Certainly! Below is a comprehensive analysis of the student's mistakes, organized into sections and sub-sections similar to the template provided in the document "C:\Users\30998\Desktop\template paper from CUHK\Test1\1155159595 Test 1\_sample\_mistakes\_analysis.doc".  
  
\*\*1.1 Kanji/Vocabulary Related Mistakes\*\*  
  
\*\*1.1.1 Pronunciation Mistakes\*\*  
- \*\*Question 1:\*\* このいすに　上着を　かけてください。

- \*\*Right option:\*\* 4　うわぎ  
 - \*\*Student's choice:\*\* 2　うえぎ  
 - \*\*Analysis:\*\* The student confused the pronunciation of the kanji "上着" which is correctly read as "うわぎ" (option 4). The incorrect choice "うえぎ" does not represent the correct reading of the kanji.  
  
- \*\*Question 2:\*\* 紙に　名前と　住所を　書いて　ください。

- \*\*Right option:\*\* 3　じゅうしょ  
 - \*\*Student's choice:\*\* 2　じゅうしょう  
 - \*\*Analysis:\*\* The student did not correctly pronounce "住所" (address), which is "じゅうしょ". The chosen option "じゅうしょう" is incorrect in this context.  
  
\*\*1.1.2 Kanji Mistakes\*\*  
- \*\*Question 4:\*\* 夕飯は　何時に　しますか。

- \*\*Right option:\*\* 4　ゆうはん  
 - \*\*Student's choice:\*\* 2　ちょうはん  
 - \*\*Analysis:\*\* The student selected the wrong kanji reading for "夕飯" (dinner), confusing it with "ちょうはん" which is not correct.  
  
- \*\*Question 5:\*\* ごみを　すてる　袋は　ありませんか。

- \*\*Right option:\*\* 4　ふくろ  
 - \*\*Student's choice:\*\* 3　かがみ  
 - \*\*Analysis:\*\* The student incorrectly associated "袋" (bag) with "かがみ" (mirror), indicating a misunderstanding of the kanji.  
  
- \*\*Question 6:\*\* よく　かんがえたけど、わかりませんでした。

- \*\*Right option:\*\* 1　考えた  
 - \*\*Student's choice:\*\* 3　考がえた  
 - \*\*Analysis:\*\* The student incorrectly attached "が" to "考えた" (thought), suggesting a failure to recognize the correct kanji compound.  
  
- \*\*Question 7:\*\* さむくて　みみが　つめたいです。

- \*\*Right option:\*\* 3　耳  
 - \*\*Student's choice:\*\* 4　鼻  
 - \*\*Analysis:\*\* The student misidentified "耳" (ear) as "鼻" (nose), indicating a lack of kanji recognition.  
  
\*\*1.1.3 Vocabulary Usage Mistakes\*\*  
- \*\*Question 8:\*\* さいふや　ケータイなど　（だいじな）ものは、いつも　かばんに　いれて　いる。

- \*\*Right option:\*\* 3　だいじな  
 - \*\*Student's choice:\*\* 2　すごい  
 - \*\*Analysis:\*\* The student incorrectly selected "すごい" (amazing) instead of "だいじな" (important), which better describes items kept in a bag.  
  
- \*\*Question 9:\*\* しごとが　おわったら、じぶんの　つくえの　上を　（かたづける）。

- \*\*Right option:\*\* 4　かたづける  
 - \*\*Student's choice:\*\* 1　なくす  
 - \*\*Analysis:\*\* The student selected "なくす" (lose) instead of "かたづける" (tidy up), which is more appropriate for cleaning a desk.  
  
\*\*1.2 Grammar Mistakes\*\*  
  
\*\*1.2.1 Sentence Structure Mistakes\*\*  
- \*\*Question 15:\*\* らいしゅう、せんせいに　あいに　いきます。

- \*\*Right option:\*\* 4　たずねます  
 - \*\*Student's choice:\*\* 2　さがします  
 - \*\*Analysis:\*\* The student incorrectly used "さがします" (look for) instead of "たずねます" (visit), showing a misunderstanding of the context.  
  
- \*\*Question 20:\*\* もし　1000万円　もらったら、わたしは　いろいろな　国を　（旅行したい）。

- \*\*Right option:\*\* 3　旅行したい  
 - \*\*Student's choice:\*\* 2　旅行したがっている  
 - \*\*Analysis:\*\* The student incorrectly used "旅行したがっている" (want to travel) in a conditional sentence, rather than "旅行したい" (want to travel).  
  
\*\*1.2.2 Particle and Conjugation Errors\*\*  
- \*\*Question 30:\*\* 何度も　お願いしたのに、かれは（手伝ってくれなかった）。

- \*\*Right option:\*\* 2　手伝ってくれなかった  
 - \*\*Student's choice:\*\* 3　手伝ってくれた  
 - \*\*Analysis:\*\* The student incorrectly used the affirmative form "手伝ってくれた" (helped) instead of the negative form "手伝ってくれなかった" (did not help).  
  
- \*\*Question 35:\*\* にもつは　多くて　このかばんに（入り）そうもない。

- \*\*Right option:\*\* 1　入り  
 - \*\*Student's choice:\*\* 4　入れない  
 - \*\*Analysis:\*\* The student incorrectly used "入れない" (cannot put) instead of "入り" (fit in), showing a lack of understanding of the sentence structure.  
  
This structured analysis categorizes the student's mistakes into pronunciation, kanji recognition, vocabulary usage, sentence structure, and particle/conjugation errors, similar to the provided template. Each error is analyzed with the correct and incorrect options, providing a clear understanding of the student's areas of difficulty.