### Analysis of Student's Mistakes  
  
#### 1.1 Kanji/Vocabulary Related Mistakes  
  
\*\*1.1.1 Kanji Misinterpretation\*\*  
  
1. \*\*Question: これは　区の　博物館 (はくぶつかん) です。

\*\*  
 - \*\*Correct Answer:\*\* 2 (く)  
 - \*\*Student's Answer:\*\* 1 (けん)  
 - \*\*Analysis:\*\* The student confused the kanji "区" (く) with "けん," which indicates a lack of understanding of the specific kanji used in the context of the sentence. This suggests a need for better kanji recognition and differentiation practice.  
  
\*\*1.1.2 Vocabulary Pronunciation Mistake\*\*  
  
1. \*\*Question: わたしは　大学で　水を　研究して　います。

\*\*  
 - \*\*Correct Answer:\*\* 1 (けんきゅう)  
 - \*\*Student's Answer:\*\* 3 (けんぎゅう)  
 - \*\*Analysis:\*\* The student chose "けんぎゅう" instead of the correct "けんきゅう," showing a misunderstanding of the pronunciation of the vocabulary word "研究" (けんきゅう). This indicates a need for more practice with vocabulary pronunciation.  
  
2. \*\*Question: この人は　わたしの　主人です。

\*\*  
 - \*\*Correct Answer:\*\* 4 (しゅじん)  
 - \*\*Student's Answer:\*\* 3 (しゅうじん)  
 - \*\*Analysis:\*\* The student's answer "しゅうじん" instead of "しゅじん" indicates confusion between similar-sounding words. More practice distinguishing between similar-sounding vocabulary is needed.  
  
3. \*\*Question: ごみを　すてる　袋は　ありませんか。

\*\*  
 - \*\*Correct Answer:\*\* 4 (ふくろ)  
 - \*\*Student's Answer:\*\* 2 (はこ)  
 - \*\*Analysis:\*\* The student chose "はこ" (box) instead of "ふくろ" (bag), which shows a misunderstanding of the meaning of the word in context. This indicates a need for enhanced vocabulary comprehension.  
  
\*\*1.1.3 Usage of Words\*\*  
  
1. \*\*Question: つぎの　ことばの　つかいかたで　いちばん　いい　ものを　1・2・3・4から　ひとつ　えらんで　ください。

\*\*  
 - \*\*Word:\*\* こまかい  
 - \*\*Correct Answer:\*\* 4 (こまかい　おかねが　ないので、　1万円で　はらっても　いいですか。

)  
 - \*\*Student's Answer:\*\* 3 (わたしの　家は　へやが　2つ　しかなく、　こまかいです。

)  
 - \*\*Analysis:\*\* The student misused the word "こまかい" which means "small; fine details" in the context of money, indicating a misunderstanding of the word's meaning or appropriate context. Further practice with vocabulary contextual usage is necessary.  
  
#### 1.2 Grammar Mistakes  
  
\*\*1.2.1 Sentence Structure and Contextual Usage\*\*  
  
1. \*\*Question: 宿題 (しゅくだい) を　したのに、　先生が　（ 　　　　　 ）。

\*\*  
 - \*\*Correct Answer:\*\* 1 (来なかった)  
 - \*\*Student's Answer:\*\* 3 (会わなかった)  
 - \*\*Analysis:\*\* The student chose "会わなかった" instead of "来なかった," indicating a misunderstanding of the sentence context and how to complete it grammatically. This suggests a need for more practice with sentence structure and contextual word usage.  
  
2. \*\*Question: 今日は　何も　（ 　　　　　 ）　出かけました。

\*\*  
 - \*\*Correct Answer:\*\* 1 (食べないで)  
 - \*\*Student's Answer:\*\* 3 (食べなくて)  
 - \*\*Analysis:\*\* The student selected "食べなくて" rather than "食べないで," showing confusion over the appropriate grammatical form. More practice with verb conjugation and sentence connectors is needed.  
  
3. \*\*Question: 家の　前に　3日間　車が　（ 　　　　　 ）　ままです。

\*\*  
 - \*\*Correct Answer:\*\* 4 (止まった)  
 - \*\*Student's Answer:\*\* 3 (止まられて)  
 - \*\*Analysis:\*\* The student's choice of "止まられて" instead of "止まった" indicates a misunderstanding of the passive form versus the correct past tense verb form in this context. Further practice with verb forms and their usages is necessary.  
  
4. \*\*Question: 雨が　少ない　（ 　　　　　 ）、　やさいが　大きくなりません。

\*\*  
 - \*\*Correct Answer:\*\* 3 (ため)  
 - \*\*Student's Answer:\*\* 2 (すぎて)  
 - \*\*Analysis:\*\* The student chose "すぎて" instead of "ため," showing a misunderstanding of the cause-and-effect relationship indicated by "ため." More practice with conjunctions and their specific uses is needed.  
  
5. \*\*Question: にもつは　多くて　このかばんに　（ 　　　　　 ）　そうもない。

\*\*  
 - \*\*Correct Answer:\*\* 1 (入り)  
 - \*\*Student's Answer:\*\* 2 (入る)  
 - \*\*Analysis:\*\* The student selected "入る" instead of "入り," indicating a misunderstanding of the grammatical form needed for the sentence. More practice with verb forms and their proper contexts is required.  
  
6. \*\*Question: サッカーの　試合 (しあい) は　中止になると　思っていたら　（ 　　　　　 ）。

\*\*  
 - \*\*Correct Answer:\*\* 3 (することになった)  
 - \*\*Student's Answer:\*\* 2 (行けそうだった)  
 - \*\*Analysis:\*\* The student chose "行けそうだった" instead of "することになった," showing a lack of understanding of the correct expression to complete the sentence contextually. Further practice with idiomatic expressions and their contexts is needed.  
  
### Summary of Needs  
  
- \*\*Kanji Recognition:\*\* The student needs more practice distinguishing between similar kanji characters.  
- \*\*Vocabulary Pronunciation:\*\* The student should focus on correct pronunciation and distinguishing between similar-sounding words.  
- \*\*Vocabulary Usage:\*\* The student needs to improve understanding of the context and appropriate usage of vocabulary words.  
- \*\*Grammar and Sentence Structure:\*\* More exercises focusing on proper grammatical structures, verb forms, and sentence connectors are necessary.  
  
By addressing these areas, the student can improve their performance in both kanji/vocabulary and grammar-related questions.