Here is a comprehensive analysis of the student's mistakes, organized into sections and sub-sections similar to the structure you provided:  
  
### 1.1 Kanji/Vocabulary Related Mistakes  
  
#### 1.1.1 Incorrect Word Choice  
- \*\*Question 1\*\*:   
 - \*\*Correct Option\*\*: じゅうしょ (3)  
 - \*\*Student's Choice\*\*: じゅしょう (1)  
 - \*\*Analysis\*\*: The student confused the kanji for "address" (住所, じゅうしょ) with an incorrect reading. This indicates a need for improved kanji reading and recognition skills.  
  
#### 1.1.2 Contextual Vocabulary Misunderstanding  
- \*\*Question 4 (First Instance)\*\*:   
 - \*\*Correct Option\*\*: この　おちゃは、あじが　おかしいです。

(2)  
 - \*\*Student's Choice\*\*: この　おちゃは、あまり　おいしくないです。

(4)  
 - \*\*Analysis\*\*: The student failed to understand the nuance of "おかしい" (strange) as opposed to "あまり　おいしくない" (not very tasty), which demonstrates a gap in understanding contextual meanings of adjectives.  
  
- \*\*Question 4 (Second Instance)\*\*:  
 - \*\*Correct Option\*\*: らいしゅう、せんせいを　たずねます。

(4)  
 - \*\*Student's Choice\*\*: らいしゅう、せんせいを　さがします。

(2)  
 - \*\*Analysis\*\*: The student chose "さがします" (search for) instead of "たずねます" (visit), showing a misunderstanding of verb usage in context.  
  
### 1.2 Grammar Mistakes  
  
#### 1.2.1 Improper Use of Grammar Structures  
- \*\*Question 5 (First Instance)\*\*:  
 - \*\*Correct Option\*\*: 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。

(4)  
 - \*\*Student's Choice\*\*: あの　人は　足が　こまかくて、きれいです。

(2)  
 - \*\*Analysis\*\*: The student incorrectly used "こまかい" (small, fine) to describe physical features inappropriately, highlighting a misunderstanding of adjective usage.  
  
- \*\*Question 5 (Second Instance)\*\*:  
 - \*\*Correct Option\*\*: 「コーヒーを　おねがいします。

」　「はい、　かしこまりました。

」 (2)  
 - \*\*Student's Choice\*\*: 「今の　せつめいで　わかりましたか。

」　「はい、　かしこまりました。

」 (1)  
 - \*\*Analysis\*\*: "かしこまりました" is a polite acknowledgment used in service contexts, not for comprehension, indicating a need for better understanding of situational expressions.  
  
#### 1.2.2 Verb Form Errors  
- \*\*Question 1 (First Instance)\*\*:  
 - \*\*Correct Option\*\*: あそんで (4)  
 - \*\*Student's Choice\*\*: あそぶ (2)  
 - \*\*Analysis\*\*: The student selected the base form instead of the te-form required by the grammar structure, which points to a struggle with verb conjugation.  
  
- \*\*Question 1 (Second Instance)\*\*:  
 - \*\*Correct Option\*\*: 食べないで (1)  
 - \*\*Student's Choice\*\*: 食べなくて (3)  
 - \*\*Analysis\*\*: Misunderstanding in using "ないで" for "without doing" instead of "なくて", which implies causation, suggesting a need to differentiate between conjunction forms.  
  
- \*\*Question 1 (Third Instance)\*\*:  
 - \*\*Correct Option\*\*: ため (3)  
 - \*\*Student's Choice\*\*: より (1)  
 - \*\*Analysis\*\*: The student wrongly used a comparative particle instead of "ため", indicating a lack of understanding of conjunctions expressing reason.  
  
#### 1.2.3 Sentence Structure and Verb Placement  
- \*\*Question 1 (Fourth Instance)\*\*:  
 - \*\*Correct Option\*\*: おいて (3)  
 - \*\*Student's Choice\*\*: おく (1)  
 - \*\*Analysis\*\*: The student incorrectly used the dictionary form instead of the te-form needed for completing a request, suggesting confusion with sentence structure.  
  
- \*\*Question 1 (Fifth Instance)\*\*:  
 - \*\*Correct Option\*\*: 入り (1)  
 - \*\*Student's Choice\*\*: 入れない (4)  
 - \*\*Analysis\*\*: Misunderstanding of potential form versus plain form of a verb, highlighting a need to review verb inflections.  
  
- \*\*Question 1 (Sixth Instance)\*\*:  
 - \*\*Correct Option\*\*: することになった (3)  
 - \*\*Student's Choice\*\*: 中止になった (4)  
 - \*\*Analysis\*\*: The student mistook the context of the statement, implying a misunderstanding of the sentence's logical outcome.  
  
### Summary  
The student's errors are primarily due to misunderstandings of vocabulary nuances, improper verb conjugations, and incorrect application of grammatical structures. To improve, a focus on contextual vocabulary usage, verb form distinctions, and situational expressions is recommended. A targeted study plan addressing these areas will be beneficial.