

From: "Goldrich and Heisler - Songbook, Volume 1"

Taylor, The Latte Boy

by

ZINA GOLDRICH

Lyrics by MARCY HEISLER

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Taylor, The Latte Boy

Lyrics by
MARCY HEISLER

Music by
ZINA GOLDRICH

Recitative ♩ = 90

Asus2

D6/A

There's a boy who works at Star - bucks who is ver - y in - spi - ra - tion - al. He is

mp

Bm7

D/E

Asus2

Esus4

E

ver - y in - spi - ra - tion - al be - cause of man - y things. I come

Asus2

D6/A

in at eight e - le - ven and he smiles and says, "How are ___ you?" When he

Bm7 Bm7 Esus4 C#7/E#

smiles and says, "How are — you?" I could swear my heart — grows wings. So to —

piano *a tempo*

Moderate Pop/Folk ♩ = 98

F#m7 Asus4 A7

day at eight e - le - ven, I de - cid - ed I should meet — him. I de -

mf

Dsus2 G7

cid - ed I should meet — him in a prop - er for - mal — way. So to —

F#m7 Asus4 A7

day at eight e - le - ven as he smiled and said, "How are — you?" I said,

Dadd9 Bm7 Esus4 C#7/E#

“Fine. And my name’s Ca-rol.” And he soft - ly an - swered, - “Hey.” And I

F#m7 A/E

told him, “My name’s Ca - rol, and thank-you for the ex - tra foam. —

D#m7b5 Dm7 G7

And he

A/E Esus4

said his name was Tay - lor which pro - vides the in - spi - ra - tion for —

Asus2 **(pronounced "pome")*

— this — poem* —

Asus2 C#7 Dsus2 D/C#

Tay - lor, — the lat - te — boy. —

mf

Bm7 A/C# D Esus4 C#7/E# F#m C#m7/E

Bring me — ja - va, — bring — me — joy, — Oh — Tay - lor, — the

B7/D# Asus2/E Esus4 Bm7/A A Eb/F

lat - te — boy — I love him I love him. I love — him. And I'd

Bbsus2 Eb/Bb

like to get _ my nerve _ up and re - cite my po - em mu - si - cal. He would

Cm7 Eb/F Bbsus2 Eb/F

like the fact it's mu - si - cal be - cause he plays _ gui - tar. And to -

Bbsus2 Eb/Bb

day at eight e - le - ven Tay - lor told me he was play - ing with a

Cm7 F7 D7/F#

band down in the vil - lage in the base - ment of _ a _ bar. And he

Gm7 Ab/Bb Bb7

smooth-ly flipped the le - ver to pre - pare my dou - ble lat - te, but for

Detailed description: This system contains the first two measures of the piece. The vocal line starts with a half note G4, followed by quarter notes A4, Bb4, and A4. The piano accompaniment features a steady eighth-note pattern in the right hand and a simple bass line in the left hand. Chord changes occur at the beginning of the first measure (Gm7) and the start of the second measure (Ab/Bb).

Eb Ab7

me he made it tri - ple, and he did - n't think I — knew. But I

Detailed description: This system contains the next two measures. The vocal line continues with quarter notes G4, A4, Bb4, and A4. The piano accompaniment maintains the eighth-note pattern. Chord changes occur at the beginning of the first measure (Eb) and the start of the second measure (Ab7).

Gm7 Ab/Bb Bb7

saw him flip the le - ver, and for me he made it tri - ple. — And I

Detailed description: This system contains the next two measures. The vocal line continues with quarter notes G4, A4, Bb4, and A4. The piano accompaniment maintains the eighth-note pattern. Chord changes occur at the beginning of the first measure (Gm7) and the start of the second measure (Ab/Bb).

Eb Cm7 Fsus4 D7/F#

knew that tri - ple lat - te meant that Tay-lor loved me, — too. I said,

Detailed description: This system contains the final two measures. The vocal line continues with quarter notes G4, A4, Bb4, and A4. The piano accompaniment maintains the eighth-note pattern. Chord changes occur at the beginning of the first measure (Eb), the start of the second measure (Cm7), and the end of the second measure (D7/F#).

Gm Gm7/F

“What time are — you play - ing? And thank you for the ex - tra skim.” —

Em7b5 Ebm9 Ab7 Bb/F

He said, “Keep the three - fif - ty five” - be -

Eb/F Bbsus2

cause this tri - ple lat - te was on _____ him. _____

Bb D7 Eb Bb/D

Tay - lor _____ the lat - te _____ boy. _____

Cm7 Bb/D Eb Fsus4 D7/F#

Bring me ja - va, bring me joy. Oh Tay -

Gm Dm7/F C7/E

- lor, the lat - te boy. I

Bb/F Eb/Bb Cm/Bb Bb

love him I love him. I love him.

C/D D7(b9) Gm

I used to be the kind of girl who'd run

B \flat /C C F F/E \flat

— when a love — rushed — toward — — — — — 'er. But

C/D D7(\flat 9) Gm Gm7

fi - nal - ly a voice whis - pered love — — — — — can be yours if you

B \flat /C C7 Cm7 F7

step up to the coun - ter and or — — — — — der... — — — — —

rit.

B \flat D7 E \flat sus2 B \flat /D

Tay - lor, — — — — — the lat - te — — — — — boy. — — — — —

a tempo mf *f*

Cm7 Bb/D Eb Fsus4 D7/F#

Bring me — ja - va, — bring — me — joy. — Oh — Tay -

G Dm7/F C7/E

- lor, — the lat - te — boy. — I

Bb/F Eb/Bb Cm/Bb Bb

love him. I love him. I love — him.

Ebmaj7 Cm/Eb Dm7 Bb/D

So man - y years — my heart — has wait - ed —

D7 C/E D7/F# Gm7 C7 Cm7b5/Gb

Who'd have thought that love could be so _____ caf - fein - at - ed. _____

Bb/F D7/F# Gm7 C7

Tay - lor, _____ the lat - te _____ boy _____ I

Bb/F Eb/F D7/F# Gm7 C9

love him. I love him. I love _____ him. _____ I

Bb6/F Eb/F Cm/Bb Bbsus2

love him I love him. I love _____ him.