

	together.	sentences commonly used in each step. Learners followed the steps while writing their version of condolence letter. They might use the presented sentences or used their own.	the teacher.
Grade and Description	(3) The activity starts with the easy and appropriate one which all learners can complete and really prepare and connect them to the core activity. It is usually receptive skills.	(3) The activity is the continuation of the preparation and it conveys the main lesson objectives to achieve.	(3) The activity to perform acquisition is evaluative, observable, and measurable. It requires productive skills and reflects on the learning goals.
Demands on learners	To write a response to two sympathy cards on the book correctly. To choose and use appropriate expressions to respond the sympathy cards.	To understand the definition, function, and structure of condolence letter. To compose a coherent condolence letter with appropriate word choice.	To read the letter in a good pronunciation.
Grade and Description	(1) The level of difficulty is not challenging because of not applying to principle of i+1 since the support is too much or even no supports at all.	(3) The level of difficulty moves to the harder one. It is match to the objectives and learners' ability. It requires problem-solving skill.	(1) The performance does not expose any acquisition at all because learners just read or directly submit their work.
Support for learning	Learners' book. Teacher's instruction.	Power point slides. Teacher's explanation.	Oral presentation. Teacher's correction.
Grade and Description	(3) The use of suitable media/aids, giving	(3) The use of the same or different related	(3) The use of additional related media/aids to

	familiar with the today's topic.	learners achieve the main objectives of the topic.	acquire the language well.
Activities	Learners watched a video about complimenting and showing care. Learners related the content of the video to the previous learned material about the expressions of complimenting and showing care.	Teacher distributed a handout to be discussed by the learners in pairs. Learners completed a dialogue by choosing the correct expression to use to show compliment and care.	Learners practiced the dialogue in pairs in front of the class. Teacher corrected any mispronunciation. With the help of teacher, learners clarified and concluded the function of the expressions of compliment and showing care.
Grade and Description	(3) The activity starts with the easy and appropriate one which all learners can complete and really prepare and connect them to the core activity. It is usually receptive skills.	(3) The activity is the continuation of the preparation and it conveys the main lesson objectives to achieve.	(3) The activity to perform acquisition is evaluative, observable, and measurable. It requires productive skills and reflects on the learning goals.
Demands on learners	Understand the dialogue and the content of the video. Mention a correct expression as a response to the video.	Understand the topic and the meaning of the dialogue. Get the idea of the dialogue sequence in choosing the correct expressions.	Pronounce the words in the dialogue correctly. Understand the situation when to use the expression of compliment or showing care.
Grade and Description	(1) The level of difficulty is not challenging because of not applying the principle of i+1 since the support is too much or even no supports at all.	(2) The level of difficulty moves to the harder one but it does not involve learners in problem-solving.	(2) The performance is the continuation of the core activity but it does not expose any acquisition.

As a result, the dialogue that the learners create in pairs is short and consists of two or three conversations for each learner. The researcher sees that these learners do not really understand how to make a dialogue flows naturally smooth. Once they chose one of the situations on the book, they directly started on the main point of the situation. The important thing for them is that they used the correct expressions and responses for such situation. In addition, they ignored the correct structure in writing readable and understandable sentence.

Finally, the researcher concludes that both student-teachers take high demand for the learners by leaping up the cognitive level of Bloom's Taxonomy although they have provided relevant activities and even use interesting media. In that situation, the balance between task demand and task support cannot be achieved despite the learners appeared to be able to complete and submit the task.