**PART A: MEDIA SUBMISSION INFORMATION**

**1.** Name of Source Media: Clip from *Le fate ignoranti* (Ferzan Özpetek, 2001)

**2.** Where was source media acquired: Film

**3.** Duration of clip taken from source media: 89 seconds

**4.** Pedagogical purpose of clip: Students will listen to a conversation between a man and woman. From this interaction they will be able to complete multiple activities: describe the people’s physical aspects and speculate about their relationship; identify verbs in the imperfect tense; fill in the blanks of the conversation with either a conjugated verbs in the past perfect or imperfect tense; continue the scene/conversation to practice creative writing.

**5.** Have you acquired permission from creator to use clip? Yes  No  Pending

If “YES” please include copy of permission in your form submission and proceed to PART C: AFFIDAVIT at bottom of form. If “NO” please proceed to PART B: FAIR USE JUSTIFICATION questions below.

**PART B: FAIR USE JUSTIFICATION**

**6.** What is the intended purpose for using this clip? We will use this clip primarily to review the imperfect tense and practice how imperfect can pair with past perfect having students choose and write which tense/conjugation is most appropriate/correct.

**a.** Would you consider this purpose transformative? (Does the purpose for using this clip add something new to or different from its initially intended use?) Yes  No

**b.** Explain: Yes. Students will hear an authentic interaction that focuses on a verb tense that they have studied. This will give them a chance to practice the concept as it is being used in a natural, authentic setting outside of their textbook. This clip also allows instructors to expand the representation of Italy and Italians in their classrooms through the non-traditional relationships and communities featured in the clip.

**7.** What is the nature of the copyrighted work? Factual  Creative

**8.** What amount/portion of the source copyrighted work is being used? The clip (89 seconds) reflects about 1.4% of the film (1 hour, 46 minutes).

**a.** Explain why this amount is being used (in relation to the pedagogical purpose explained above) This is the part of Michele and Antonia’s conversation where the imperfect tense (the primary focus of the activity) is used regularly. The clip is trimmed down as much as possible without compromising the exchange.

**b.** Could less of the source material be used to achieve the same end? Yes  No

**9.** What is the effect of this use of the copyrighted work upon the market potential of the original work? (Does this affect sales or distribution of original work or act as competition to original source material?) This short clip does not affect the original source material. The film is a drama about a man who was simultaneously engaged in two romantic relationships—one with his wife and the other with his secret, male partner. The film is intended for a general, Italian audience for the purpose of entertainment. The clip we will use in class focuses on the recounting of habitual actions performed by the characters. The clip has several education goals: to contrast the past perfect with the imperfect tenses, to help students with listening comprehension and review of imperfect verbs, and to give space for creativity and freestyle writing in speculating about the characters and in continuing their story.

**PART C: AFFIDAVIT**

I Samantha Gillen swear that the information written above is correct to the best of my knowledge. I submit this media clip for inclusion into PRIMA with full belief that it has been acquired by lawful means and either should be considered acceptable for use under the Fair Use act, or permission has been acquired to use source material from the original author(s) of the media used.

Samantha Gillen

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I would like my name associated with the pedagogical materials I am submitting YES  NO