

to the singers at Roosevelt Middle School in Monticello, IN,
and their director, Laura K. Lee

I Hope the Teacher Won't Call on Me!

Two-part Chorus and Piano*

Words and Music by
Stephen L. Lawrence

Ranges: Part I Part II



① Freely, with expression ♩ = 60 (straight eighths)

mf

I

Some

II

mf

Some

Freely, with expression ♩ = 60 (straight eighths)

mf

3

I

rit. *a tempo*

peo-ple hope for wealth and fame, and all that mon-ey can buy. But, if you

II

rit. *a tempo*

peo-ple hope for wealth and fame, and all that mon-ey can buy. But, if you

rit. *a tempo*

Duration: approx. 3:45

*Also available: Three-part Mixed (15/2300H); Performance/Accompaniment CD (99/2112H)

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5 *rit.*

I ask me what I'm hop - ing for, I will mod - est - ly re - ply: "I

II ask me what I'm hop - ing for, I will mod - est - ly re - ply: "I

rit.

rit.

7 **Bright Fifties shuffle** ♩ = ca. 120 (♩ = $\overline{\text{♩} \text{♩} \text{♩}}$)

I *f* hope, hope, hope the teach - er won't call on

II *f* hope, hope, hope the teach - er won't call on

Bright Fifties shuffle ♩ = ca. 120 (♩ = $\overline{\text{♩} \text{♩} \text{♩}}$)

f

9 (2)

I me!"

II me!"

mf

1. Hope, I hope, I hope, I

mf

3

11 *mf*

I
1. My knees are knock-ing and my palms are get-ting sweat - y.
2. Who will she* choose? — She's stand-ing right be - fore us.

II
hope, I hope, I hope. I hope, I hope, I
(2.) hope, I hope, I hope. I hope, I hope, I

13

I
I should have stud-ied like I prom-ised my Aunt Bet - ty. The
Gee, I could use — a pass to gym or cho - rus. I'd

II
hope, I hope, I hope. I hope, I hope, I
hope, I hope, I hope. I hope, I hope, I

15 *mf*

I
teach-er's ask - ing ques-tions and the an - swers are a mys - ter -
raise my hand to an - swer, but my shoul-der's kind of sore, you

II
hope, I hope. And the an - swers are a mys - ter -
hope, I hope. But my shoul-der's kind of sore, you

*Rather sing about a male teacher? Simply change the personal pronouns from feminine (she, her) to masculine (he, his).

1x: 2x:

3 5

17

I
y.
see.

II
y.
see.

f

19

mf

I
Who would have guessed my luck would be so rot - ten? To -

mf

II
Who would have guessed my luck would be so rot - ten? To -

mf

21

**(snap fingers)*

I
day's the test that I'd for - got - ten and I

**(snap fingers)*

II
day's the test that I'd for - got - ten and I

3

*Choreography Suggestion: Snap the fingers of your right hand while swinging your right arm downward, as if you just realized that you'd forgotten something.