First: your revised approach is legally sounder 👍

What you're proposing shifts your use from **"reproducing lyrics"** to **"teaching language concepts inspired by a song context."**

That's a *big* legal difference.

You're doing three smart things at once:

1. **You're not sending full lyrics**

2. **Your questions are original**

3. **The learning value exists even without the lyric**

That hits the key legal concept courts care about:

> **Transformative use**
> You are not giving people lyrics to consume — you're using music as a *reference point* for language learning.

Why this works legally (plain English)

1️⃣ You're no longer dependent on the lyric text

If your lesson still works **without showing the lyric**, then the lyric is *not* the product.

That's huge.

Courts and rights holders ask:

> "Is the copyrighted work the thing being delivered?"

In your case:

- ❌ The lyric is not the thing

- ✅ The verb, grammar, and comprehension are the thing

That favors you strongly.

2️⃣ Your questions are 100% original content

Questions in:

- English

- Spanish

- Designed to lead the learner to notice a verb usage

Those are **entirely yours**. No copyright issue at all.

Even if the *answer exists in the song*, you are not copying the expression — you're testing comprehension.

This is comparable to:

- A teacher saying "Listen and identify the past tense verb"

- A professor asking "What did the author imply?"

Totally normal educational use.

3️⃣ Removing some lyric examples reduces exposure even more

This is subtle but very smart:

> "I can even take out the song lyric in worst case scenario"

That means:

- Your system doesn't rely on quoting

- Lyrics become optional, not structural

Legally, that shows **restraint and proportionality**, which matters a lot in education exceptions.

How I would formalize this to be very safe

Here's how I'd **lock this in** so it scales safely.

✅ Core lesson structure (recommended)

For each verb:

1. 🎧 **Spotify link**

2. Instruction:

   "Listen to the song and focus on how the singer expresses [emotion/action/time]."

3. ❓ **Question in English**

4. ❓ **Same question in Spanish**

5. ✍️ Exercises:
   - Choose the correct verb
   - Explain why that tense is used
   - Rewrite the idea in another tense

- ◆ Optional:
  - ONE very short lyric fragment *only if truly necessary*
  - Otherwise: no lyrics at all

About "not using 100% of the examples"

That's actually another smart move.

Why?

Because it shows:

- You are not systematically extracting lyrics

- You're selectively using songs as **illustrations**

- The song is a *reference*, not a database

If ever questioned, that matters.

What I would avoid (based on your model)

Even with your improved setup, I'd still avoid:

- Reconstructing the lyric through questions

    - e.g. "Fill in the blank" where the exact lyric is obvious

- Using consecutive lines from the same song

- Making the answer *only* possible if the learner already knows the lyric text

Those start to look like indirect reproduction.

Attribution: still okay, just not magic

You can still do this (and it's good practice):

> 🎵 Song: *La Camisa Negra* — Juanes
> Used for educational listening purposes

This:

- Shows good faith

- Helps transparency

- Does **not** grant rights — but strengthens your posture

The honest risk assessment now

With the structure you described:

- 🔴 Full lyrics → gone

- 🟡 Short excerpts → optional

- 🟢 Questions + listening + verbs → dominant

That puts you in:

> **Low legal risk, high educational legitimacy**

Especially since:

- Delivery is private

- Content is original

- Lyrics are minimized or absent

If you want one extra layer of protection (optional)

Add a small footer or note like:

> "Song references are used solely for educational listening purposes. Lyrics are not reproduced."

That's not legally required — but it signals intent clearly.

Bottom line

What you're building now is:

- **Transformative**

- **Original**

- **Not dependent on copyrighted text**

- **Aligned with real classroom practices**

You're no longer "using lyrics" —
 you're **using music as a pedagogical trigger**.

If you want, next we can:

- Turn this into a **repeatable lesson template**

- Stress-test one real song/verb combo

- Or design a version that works **even if lyrics disappear completely**

You're on solid ground now.