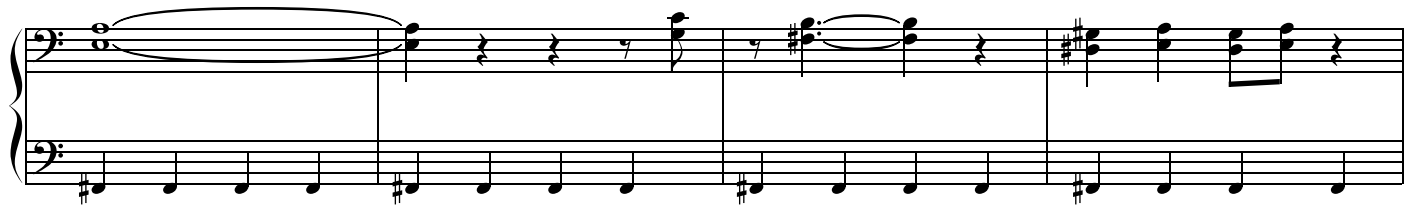
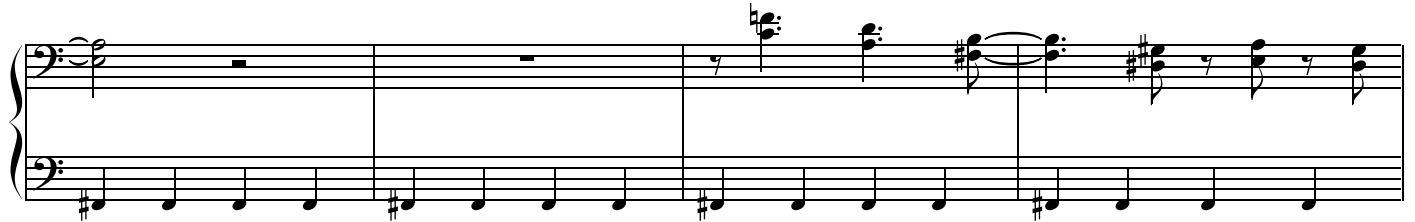


HOT FOR TEACHER


Words and Music by DAVID LEE ROTH,
EDWARD VAN HALEN, ALEX VAN HALEN
and MICHAEL ANTHONY

Very fast (♩ = $\frac{3}{4}$)


N.C.




E sus



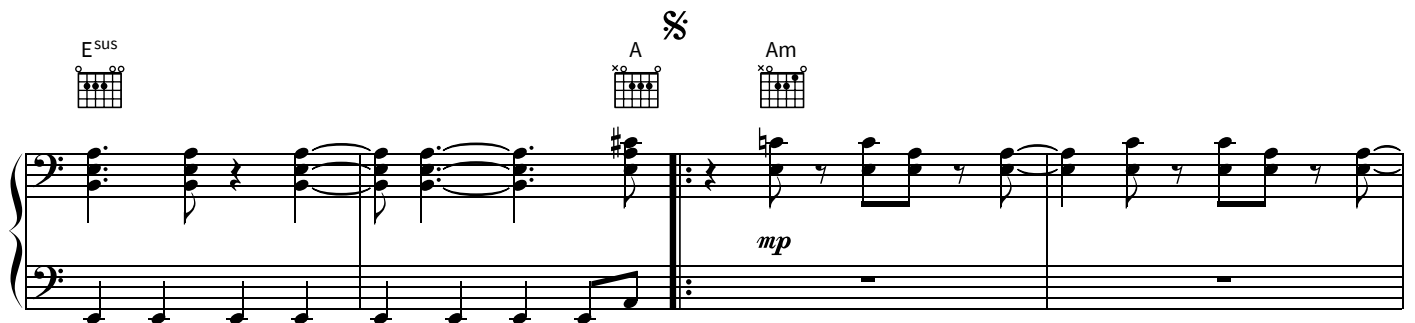
A



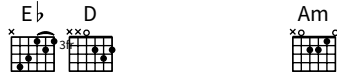
Am



mp

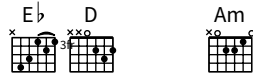


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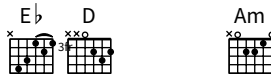
Oh, wow, man.
 Hey, I heard you missed us. We're back.
 Oh man, I think the clock is slow.

Musical notation for the first system, including a treble clef staff and a grand staff with bass clef. The bass line features a triplet of eighth notes in the first measure.



Wait a second, man.
 I brought my pencil.
 I don't feel tardy.

Musical notation for the second system, including a treble clef staff and a grand staff with bass clef. The bass line features a triplet of eighth notes in the first measure.



What do you think the teacher's gonna look like this year?
 Give me something to write on, man.
 Class dismissed!

Musical notation for the third system, including a treble clef staff and a grand staff with bass clef. The bass line features a triplet of eighth notes in the first measure.



f

Musical notation for the fourth system, including a grand staff with bass clef. The bass line features a triplet of eighth notes in the first measure. A dynamic marking of *f* (forte) is present.

E \flat D Am

To Coda \oplus E \flat D Am

T - t - teach - er, stop — that — scream -
I heard — a - bout your

E \flat D Am

- in'. Teach - er, don't you — see? —
les - sons but les - sons are so — cold. —

Don't wan - na be — no up - town fool.
I know — a - bout — this school.

E \flat D Am

May - be I ____ should go to hell, ____
 Lit - tle girl ____ from Cher - ry Lawn, ____ how

E \flat D Am

but I ____ am do - ing well. Teach - er needs ____ to see ____
 can you be ____ so bold? How did ____ you know.

E \flat D C D

____ me af - ter school.
 ____ that gold - en rule?

I think of all ____ the ed - u - ca - tion that I've missed..

A \flat G F G

But then, my home - work was

B \flat ⁵ A⁵ A \flat ⁵ G⁵ F \sharp ⁵

nev - er quite like this.

F⁵ E⁵ D \sharp ⁵ E⁵ Am

Got it bad, got it bad,

E \flat D Am

got it bad. I'm hot for teach-

er. _____

E \flat D Am

I've got it bad, _____ so _____ bad. _

E \flat D Am

I'm hot for teach - er.

E \sharp sus

1. A

2. D.S. al Coda A



E \flat D Am

I've got it bad, — got it bad, — got it bad. .

E \flat D Am

I'm hot for teach - er. _____

F \sharp G A \flat A

F \sharp G A \flat A F \sharp G A \flat A