

# SOMEBODY TOLD ME

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Moderately

Bm



E<sup>5</sup>/B



B<sup>5</sup>



First system of musical notation (measures 1-3). The treble clef staff contains a sequence of chords: Bm, E<sup>5</sup>/B, and B<sup>5</sup>. The bass clef staff contains a bass line starting with a whole note G2. The dynamic marking *ff* is present in the first measure.

G/B



Bm



E<sup>5</sup>/B



Second system of musical notation (measures 4-6). The treble clef staff contains a sequence of chords: G/B, Bm, and E<sup>5</sup>/B. The bass clef staff contains a bass line with eighth notes.

B<sup>5</sup>



G/B



E<sup>5</sup>sus2



G/D



Third system of musical notation (measures 7-9). The treble clef staff contains a sequence of chords: B<sup>5</sup>, G/B, E<sup>5</sup>sus2, and G/D. The bass clef staff contains a bass line with eighth notes and rests.

G<sup>5</sup>sus2



G



B<sup>5</sup>



Fourth system of musical notation (measures 10-12). The treble clef staff contains a sequence of chords: G<sup>5</sup>sus2, G, and B<sup>5</sup>. The bass clef staff contains a bass line with eighth notes and a final measure with a 7-measure rest.

Break - in' my back just to know your \_ name. \_ Sev - en - teen tracks and I've

had it \_\_\_ with \_ this game. \_\_\_ I'm

Em

break - in' my back just to know your \_ name. \_ But heav - en ain't close in a  
Read - y, let's roll on - to

B<sup>5</sup>

place like \_\_\_ this. \_\_\_ An - y - thing goes but don't \_\_\_ blink you \_\_\_ might miss.  
some - thing \_ new. \_ Tak - in' its toll then I'm leav - ing with - out you. \_

Em



B<sup>5</sup>



'Cause heav - en ain't close in a

place like \_ this. \_ I said a heav - en ain't close in a place like \_ this. \_

G<sup>5</sup>



A<sup>sus4</sup>



Bm




Bring it back down. Bring it back down to - night, \_ hoo,

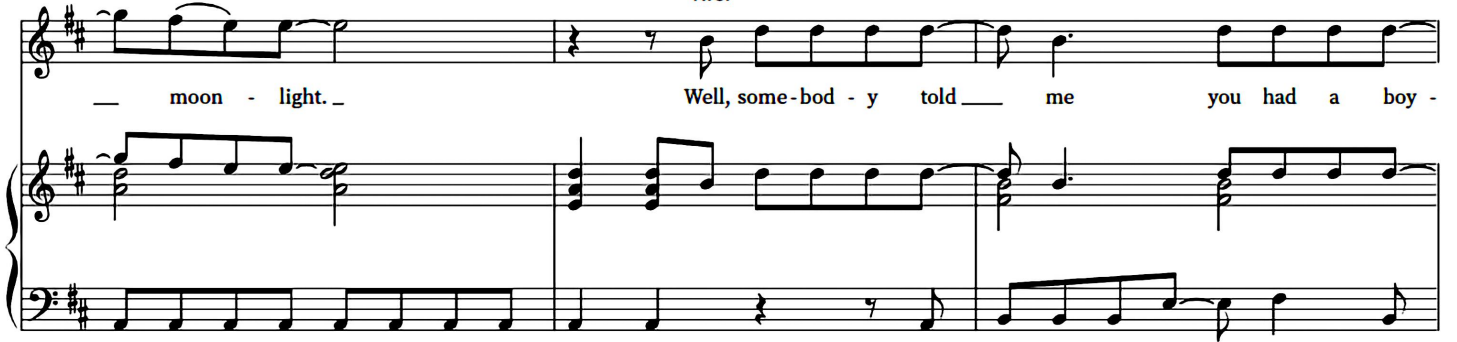
G<sup>5</sup>






hoo. \_ Nev - er thought I'd let a ru - mor ru - in my \_


A<sup>sus4</sup>  N.C. 




