

I Don't Like Mondays

Words & Music by Bob Geldof

With a driving beat ♩ = 145

D# (Bass)



15^{ma} | 8^{va} | 15^{ma} | 8^{va} |

Black key gliss.

8^{vb}

Detailed description: This system shows the first four measures of the piece. The guitar part (top staff) has a whole rest in the first measure, followed by a half note D# in the second measure, and whole rests in the third and fourth measures. The piano part (middle and bottom staves) features a descending glissando on the right hand in the first measure, with fingering 15^{ma} | 8^{va} | 15^{ma} | 8^{va}. The left hand plays a bass line with a whole note D# in the second measure and a half note D# in the fourth measure. A dashed line labeled 8^{vb} is positioned below the bass line.

(8)

Detailed description: This system contains measures 5 through 8. The guitar part has whole rests in all four measures. The piano part continues with chords in the right hand and a bass line in the left hand. A dashed line labeled (8) is positioned below the bass line.

A/B



(8) - - -

Detailed description: This system contains measures 9 through 12. The guitar part has whole rests in all four measures. The piano part features a driving bass line in the left hand and chords in the right hand. A dashed line labeled (8) - - - is positioned below the bass line.

D#m E F# E

1. The

B D#m E

si - li - cone chip in - side her head_ gets switched to ov - er -
 (2.) te - lex ma - chine is kept so clean_ and it types to a wait - ing

F# B D#m

load. And no - bo - dy's gon - na go to school to - day,_ she's gon - na
 world. And mo - ther feels so shocked, fa - ther's world is rocked, And their
 (3° sing verse 1 lyrics)

E F# E

make them stay at home. And Dad - dy does - n't un - der - stand_
 thoughts turn to their own lit - tle girl._ Sweet six - teen, ain't that

F# B E

— it, he al-ways said she was good as gold. — And he can }
 peach-y keen Now it ain't so neat to ad - mit de - feat. They can }

see no rea-sons, 'cos there are no rea-sons. What { rea-sons do you need to be
 rea - sons do you

F# F#6 F#7 B

shown? _____ } Tell me why I don't like
 need? _____ }

B/A# E/G# F# To Coda ⊕

Mon - days, — tell me why I don't — like Mon - days, — tell me

B B/A# E

why I don't like Mon - days, I want to shoot, oo,

F# 1.

the whole day

B D#m E

down.

F# 2. D#sus4 D#m

2. The the whole day down, down,

D[#]sus⁴
D[#]m
B
Bsus⁴
B

down, shoot it all down.---

D[#]m
E

F[#]
B(add2)

B

And all the play - ing's stopped in the

D#m E F#

play - ground, now she wants to play with her toys a - while. And

B D#m E

school's out ear - ly and soon we'll be learn - ing and the les - son to - day — is

F# rit. E F#sus4

how to die. And then the bull - horn crack - les, and the cap - tain tack - les with the

B B/E B E

prob - lems and the hows and whys. — And he can see no rea - sons, 'cos there

F# F#6 F#7

are no rea-sons. What rea-sons do you need to die, die? Oh, and the

B D#m E F# E

a tempo si-li-cone chip in-side her head gets switched to ov-er-load. Oh, and

D.S. al Coda

⊕ CODA

B B/A# E/G#

why I don't like, I don't like, I don't like

F# B D#m

Mon-days. Tell me why I don't like, I don't like,

E F# B

I don't like, Mon - days. Tell me why I don't like

D#m E

Mon - days, I want to shoot, oo,

F# B rit.

the whole day down.

D#m E F# B

the whole day down.