### Student Error Analysis  
  
This analysis examines the mistakes made by the student in their Japanese practice test. The errors are categorized into two main sections: Kanji/Vocabulary related mistakes and Grammar mistakes. Each section is further divided into sub-sections to pinpoint the specific knowledge areas where the student struggled. This structure mirrors the format used in the provided template document.  
  
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#### 1. Kanji/Vocabulary Related Mistakes  
  
\*\*1.1 Vocabulary Usage Mistakes\*\*  
  
- \*\*Question 3\*\*  
 - \*\*Correct Option\*\*: 1 (どきどき)  
 - \*\*Student's Choice\*\*: 2 (そろそろ)  
 - \*\*Analysis\*\*: The student confused the correct expression of feeling nervous or excited (どきどき) with そろそろ, which means "soon" or "gradually". This indicates a misunderstanding of context-specific vocabulary usage.  
  
- \*\*Question 5\*\*  
 - \*\*Correct Option\*\*: 3 (きょうみをもっています)  
 - \*\*Student's Choice\*\*: 1 (きょうみです)  
 - \*\*Analysis\*\*: The student incorrectly used きょうみ (interest) in a structure that doesn't fit the context. The correct usage involves expressing possession of interest, which requires the verb もつ (to have).  
  
- \*\*Question 1 (ずいぶん)\*\*  
 - \*\*Correct Option\*\*: 4 (ずいぶんとおい)  
 - \*\*Student's Choice\*\*: 3 (ずいぶんじょうずに)  
 - \*\*Analysis\*\*: The student failed to recognize ずいぶん as an adverb indicating "quite" or "considerably" in terms of distance, rather than an extent of skill improvement.  
  
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#### 2. Grammar Mistakes  
  
\*\*2.1 Verb Form and Usage Mistakes\*\*  
  
- \*\*Question 1 (かれが手伝って)\*\*  
 - \*\*Correct Option\*\*: 2 (くれなかったから)  
 - \*\*Student's Choice\*\*: 1 (もらったから)  
 - \*\*Analysis\*\*: The student misunderstood the causative structure, incorrectly choosing the passive form over the appropriate negative causative form.  
  
- \*\*Question 1 (うちの子どもは勉強しないで)\*\*  
 - \*\*Correct Option\*\*: 4 (あそんで)  
 - \*\*Student's Choice\*\*: 2 (あそぶ)  
 - \*\*Analysis\*\*: The student incorrectly used the plain form of the verb instead of the te-form, which indicates continuous action.  
  
- \*\*Question 1 (日よう日は道がこむので)\*\*  
 - \*\*Correct Option\*\*: 4 (月よう日に行くことにした)  
 - \*\*Student's Choice\*\*: 2 (車で行くことにした)  
 - \*\*Analysis\*\*: The student failed to connect the reasoning (the roads being crowded) with the decision to change the day, instead focusing incorrectly on the mode of transportation.  
  
\*\*2.2 Conditional and Causative Structures\*\*  
  
- \*\*Question 1 (今日は何も)\*\*  
 - \*\*Correct Option\*\*: 1 (食べないで)  
 - \*\*Student's Choice\*\*: 2 (食べて)  
 - \*\*Analysis\*\*: The student misunderstood the negative te-form used to express doing something without performing another action.  
  
- \*\*Question 1 (その指輪は星の)\*\*  
 - \*\*Correct Option\*\*: 4 (ように)  
 - \*\*Student's Choice\*\*: 2 (らしく)  
 - \*\*Analysis\*\*: The student confused the simile-like structure (ように) with a more descriptive form (らしく), which indicates resemblance.  
  
\*\*2.3 Sentence Structure and Conjunctions\*\*  
  
- \*\*Question 1 (家の前に3日間車が)\*\*  
 - \*\*Correct Option\*\*: 4 (止まった)  
 - \*\*Student's Choice\*\*: 2 (止まって)  
 - \*\*Analysis\*\*: The student failed to use the correct past tense form to indicate a completed state.  
  