— moon - light. — Well, some-bod - y told — me you had a boy -




G<sup>5</sup>  A<sup>5</sup>  F#<sup>5</sup> 



- friend who looks like a girl - friend that I had in Feb - ru - ar - y of last —




B<sup>5</sup>  G<sup>5</sup>  1. A<sup>5</sup> 

— year. It's not con - fi - den - tial. I've got po - ten - tial.



2. A<sup>5</sup>  F#<sup>5</sup> 

N.C. tial a rush - ing, a rush - ing a - round.



N.C.

Pace your - self for me. \_\_\_\_\_ I said

The first system of music features a vocal line and piano accompaniment. The key signature has two sharps (F# and C#). The vocal line begins with a whole note G4, followed by quarter notes A4, B4, and C5, which are then tied to the next measure. The piano accompaniment consists of a steady eighth-note bass line in the left hand and a melody of quarter notes in the right hand.

may - be, \_\_\_\_\_ ba - by, \_\_\_\_\_ please.


The second system continues the vocal line and piano accompaniment. The vocal line has a quarter note G4, followed by quarter notes A4 and B4, then a quarter rest, and finally a quarter note C5. The piano accompaniment continues with the same rhythmic pattern.

But I just don't know now. \_\_\_\_\_

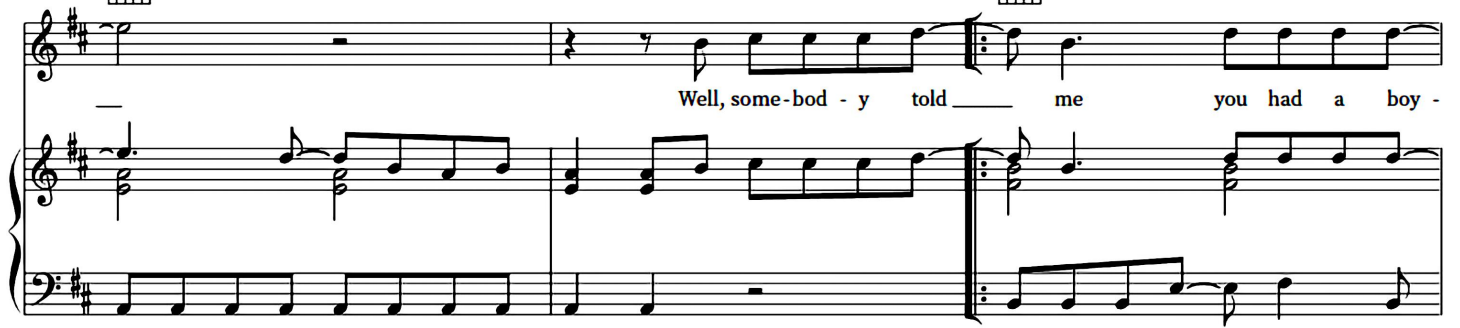
The third system continues the vocal line and piano accompaniment. The vocal line starts with a quarter note G4, followed by quarter notes A4 and B4, then a quarter rest, and finally a quarter note C5. The piano accompaniment continues with the same rhythmic pattern.




May - be, \_\_\_\_\_ ba - by, \_\_\_\_\_ when all I wan - na do is try. \_\_\_\_\_

The fourth system continues the vocal line and piano accompaniment. The vocal line has a quarter note G4, followed by quarter notes A4 and B4, then a quarter rest, and finally a quarter note C5. The piano accompaniment continues with the same rhythmic pattern.


A<sup>5</sup>  str  7tr




Well, some-bod - y told \_\_\_\_\_ me you had a boy -




G<sup>5</sup>  3tr A<sup>5</sup>  5tr F#<sup>5</sup> 

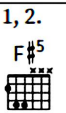
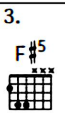

- friend who looks like a girl - friend that I had in Feb - ru - ar - y of last -



B<sup>5</sup>  7tr G<sup>5</sup>  3tr A<sup>5</sup>  5tr

- year. It's not con - fi - den - tial. I've got po - ten - tial a rush - ing, a rush -



1, 2.  F#<sup>5</sup> 3.  F#<sup>5</sup>  Bm

- ing a - round. Now some-bod - y told \_\_\_\_\_ ing a - round.

