**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: 26 seconds

**4.** Pedagogical purpose of clip: Students will listen to the beverages offered by a man to a woman and indicate which selections were featured in the conversation. They will then determine an appropriate article to pair with each beverage.

**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 to review the definite and indefinite articles, practice the partitive, and discuss an aspect of Italian coffee/beverage culture.

**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 are often not exposed to enough cultural aspects of Italian communities and Italian people. This is a chance for them to see and hear examples of well-known Italian beverages, such as different types of espresso coffee, soft drinks, and aperitif selections. Students will practice their listening comprehension by marking which of the beverages was mentioned in the clip. Furthermore, students will write the appropriate article before each selection, solidifying concepts like “*some* coffee,” “*some* tea,” and “*a* cappuccino.”

**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 (26 seconds) reflects about .4% of the film (1 hour, 46 minutes).

**a.** Explain why this amount is being used (in relation to the pedagogical purpose explained above) The twenty-six seconds reflect the beginning of Michele and Antonia’s conversation and their first genuine attempt to get to know one another. Michele nervously offers Antonia a selection of beverages when she visits him at his apartment. 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 budding friendship between Michele (the male partner) and Antonia (the wife) and offers no information about their relationship (or the relationships they held). The clip has three education goals: to provide students with examples of Italian beverages, opening a longer conversation about coffee culture and aperitif; to help students practice listening comprehension; to help students practice definite, indefinite, and partitive articles.

**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