### Analysis of Student's Mistakes in Japanese Practice Test  
  
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#### 1.1 Kanji/Vocabulary Related Mistakes  
  
\*\*1.1.1 Contextual Vocabulary Usage\*\*  
- \*\*Question:\*\* うちの　子どもは　勉強 (べんきょう) しないで　（ 　　　　　 ）　ばかりいる。

- \*\*Options:\*\*   
 1. あそび   
 2. あそぶ   
 3. あそばない   
 4. あそんで   
 - \*\*Right Option:\*\* 4  
 - \*\*Student's Choice:\*\* 1  
 - \*\*Error Analysis:\*\* The student selected "あそび" (play noun) instead of the correct form "あそんで" (to play, te-form) which correctly fits the sentence structure indicating continuous action. This mistake indicates a lack of understanding in the proper form of verbs required in certain contexts.  
  
\*\*1.1.2 Politeness Levels in Requests\*\*  
- \*\*Question:\*\* すみませんが　父に　何か　あったら　電話を　（ 　　　　　 ）。

すぐに　来ますので。

- \*\*Options:\*\*   
 1. してくださいませんか  
 2. してくれてもいいですか  
 3. してもらいませんか  
 4. してもらうのがいいですか  
 - \*\*Right Option:\*\* 1  
 - \*\*Student's Choice:\*\* 2  
 - \*\*Error Analysis:\*\* The student chose "してくれてもいいですか" which is a less polite form compared to "してくださいませんか". This indicates the student may not fully grasp the subtleties in the levels of politeness required in formal requests.  
  
#### 1.2 Grammar Related Mistakes  
  
\*\*1.2.1 Cause and Effect Conjunctions\*\*  
- \*\*Question:\*\* 雨が　少ない　（ 　　　　　 ）、　やさいが　大きくなりません。

- \*\*Options:\*\*   
 1. より  
 2. すぎて  
 3. ため  
 4. けど  
 - \*\*Right Option:\*\* 3  
 - \*\*Student's Choice:\*\* 4  
 - \*\*Error Analysis:\*\* The correct answer "ため" (because) indicates a cause-effect relationship. The student's choice "けど" (but) signifies contrast, denoting confusion in the correct usage of conjunctions expressing cause and effect versus contrast.  
  
\*\*1.2.2 Conditional and Outcome Constructions\*\*  
- \*\*Question:\*\* サッカーの　試合 (しあい) は　中止になると　思っていたら　（ 　　　　　 ）。

- \*\*Options:\*\*   
 1. 行かなかった  
 2. 行けそうだった  
 3. することになった  
 4. 中止になった  
 - \*\*Right Option:\*\* 3  
 - \*\*Student's Choice:\*\* 2  
 - \*\*Error Analysis:\*\* The student selected "行けそうだった" (seemed like it could go) instead of "することになった" (was decided to proceed). This mistake highlights the student's misunderstanding in the logical sequence required in conditional outcomes.  
  
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### Summary of Knowledge Points  
  
\*\*Vocabulary Usage:\*\*  
- Proper form of verbs, especially te-form for continuous actions.  
- Understanding and selecting appropriate politeness levels in requests.  
  
\*\*Grammar:\*\*  
- Correct use of conjunctions for cause and effect vs. contrast.  
- Logical understanding of conditionals and their outcomes.  
  
By addressing these specific areas, the student can better understand the nuances in vocabulary and grammar usage in Japanese, leading to more accurate and appropriate language application in different contexts.