# Sample Analysis of Student's Mistakes  
  
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## 1.1 Kanji/Vocabulary Related Mistakes  
  
### 1.1.1 Usage of Polite 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。

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  
  
\*\*Correct Option:\*\* 1   
\*\*Student's Choice:\*\* 2  
  
\*\*Error Analysis:\*\*  
The student chose option 2, "してくれてもいいですか," which is not as polite or appropriate for requesting someone to contact you urgently. The correct option, "してくださいませんか," is a more formal and appropriate way to make a request, fitting the context where the speaker is asking for a favor regarding an urgent matter involving their father. This mistake indicates a lack of understanding of the various levels of politeness and appropriate contexts for their usage in Japanese.  
  
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## 1.2 Grammar Mistakes  
  
### 1.2.1 Understanding Contextual Clues in Sentence Completion  
  
#### Question:  
サッカーの　試合 (しあい) は　中止になると　思っていたら　（ 　　　　　 ）。

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   
  
\*\*Correct Option:\*\* 3   
\*\*Student's Choice:\*\* 2  
  
\*\*Error Analysis:\*\*  
The student chose option 2, "行けそうだった," which means "it seemed like I could go," which does not logically follow from the initial statement of thinking the match would be canceled. The correct option, "することになった," means “it was decided to hold the match,” which appropriately contrasts with the initial expectation of cancellation. This mistake demonstrates a gap in the student's ability to infer the correct conclusion based on the context provided.  
  
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# Summary of Student's Mistakes  
  
1. \*\*Polite Requests (Question 1)\*\*  
 - \*\*Mistake Detail:\*\* Chose a less polite and less appropriate phrase for an urgent request.  
 - \*\*Knowledge Point:\*\* Understanding and correctly using varying levels of politeness in Japanese.  
  
2. \*\*Contextual Clues (Question 2)\*\*  
 - \*\*Mistake Detail:\*\* Failed to correctly infer the appropriate outcome based on the context provided.  
 - \*\*Knowledge Point:\*\* Ability to use contextual clues to choose the correct sentence completion.  
  
By categorizing the errors into specific knowledge points, we can better understand the areas where the student needs improvement and tailor future lessons to address these gaps.