

MY STUPID MOUTH

Words and Music by
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G5 (T 3 4) Gmaj7 (T 3 2) F#7/A# (T 1 3 2) Bm7add4 (T 2 2 1) D7sus4 (T 1 3) D7 (T 1 2) D/F# (T 1 3 2) Em7 (2 3 4)
 Fsus2 (T 3 1) Gsus2/B (T 1 1 3) D (1 3 2) A/C# (3 1 1 1) Gsus2 (T 1 3) Bm7 (1 2 3) F#m (T 1 1) Asus4 (1 1 3)

Intro
Moderately ♩ = 88 (♩ = $\frac{3}{4}$)

Gr. 1 (acous.) Rhy. Fig. 1 Dmaj7 A/C# D/F# Gsus2 End Rhy. Fig. 1

mf
let ring throughout

*T = Thumb on 6th string

Bm7 F#m Gsus2

1. My stu - pid _____

Rhy. Fig. 2 End Rhy. Fig. 2

Verse
Gr. 1: w/ Rhy. Fig. 1 Dmaj7 A/C# D/F# Gsus2

_____ mouth has got me in trou - ble. _____ I _____ said too _____ much a - gain _____
lips. She looked out the win - dow, _____ roll - ing ti - ny balls of nap - kin pa - per.

Gr. 1: w/ Rhy. Fig. 2 (3 times) Bm7 F#m Gsus2

to a date _____ o - ver din - ner yes - ter - day. And I could _____
I played a quick game of chess with the salt _____ and pep - per shak - er. _____

Bm7 F#m Gsus2

_____ see she was of - fend - ed. She said, "Well, an - y - way."
And I could see clear - ly an in - del - i - ble line was _____ drawn

Bm7 F#m Gsus2

I'm just dy - ing for a sub - ject change.
be - tween what was good, what just slipped out and what went wrong.

Pre-Chorus
G5 Gmaj7 F#7/A#

Gr. 1

Oh, it's an - oth - er so - cial cas - ual - ty.
Oh, the way she feels a - bout me has changed.

Bm7add4 D7sus4 D7

Score one more for me.
Thanks for play - ing, more try a - gain.

G5 D/F# Em7

How could I for - get? Ma - ma said, "Think be - fore speak - ing."

G5 D/F# F#sus2

No fil - ter in my head. Oh, what's a boy to do? I

I. Gsus2/B A/C#

Interlude
Gr. 1: w/ Rhy. Fig. 1
Dmaj7

guess he bet - ter find one soon, yeah.

Gr. 2 (elec.)
w/ clean tone

2-4 4 (4) 2/4

D/F# Gsus2 Gtr. 1: w/ Rhy. Fig. 2 Bm7 F#m

let ring -----1

Gsus2

2. Gsus2/B Gtr. 1

2. We bit our guess he bet - ter find ___ one.

Chorus

D Rhy. Fig. 3 A/C# D/F# Gsus2

Gtr. 1

I'm nev - er speak - ing up a - gain.

Bm7 F#m Gsus2

It on - ly hurts ___ me.

Bm7 F#m Gsus2 Asus4

I'd rath - er be a mys - ter - y,

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

Bm7 F#m Gsus2 End Rhy. Fig. 3 (cont. in notation)

than she de - sert me.

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

End Riff A

Gm

Oh, I'm nev - er speak - ing up a - gain start - ing

Gtr. 2

Gtr. 1

Interlude

Dmaj7 A/C# D/F# Gsus2

now, start ing

Fretboard diagrams for the first two systems:
System 1: 2 4 4 (4) 2 / 2 4 5 4 2 5 2 3
System 2: 0 2 0 3 2 2 2 0 X 0 4 4 2 2 0 0 0 0 3 3 0 2 0

Bm7 F#m Gm7add9 N.C.

now. 3. One more

Fretboard diagrams for the second system:
System 1: (3) 2 4 4 (4) 2 / silent
System 2: 2 2 3 3 2 2 2 2 0 0 2 2 0 0 0 5 3 3 0

Verse

Gr. 1: w/ Rhy. Fig. 1
Gr. 2 tacet

Dmaj7 A/C# D/F# Gsus2

thing. Why is it my fault? So may - be I try too hard.

Gr. 1: w/ Rhy. Fig. 2 (3 times)

Bm7 F#m Gsus2

But it's all be - cause of this de - sire. I just wan - na be

Fretboard diagrams for the first system of the Verse:
System 1: 0 3 0 2 3 2 2 0 0 0 0 2 0 0 0 2 2 0 0 0 0 0 0 0
Fretboard diagrams for the second system of the Verse:
System 1: 0 2 0 0 0 2 0 0 0 0 2 0 0 0 0 0 0 0 0 0 0 0 0 0

Bm7 F#m Gsus2

liked, (Ah.) just wan - na be fun - ny. Looks like the joke's on me.

Bm7 F#m Gsus2

So call me Cap - tain Back - fire.

Chorus

Gtr. 1: w/ Rhy. Fig. 3
Gtr. 2: w/ Riff A

D A/C# D/F# Gsus2

I'm nev - er speak - ing up a - gain.

Bm7 F#m Gsus2 Em7 A/C#

It on - ly hurts me. I'd rath - er be

D/F# Gsus2 Bm7 F#m Gsus2

a mys - ter - y, than she de - sert me.

Gm7 Gm8

Oh, I'm nev - er speak - ing up a - gain, I'm nev - er speak - ing up a - gain,

Gtr. 2

Gtr. 2

10 10
0 0 9

Gtr. 1

Gtr. 1

Gm

I'm nev - er speak - ing up _____ a - gain start - ing _____

dim.

Outro

Gtr. 2 tacet
Dmaj7

A/C# D/F# Gsus2

_____ now, _____ start - ing _____

Gtr. 1

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

Bm7 F#m G Gsus2

_____ now, _____ ah. _____

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