**PART A: MEDIA SUBMISSION INFORMATION**

**1.** Name of Source Media: “Condizionale presente”(song by Marco Martinelli, 2017)

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

**3.** Duration of clip taken from source media: 4 minutes, 20 seconds

**4.** Pedagogical purpose of clip: Students will practice verbs using the conditional mood by writing the correct verb or identifying the correct verb as they listen to Marco Martinelli’s song. They will conjugate verbs in context, define new verbs, and brainstorm responses to questions (using the conditional) based on the lyrics of the song.

**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 Martinelli’s song to practice conjugations of verbs in the simple conditional mood found in the lyrics. Students will respond to some free-response questions using the conditional, based on the lyrics of the song, and they will write definitions of new verbs to broaden their vocabulary.

**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 often have students practice conjugations with the conditional mood by having them say what they would do in certain scenarios, but this is usually in an inauthentic context. By listening to Martinelli’s song and reflecting on the lyrics, students will absorb these verbs and their conjugations authentically and have an opportunity to practice spelling/vocabulary. The song is also set in a university and in a park, which may inspire students in their responses of what people could, should, or would do to help society, the planet, or a friend.

**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 20 seconds).

**a.** Explain why this amount is being used (in relation to the pedagogical purpose explained above). There are several verbs that use the conditional mood throughout the song and we would like students to have the full version so they can have opportunities to practice in two ways: a) filling in the blank for verbs that they will recognize (*sovvertire*, *rinfoltire*, etc.) and b) choosing between two conjugated verbs for infinitives that they would not know/recognize.

**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 verbs in the conditional (writing/spelling and identifying), learning the meanings of new verbs found in the song, and writing out examples that use the conditional mood to say what people would, could, or should do.

**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