# Student Errors Analysis Report  
  
This report analyzes the mistakes made by the student in the provided Japanese practice test. The analysis is organized into two main sections: 1.1 Kanji/Vocabulary related mistakes and 1.2 Grammar mistakes. Each section is further divided into smaller sub-sections to summarize the specific knowledge points where the student made errors.  
  
## 1.1 Kanji/Vocabulary Related Mistakes  
  
### 1.1.1 Pronunciation Mistakes  
- \*\*Question 1:\*\*   
 - \*\*Question:\*\* これは　区の　博物館 (はくぶつかん) です。

- \*\*Options:\*\* 1. けん 2. く 3. し 4. まち  
 - \*\*Correct Option:\*\* 2  
 - \*\*Student's Choice:\*\* 1  
 - \*\*Analysis:\*\* The student confused the pronunciation of the kanji "区" (く). The correct reading is "く" which means "ward" or "district," but the student chose "けん," which is incorrect in this context.  
  
### 1.1.2 Kanji Recognition Mistakes  
- \*\*Question 2:\*\*  
 - \*\*Question:\*\* わたしは　大学で　水を　研究して　います。

- \*\*Options:\*\* 1. けんきゅう 2. けんきゅ 3. けんぎゅう 4. げんきゅう  
 - \*\*Correct Option:\*\* 1  
 - \*\*Student's Choice:\*\* 3  
 - \*\*Analysis:\*\* The student misrecognized the kanji for "研究" (けんきゅう) and chose "けんぎゅう" instead of "けんきゅう," indicating a lack of familiarity with this vocabulary.  
  
### 1.1.3 Vocabulary Usage Mistakes  
- \*\*Question 3:\*\*  
 - \*\*Question:\*\* この人は　わたしの　主人です。

- \*\*Options:\*\* 1. しゅうにん 2. しゅにん 3. しゅうじん 4. しゅじん  
 - \*\*Correct Option:\*\* 4  
 - \*\*Student's Choice:\*\* 3  
 - \*\*Analysis:\*\* The student incorrectly chose "しゅうじん" instead of "しゅじん" (主人) which means "husband" or "master." This indicates a confusion between similar-sounding words.  
  
### 1.1.4 Contextual Vocabulary Mistakes  
- \*\*Question 4:\*\*  
 - \*\*Question:\*\* ごみを　すてる　袋は　ありませんか。

- \*\*Options:\*\* 1. かん 2. はこ 3. かがみ 4. ふくろ  
 - \*\*Correct Option:\*\* 4  
 - \*\*Student's Choice:\*\* 2  
 - \*\*Analysis:\*\* The student selected "はこ" (box) instead of "ふくろ" (bag), showing a misunderstanding of the context in which the term "袋" (ふくろ) is used.  
  
## 1.2 Grammar Mistakes  
  
### 1.2.1 Word Choice and Sentence Structure  
- \*\*Question 5:\*\*  
 - \*\*Question:\*\* こまかい  
 - \*\*Options:\*\* 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 Option:\*\* 4  
 - \*\*Student's Choice:\*\* 3  
 - \*\*Analysis:\*\* The student incorrectly used "こまかい" (細かい) which means "small" or "detailed" in the context of rooms, choosing "へやが　2つ　しかなく、　こまかいです" instead of the correct usage referring to small change in money.  
  
### 1.2.2 Negative Form Usage  
- \*\*Question 6:\*\*  
 - \*\*Question:\*\* 宿題 (しゅくだい) を　したのに、　先生が　（ 　　　　　 ）。

- \*\*Options:\*\* 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 Option:\*\* 1  
 - \*\*Student's Choice:\*\* 3  
 - \*\*Analysis:\*\* The student selected "会わなかった" (did not meet) instead of "来なかった" (did not come), misunderstanding the context of the sentence which expects the teacher’s arrival.  
  
### 1.2.3 Conditional and Conjunction Usage  
- \*\*Question 7:\*\*  
 - \*\*Question:\*\* 今日は　何も　（ 　　　　　 ）　出かけました。

- \*\*Options:\*\* 1. 食べないで 2. 食べて 3. 食べなくて 4. 食べても  
 - \*\*Correct Option:\*\* 1  
 - \*\*Student's Choice:\*\* 3  
 - \*\*Analysis:\*\* The student chose "食べなくて" (not eating) instead of "食べないで" (without eating), misunderstanding the correct conjunction that fits the context.  
  
### 1.2.4 Aspect and State Expression  
- \*\*Question 8:\*\*  
 - \*\*Question:\*\* 家の　前に　3日間　車が　（ 　　　　　 ）　ままです。

- \*\*Options:\*\* 1. 止まる 2. 止まって 3. 止まられて 4. 止まった  
 - \*\*Correct Option:\*\* 4  
 - \*\*Student's Choice:\*\* 3  
 - \*\*Analysis:\*\* The student selected "止まられて" (was stopped) instead of "止まった" (stopped), indicating confusion in expressing the state of the car.  
  
### 1.2.5 Purpose and Reason Expression  
- \*\*Question 9:\*\*  
 - \*\*Question:\*\* 雨が　少ない　（ 　　　　　 ）、　やさいが　大きくなりません。

- \*\*Options:\*\* 1. より 2. すぎて 3. ため 4. けど  
 - \*\*Correct Option:\*\* 3  
 - \*\*Student's Choice:\*\* 2  
 - \*\*Analysis:\*\* The student misused "すぎて" (too much) instead of "ため" (due to), misunderstanding the causal relationship in the sentence.  
  
### 1.2.6 Infinitive Form and Potential Expression  
- \*\*Question 10:\*\*  
 - \*\*Question:\*\* にもつは　多くて　このかばんに　（ 　　　　　 ）　そうもない。

- \*\*Options:\*\* 1. 入り 2. 入る 3. 入ら 4. 入れない  
 - \*\*Correct Option:\*\* 1  
 - \*\*Student's Choice:\*\* 2  
 - \*\*Analysis:\*\* The student chose "入る" (to enter) instead of "入り" (can enter), displaying confusion over the correct potential form usage.  
  
### 1.2.7 Event Outcome and Expectation Expression  
- \*\*Question 11:\*\*  
 - \*\*Question:\*\* サッカーの　試合 (しあい) は　中止になると　思っていたら　（ 　　　　　 ）。

- \*\*Options:\*\* 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  
 - \*\*Analysis:\*\* The student selected "行けそうだった" (seemed like it could go) instead of "することになった" (was decided to be done), misunderstanding the expectation versus outcome context.  
  
## Summary  
The errors made by the student can be attributed to a mix of pronunciation misunderstandings, vocabulary recognition issues, and grammatical structure mistakes. Improved focus on kanji reading practice, vocabulary context usage, and understanding of grammatical forms will help address these issues. Regular practice with sentence structures and contextual usage will also benefit the student in their comprehension and application of the Japanese language.