### Analysis of Student's Mistakes in Japanese Practice Test  
  
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#### 1.1 Kanji/Vocabulary Related Mistakes  
  
\*\*1.1.1 Vocabulary Selection Errors\*\*  
  
- \*\*Question 2: Vocabulary Usage for "袋" (Fukuro)\*\*  
 - \*\*Correct Option\*\*: 4 (ふくろ)  
 - \*\*Student's Choice\*\*: 2 (はこ)  
 - \*\*Analysis\*\*: The student confused "ふくろ" (bag) with "はこ" (box), demonstrating a misunderstanding of basic vocabulary for common objects.  
  
- \*\*Question 3: Vocabulary Usage for "出席" (Shusseki)\*\*  
 - \*\*Correct Option\*\*: 2 (しゅっせき)  
 - \*\*Student's Choice\*\*: 1 (しつれい)  
 - \*\*Analysis\*\*: The student selected "しつれい" (rudeness/apologies) instead of "しゅっせき" (attendance), indicating a need for better understanding of context-specific vocabulary terms.  
  
- \*\*Question 3: Vocabulary Usage for "召し上がる" (Meshiagaru)\*\*  
 - \*\*Correct Option\*\*: 4 (めしあがって)  
 - \*\*Student's Choice\*\*: 3 (さしあげて)  
 - \*\*Analysis\*\*: "さしあげる" is used for giving, not for eating. The student needs to differentiate between polite language verbs related to consumption.  
  
- \*\*Question 4: Vocabulary Usage for "お邪魔します" (Ojamashimasu)\*\*  
 - \*\*Correct Option\*\*: 3 (おじゃまします)  
 - \*\*Student's Choice\*\*: 4 (こちらこそ)  
 - \*\*Analysis\*\*: The student mixed up common expressions of politeness and gratitude, showing a gap in understanding situational language use.  
  
- \*\*Question 4: Vocabulary Understanding for "いくら" (Ikura)\*\*  
 - \*\*Correct Option\*\*: 1 (いくらか 知って いますか)  
 - \*\*Student's Choice\*\*: 2 (いつ やるか 知って いますか)  
 - \*\*Analysis\*\*: The focus on price was misunderstood, suggesting a need to reinforce vocabulary related to questions about quantities and amounts.  
  
- \*\*Question 4: Vocabulary Understanding for "訪ねる" (Tazuneru)\*\*  
 - \*\*Correct Option\*\*: 4 (たずねます)  
 - \*\*Student's Choice\*\*: 2 (さがします)  
 - \*\*Analysis\*\*: The student confused "たずねる" with "さがす" (to search), highlighting a need for better distinction between verbs related to visiting and searching.  
  
- \*\*Question 5: Vocabulary Usage for "細かい" (Komakai)\*\*  
 - \*\*Correct Option\*\*: 4 (こまかい おかね)  
 - \*\*Student's Choice\*\*: 1 (この みちは こまかい)  
 - \*\*Analysis\*\*: The student incorrectly applied "こまかい" to describe a path, indicating a lack of understanding of the adjective's proper context.  
  
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#### 1.2 Grammar Mistakes  
  
\*\*1.2.1 Particle and Conjugation Errors\*\*  
  
- \*\*Question 1: Correct Use of "ずいぶん"\*\*  
 - \*\*Correct Option\*\*: 4 (ずいぶん とおい)  
 - \*\*Student's Choice\*\*: 2  
 - \*\*Analysis\*\*: The student failed to recognize the correct context for "ずいぶん" as an intensifier for distance, suggesting a need for practice in intensifiers.  
  
\*\*1.2.2 Sentence Structure and Verb Conjugation Errors\*\*  
  
- \*\*Question 1: Conjugation with "くれなかった"\*\*  
 - \*\*Correct Option\*\*: 2 (くれなかったから)  
 - \*\*Student's Choice\*\*: 3 (ほしいから)  
 - \*\*Analysis\*\*: The student misjudged the need for negative past tense, indicating confusion with causative verbs and their contexts.  
  
- \*\*Question 1: Gerund Use in "あそぶ"\*\*  
 - \*\*Correct Option\*\*: 4 (あそんで)  
 - \*\*Student's Choice\*\*: 2 (あそぶ)  
 - \*\*Analysis\*\*: There was confusion regarding the appropriate verb form to use, showing a need for more practice with gerunds and their usage.  
  
- \*\*Question 1: Particle Selection with "もらえた"\*\*  
 - \*\*Correct Option\*\*: 3 (も)  
 - \*\*Student's Choice\*\*: 2 (に)  
 - \*\*Analysis\*\*: A misunderstanding of the function of particles, showing inconsistency in grasping the nuance of Japanese particles in context.  
  
- \*\*Question 1: Formal Request with "してくださいませんか"\*\*  
 - \*\*Correct Option\*\*: 1 (してくださいませんか)  
 - \*\*Student's Choice\*\*: 2 (してくれてもいいですか)  
 - \*\*Analysis\*\*: The error was in formality and politeness level, indicating a need to differentiate between levels of formality in requests.  
  
- \*\*Question 1: Cause and Effect with "ため"\*\*  
 - \*\*Correct Option\*\*: 3 (ため)  
 - \*\*Student's Choice\*\*: 2 (すぎて)  
 - \*\*Analysis\*\*: The choice reflects confusion in expressing reason versus excess, showing a need for clarification on cause-effect structures.  
  
- \*\*Question 1: Command Form with "おいて"\*\*  
 - \*\*Correct Option\*\*: 3 (おいて)  
 - \*\*Student's Choice\*\*: 2 (ある)  
 - \*\*Analysis\*\*: Misunderstanding of the command form in Japanese, indicating a need for practice with imperative conjugations.  
  
- \*\*Question 1: Intent Expression with "ことにした"\*\*  
 - \*\*Correct Option\*\*: 4 (ことにした)  
 - \*\*Student's Choice\*\*: 2 (らしい)  
 - \*\*Analysis\*\*: The choice reflects confusion in expressing decisions versus hearsay, suggesting a need to distinguish intent expressions.  
  
- \*\*Question 1: Temporal Limits with "今日中に"\*\*  
 - \*\*Correct Option\*\*: 3 (今日中に)  
 - \*\*Student's Choice\*\*: 1 (明日まで)  
 - \*\*Analysis\*\*: Incorrect temporal adverb use, showing a misunderstanding of time expressions and deadlines.  
  
- \*\*Question 1: Possibility Expression with "入り"\*\*  
 - \*\*Correct Option\*\*: 1 (入り)  
 - \*\*Student's Choice\*\*: 4 (入れない)  
 - \*\*Analysis\*\*: The student failed to correctly express capacity or capability, indicating a need for practice in expressions of possibility.  
  
- \*\*Question 1: Past Completed Action with "ゲームをした"\*\*  
 - \*\*Correct Option\*\*: 3 (ゲームをした)  
 - \*\*Student's Choice\*\*: 1 (ゲーム)  
 - \*\*Analysis\*\*: The student struggled with proper tense and aspect, necessitating practice in expressing completed actions.  
  
- \*\*Question 1: Uncertainty Expression with "かもしれない"\*\*  
 - \*\*Correct Option\*\*: 1 (かもしれない)  
 - \*\*Student's Choice\*\*: 2 (そうだ)  
 - \*\*Analysis\*\*: Misuse of expressions of uncertainty, indicating a need for understanding different levels of certainty and speculation.  
  
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This analysis reveals a pattern in the student's mistakes, highlighting areas of vocabulary misselection and grammatical misunderstandings, particularly with particles, verb forms, and formal expressions. Further focused practice on these points is recommended for improvement.