.

(end Rhy. Fig. 1)

3

Pri - or - i - ties con - fuse the mind.

Hap - pi - ness, one step be - hind. This in - ner - peace, I've yet to find.

Bridge:
Rhy. Fig. 2 (9fr.) A/D G/D (5fr.) A/D D

Riv - ers flow in - to the sea, yet

e - ven the sea is not so full of me. If I'm not blind why can't

I see that a cir - cle can't fit where a square should be? There's a

(5fr.) A/D D A7v D/A A7v A7v A7v (end Rhy. Fig. 2)

Chorus:

G ^{⑥3fr. ⑤open2fr.} G A B C2 D E/D D

hole in my heart_ that can on - ly be filled_ by_ you._

E/D G ^{⑥3fr. ⑤open2fr.} G A B C2 To Coda

And this hole in my heart_ can't be filled_ with the things_ I_ do._

D E/D N.C. D E/D

Hole heart - ed, hole

Rhy. Fig. 2 (end Rhy. Fig. 2)

hold

w/Rhy. Fig. 1

heart - ed.

Verse 2:
w/Rhy. Fig. 1 (2 times)
N.C.

This heart of stone_ is where I hide.

These feet of clay_ kept warm in - side._____

Day by day_____ less sat-is - fied._____

Not fade a - way_ be - fore I die._____

8va -----

hold ----- 4

15-17 17 17 10-12 9 10 5 5 3 7-9

Riv - ers flow_ in - to_ the sea,_____ yet_

9 7 5 7-8 8 7 5 7 10 15 15 15 15 10 7 7

e - ven the sea is not so full of_ me._____

If I'm not blind_ why can't_

5-7-5 9-14 14 14 7 9 5

(5fr.) A/D D A7^v D/A A7^v A7^{II} D.S.^{al} Coda

I see that a cir - cle can't fit where a square should be? There's a

Coda (5fr.) A/D G/D D G (63fr. 5open 2fr. G A B C2

There's a hole in my heart that can on - ly be filled by you.

D E/D D E/D G (63fr. 5open 2fr. G A B C2

Should have known from the start I'd fall short

w/Rhy. Fig. 2 N.C.

with the things I do. Hole heart - ed, hole

D E/D N.C. D E/D

heart - ed, hole heart - ed, hole heart - ed, hole

w/slide ----- 4

8-10 10 10 10 10-8 8-10

N.C. D E/D N.C. D

heart - ed, hole heart - ed.

w/slide ----- 4

6-5 6-5 6-5 5-7