**PART A: MEDIA SUBMISSION INFORMATION**

**1.** Name of Source Media: “L’anno che verrà”(song by Lucio Dalla, 1979)

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

**3.** Duration of clip taken from source media: 4 minutes, 35 seconds

**4.** Pedagogical purpose of clip: Students will practice future tense conjugations by filling in the correct verb as they listen to Dalla’s song and respond to comprehension questions from the lyrics.

**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 song to practice conjugations of the simple future tense, writing sentences with the simple future tense to make predictions and guesses, and to write sentences using connecting words like *since, then, in fact, so*, etc. There is also a brief reading comprehension to introduce students to the song and to the artist, Luigi Tenco.

**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. Textbook do not usually offer activities other than mechanical conjugations and fill-in-the-blank activities that draw from inauthentic scenarios. By listening to the song and reflecting on the lyrics, students will absorb these future tense verbs in an authentic context and have an opportunity to practice spelling and conjugations. The material also iterates different uses of the future tense, which students will also practice through creative writing.

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

**8.** What amount/portion of the source copyrighted work is being used? We are using the entire song (4 minutes and 35 seconds).

**a.** Explain why this amount is being used (in relation to the pedagogical purpose explained above) The future tense verbs are sprinkled throughout the song and we would like students to have the full version of the piece so they can answer comprehension questions and practice using connecting words.

**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?) The use of this song in class does not affect the original source material. Its use does not affect sales or distribution, nor does it compete with the original source material. We will use the song with the education goal of practicing the simple future tense to supplement activities in students’ textbooks and to review how the future tense can be used to make predictions or guesses about the future.

**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

Email address where I can be reached: [gillens@sas.upenn.edu](mailto:gillens@sas.upenn.edu)

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