Below is a structured analysis of the student's mistakes, organized into sections based on the specific knowledge points involved. This mirrors the format used in the provided template.  
  
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# Student Error Analysis  
  
## 1.1 Kanji/Vocabulary Related Mistakes  
  
### 1.1.1 Reading Mistakes  
- \*\*Question 1\*\*: 住所 (じゅうしょ)  
 - \*\*Correct Answer\*\*: 3. じゅうしょ  
 - \*\*Student's Answer\*\*: 2. じゅうしょう  
 - \*\*Analysis\*\*: The student confused the correct reading of the kanji for "address". This indicates a need for better differentiation between similar-sounding kanji readings.  
  
- \*\*Question 2\*\*: 区 (く)  
 - \*\*Correct Answer\*\*: 2. く  
 - \*\*Student's Answer\*\*: 1. けん  
 - \*\*Analysis\*\*: The student selected the reading for "prefecture" (けん) instead of "ward" (く), suggesting a mix-up between administrative division terminologies.  
  
- \*\*Question 3\*\*: 主人 (しゅじん)  
 - \*\*Correct Answer\*\*: 4. しゅじん  
 - \*\*Student's Answer\*\*: 3. しゅうじん  
 - \*\*Analysis\*\*: The student's selection indicates confusion between "husband" (しゅじん) and a similar-sounding but incorrect reading.  
  
### 1.1.2 Vocabulary Usage Mistakes  
- \*\*Question 4\*\*: 仕事が終わったら、じぶんのつくえの上を（かたづける）。

- \*\*Correct Answer\*\*: 4. かたづける  
 - \*\*Student's Answer\*\*: 3. せわする  
 - \*\*Analysis\*\*: The student chose "to take care of" instead of "to tidy up", showing misunderstanding of context-specific vocabulary usage.  
  
- \*\*Question 5\*\*: 今日の会議に（しゅっせき）できません。

- \*\*Correct Answer\*\*: 2. しゅっせき  
 - \*\*Student's Answer\*\*: 3. そうだん  
 - \*\*Analysis\*\*: The student chose "consultation" over "attendance", indicating a misunderstanding of the verb meaning in context.  
  
### 1.1.3 Nuance and Expression Mistakes  
- \*\*Question 6\*\*: 初めて会う人とはなすときは（どきどき）する。

- \*\*Correct Answer\*\*: 1. どきどき  
 - \*\*Student's Answer\*\*: 3. だんだん  
 - \*\*Analysis\*\*: The student incorrectly associated "gradually" with the context of nervousness, which should be expressed as "heart pounding".  
  
- \*\*Question 7\*\*: このお茶は、へんなあじがする。

- \*\*Correct Answer\*\*: 2. あじがおかしいです。

- \*\*Student's Answer\*\*: 4. あまりおいしくないです。

- \*\*Analysis\*\*: The student failed to recognize the nuance between "tastes strange" and "not very tasty", highlighting a need to understand subtle differences in expressions.  
  
## 1.2 Grammar Mistakes  
  
### 1.2.1 Verb Conjugation Mistakes  
- \*\*Question 1\*\*: 家の子どもは勉強しないで（あそんで）ばかりいる。

- \*\*Correct Answer\*\*: 4. あそんで  
 - \*\*Student's Answer\*\*: 2. あそぶ  
 - \*\*Analysis\*\*: The student failed to use the correct te-form needed for continuous action, indicating a gap in understanding verb conjugation forms.  
  
### 1.2.2 Particle Usage Mistakes  
- \*\*Question 2\*\*: 3時間だけ仕事をしたら10,000円（も）もらえた。

- \*\*Correct Answer\*\*: 3. も  
 - \*\*Student's Answer\*\*: 4. で  
 - \*\*Analysis\*\*: The student incorrectly used the particle for location/method instead of for emphasis, suggesting a need for better grasp of particle functions.  
  
### 1.2.3 Cause and Effect Mistakes  
- \*\*Question 3\*\*: 雨が少ない（ため）、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 used a particle indicating excess rather than cause, indicating confusion in cause-effect relationship expressions.  
  
### 1.2.4 Sequence and Continuation Mistakes  
- \*\*Question 4\*\*: 母「自分であらいなさい。

」子ども「お母さん、来週着る服をあらって（おいて）。

」  
 - \*\*Correct Answer\*\*: 3. おいて  
 - \*\*Student's Answer\*\*: 1. おく  
 - \*\*Analysis\*\*: The student misunderstood the required form for indicating prior preparation, highlighting issues with sequence expressions.  
  
### 1.2.5 Contextual Understanding Mistakes  
- \*\*Question 5\*\*: ケーキのおいしい店に行ったら、お客（女の人）ばかりだった。

- \*\*Correct Answer\*\*: 4. 女の人  
 - \*\*Student's Answer\*\*: 1. うるさい  
 - \*\*Analysis\*\*: The student selected an adjective rather than a noun, indicating difficulty in understanding context or sentence structure.  
  
### 1.2.6 Expectation and Realization Mistakes  
- \*\*Question 6\*\*: サッカーの試合は中止になると思っていたら（することになった）。

- \*\*Correct Answer\*\*: 3. することになった  
 - \*\*Student's Answer\*\*: 1. 行かなかった  
 - \*\*Analysis\*\*: The student chose an unrelated past action instead of expressing an unexpected event, indicating a gap in understanding expressions of expectations and reality.  
  
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This analysis breaks down the errors into specific knowledge areas, helping to identify patterns and target areas for improvement.