- \*\*Question 1 (手紙によると、田中さんは)\*\*  
 - \*\*Correct Option\*\*: 3 (元気だ)  
 - \*\*Student's Choice\*\*: 2 (元気な)  
 - \*\*Analysis\*\*: The student misused the predicative adjective form instead of the declarative form.  
  
- \*\*Question 1 (すみませんが父に何かあったら電話を)\*\*  
 - \*\*Correct Option\*\*: 1 (してくださいませんか)  
 - \*\*Student's Choice\*\*: 3 (してもらいませんか)  
 - \*\*Analysis\*\*: The student incorrectly used a request form that implies receiving a favor rather than making a polite request.  
  
- \*\*Question 1 (雨が少ない)\*\*  
 - \*\*Correct Option\*\*: 3 (ため)  
 - \*\*Student's Choice\*\*: 2 (すぎて)  
 - \*\*Analysis\*\*: The student misunderstood the cause and effect structure, incorrectly choosing an expression indicating excess.  
  
- \*\*Question 1 (あの子は10さいなのに、赤ちゃんの)\*\*  
 - \*\*Correct Option\*\*: 2 (よう)  
 - \*\*Student's Choice\*\*: 1 (ほう)  
 - \*\*Analysis\*\*: The student confused a simile structure with a comparative one.  
  
- \*\*Question 1 (きょうのテストは先週のテスト)\*\*  
 - \*\*Correct Option\*\*: 1 (ほど)  
 - \*\*Student's Choice\*\*: 3 (までに)  
 - \*\*Analysis\*\*: The student failed to recognize the comparison structure involving ほど for indicating a degree or extent.  
  
- \*\*Question 1 (わたしは来年国へ帰る)\*\*  
 - \*\*Correct Option\*\*: 4 (ことにした)  
 - \*\*Student's Choice\*\*: 2 (らしい)  
 - \*\*Analysis\*\*: The student used a speculative structure instead of the one indicating a decision.  
  
- \*\*Question 1 (何度もお願いしたのに、かれは)\*\*  
 - \*\*Correct 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 a positive form instead of the required negative form indicating refusal.  
  
- \*\*Question 1 (この仕事は)\*\*  
 - \*\*Correct Option\*\*: 3 (今日中に)  
 - \*\*Student's Choice\*\*: 1 (明日まで)  
 - \*\*Analysis\*\*: The student misunderstood the time constraint, confusing completion within a day with completion by the next day.  
  
- \*\*Question 1 (お金もない)\*\*  
 - \*\*Correct Option\*\*: 3 (し)  
 - \*\*Student's Choice\*\*: 4 (ば)  
 - \*\*Analysis\*\*: The student misused a conditional form instead of the listing form required for enumeration.  
  
- \*\*Question 1 (毎日)\*\*  
 - \*\*Correct Option\*\*: 3 (ゲームをした)  
 - \*\*Student's Choice\*\*: 1 (ゲーム)  
 - \*\*Analysis\*\*: The student failed to use the correct verb form indicating the action performed.  
  
- \*\*Question 1 (ケーキの　おいしい　店に　行ったら、お客は)\*\*  
 - \*\*Correct Option\*\*: 4 (女の人)  
 - \*\*Student's Choice\*\*: 1 (うるさい)  
 - \*\*Analysis\*\*: The student misunderstood the context indicating the type of customers rather than their behavior.  
  
- \*\*Question 1 (サッカーの試合は中止になると)\*\*  
 - \*\*Correct Option\*\*: 3 (することになった)  
 - \*\*Student's Choice\*\*: 4 (中止になった)  
 - \*\*Analysis\*\*: The student misunderstood the outcome, incorrectly assuming the match was canceled instead of being scheduled.  
  
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This analysis highlights the student's areas of confusion, providing a basis for targeted review and practice to improve their understanding and application of Japanese vocabulary and grammar.