### Analysis of Student's Mistakes in Japanese Practice Test  
  
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#### 1.1 Kanji/Vocabulary Related Mistakes  
  
\*\*1.1.1 Pronunciation Mistake\*\*  
  
- \*\*Question:\*\*  
 これは　区の　博物館 (はくぶつかん) です。

1　けん 2　く 3　し 4　まち  
 - \*\*Correct Answer:\*\* 2  
 - \*\*Student's Answer:\*\* 1  
- \*\*Analysis:\*\* The student confused the kanji "区" (く) with "県" (けん). The kanji "区" is read as "く" which is associated with administrative districts, whereas "県" (けん) refers to prefectures. This mistake indicates a need for better differentiation between similar kanji characters.  
  
\*\*1.1.2 Long Vowel and Short Vowel Pronunciation Mistake\*\*  
  
- \*\*Question:\*\*  
 わたしは　大学で　水を　研究して　います。

1　けんきゅう 2　けんきゅ 3　けんぎゅう 4　げんきゅう  
 - \*\*Correct Answer:\*\* 1  
 - \*\*Student's Answer:\*\* 3  
- \*\*Analysis:\*\* The student chose "けんぎゅう" instead of "けんきゅう", incorrectly adding a voiced consonant "ぎ" instead of "き". This demonstrates a confusion between similar sounding terms and the importance of correctly identifying long and short vowels in vocabulary.  
  
\*\*1.1.3 Vocabulary Misunderstanding\*\*  
  
- \*\*Question:\*\*  
 この人は　わたしの　主人です。

1　しゅうにん 2　しゅにん 3　しゅうじん 4　しゅじん  
 - \*\*Correct Answer:\*\* 4  
 - \*\*Student's Answer:\*\* 3  
- \*\*Analysis:\*\* The student incorrectly chose "しゅうじん" (which does not exist in this context) instead of "しゅじん" (meaning husband or master). This mistake shows a lack of familiarity with specific vocabulary.  
  
\*\*1.1.4 Vocabulary Recognition Error\*\*  
  
- \*\*Question:\*\*  
 ごみを　すてる　袋は　ありませんか。

1　かん 2　はこ 3　かがみ 4　ふくろ  
 - \*\*Correct Answer:\*\* 4  
 - \*\*Student's Answer:\*\* 2  
- \*\*Analysis:\*\* The student selected "はこ" (box) instead of "ふくろ" (bag). This indicates a need for improved recognition of vocabulary related to everyday objects.  
  
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#### 1.2 Grammar Mistakes  
  
\*\*1.2.1 Incorrect Use of Adjectives\*\*  
  
- \*\*Question:\*\*  
 こまかい  
 1　この　みちは　こまかいので、　あぶないです。

2　あの　人は　足が　こまかくて、　きれいです。

3　わたしの　家は　へやが　2つ　しかなく、　こまかいです。

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。

- \*\*Correct Answer:\*\* 4  
 - \*\*Student's Answer:\*\* 3  
- \*\*Analysis:\*\* The student chose option 3, using "こまかい" to describe a small number of rooms, which is incorrect. The adjective "こまかい" (fine, small) is correctly used in the context of "small change" in option 4. This reflects a misunderstanding of adjective usage in context.  
  
\*\*1.2.2 Sentence Completion Errors with Verbs\*\*  
  
- \*\*Question:\*\*  
 宿題 (しゅくだい) を　したのに、　先生が　（ 　　　　　 ）。

1　来なかった 2　してしまった 3　会わなかった 4　するつもりだった  
 - \*\*Correct Answer:\*\* 1  
 - \*\*Student's Answer:\*\* 3  
- \*\*Analysis:\*\* The student chose "会わなかった" (did not meet) instead of "来なかった" (did not come). The sentence context "しゅくだいをしたのに" (despite doing the homework) fits best with "来なかった". This shows a misunderstanding of how to appropriately complete conditional sentences.  
  
\*\*1.2.3 Sentence Completion Errors with Conjunctions\*\*  
  
- \*\*Question:\*\*  
 今日は　何も　（ 　　　　　 ）　出かけました。

1　食べないで 2　食べて 3　食べなくて 4　食べても  
 - \*\*Correct Answer:\*\* 1  
 - \*\*Student's Answer:\*\* 3  
- \*\*Analysis:\*\* The student chose "食べなくて" (did not eat and) instead of "食べないで" (without eating). The correct form to express "without doing something" is "ないで". This indicates a misunderstanding of negative forms and conjunctions.  
  
\*\*1.2.4 Passive Form and Resultative Aspect Errors\*\*  
  
- \*\*Question:\*\*  
 家の　前に　3日間　車が　（ 　　　　　 ）　ままです。

1　止まる 2　止まって 3　止まられて 4　止まった  
 - \*\*Correct Answer:\*\* 4  
 - \*\*Student's Answer:\*\* 3  
- \*\*Analysis:\*\* The student chose "止まられて" (passive form) instead of "止まった" (stopped). The correct form to indicate a state resulting from an action is the past tense "止まった". This error highlights difficulties with passive and resultative forms.  
  
\*\*1.2.5 Errors with Causal Conjunctions\*\*  
  
- \*\*Question:\*\*  
 雨が　少ない　（ 　　　　　 ）、　やさいが　大きくなりません。

1　より 2　すぎて 3　ため 4　けど  
 - \*\*Correct Answer:\*\* 3  
 - \*\*Student's Answer:\*\* 2  
- \*\*Analysis:\*\* The student selected "すぎて" (too much) instead of "ため" (because). The correct conjunction to explain a cause or reason is "ため". This mistake shows a weakness in understanding and applying causal conjunctions.  
  
\*\*1.2.6 Errors with Potential Form\*\*  
  
- \*\*Question:\*\*  
 にもつは　多くて　このかばんに　（ 　　　　　 ）　そうもない。

1　入り 2　入る 3　入ら 4　入れない  
 - \*\*Correct Answer:\*\* 1  
 - \*\*Student's Answer:\*\* 2  
- \*\*Analysis:\*\* The student chose "入る" (to enter) instead of "入り" (root form for potential). The sentence requires the root form "入り" to express potentiality. This indicates issues with verb forms expressing potential action.  
  
\*\*1.2.7 Sentence Completion Errors with Contextual Understanding\*\*  
  
- \*\*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 Answer:\*\* 3  
 - \*\*Student's Answer:\*\* 2  
- \*\*Analysis:\*\* The student selected "行けそうだった" (seemed like could go) instead of "することになった" (it was decided to do). The sentence context "中止になると　思っていたら" (I thought it would be canceled) fits best with "することになった". This shows an issue with understanding the context needed to complete sentences accurately.  
  
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This comprehensive analysis should help in identifying and addressing specific knowledge gaps for the student in both kanji/vocabulary and grammar areas. The next steps should involve focused practice on the identified mistake areas to reinforce correct usage and understanding.