

Design and Application Analysis of AI Assistant for High School English Exam Propositioning

Weiwei Gao¹, Yuxin Yang²

²The Affiliated Experimental School, Shenzhen University

Author Note

We declare no conflicts of interest.

Correspondence concerning this article should be addressed to Weiwei Gao. Email:

karolkao@gmail.com

Introduction

In mainland China's secondary education system, developing students' reading comprehension skills for the Gaokao (college entrance examination) is crucial (Liu & Luo, 2021). While multiple-choice questions are essential for teaching reading comprehension, creating these questions is notably time-consuming and resource-intensive (Rush et al., 2016; Palmer & Devitt, 2007; Vanderbilt et al., 2013), presenting a significant educational challenge (Kasneci et al., 2023).

English teachers have personally struggled with the labour-intensive process of creating high-quality multiple-choice questions. They would often spend hours crafting just a handful of questions, time that could have been better dedicated to direct student interaction and personalized instruction. This firsthand experience with the constraints of traditional question generation methods led me to explore technological solutions that could potentially alleviate this burden while maintaining pedagogical quality.

Generative AI, particularly customized chatbots, offers an innovative solution to automate test item generation (Lin & Chen, 2024), potentially transforming educational assessment development while preserving pedagogical quality. Our interest in this technology was sparked during a professional development workshop hosted by Dr. Simon Wang of The Baptist University of Hong Kong, where we witnessed a demonstration of AI-generated content. While impressed by the potential, we immediately recognized that generic AI tools would require significant customization to meet the specific requirements of the Chinese high school English curriculum and Gaokao assessment framework.

Literature Review: AI for English Exam Question Generation

Current Challenges and Research Gap

Automated question generation (AQG) addresses the resource-intensive process of creating assessment materials—a challenge particularly acute in Chinese high school English education (Rush et al., 2016; Liu & Luo, 2021). Despite recent advances, Kurdi et al. (2020) found that most systems

still generate primarily factual recall questions rather than items requiring higher-order thinking skills critical for Gaokao preparation.

Lin and Chen's (2024) examination of ChatGPT for English reading comprehension revealed significant limitations in curricular alignment, cultural relevance, and appropriate difficulty calibration for Chinese learners. Kasneci et al. (2023) further identified that large language models lack domain-specific knowledge about curriculum requirements—especially problematic for Gaokao preparation, which follows strict guidelines outlined in the General High School English Curriculum Standards.

Theoretical Framework and Innovative Approach

Our research addresses these limitations through three interconnected theoretical frameworks with specific practical applications:

1. **Constructivist learning theory** guides our prompt engineering to target inference skills rather than mere recall, moving beyond the prevalent factual questions in existing systems.
2. **Cognitive load theory** (Sweller et al., 2019) informs our implementation of automated pedagogical explanations and difficulty classifications that tangibly reduce teacher cognitive burden.
3. **Scaffolded learning principles** shape our interactive dialogue approach, enabling iterative refinement—a significant improvement over one-shot generation systems.

Unlike prior approaches using generic prompts, our system implements: (1) a structured template incorporating specific Gaokao requirements, (2) exemplar-based learning capturing the nuanced cultural expectations of Chinese English assessment, and (3) an interactive framework enabling progressive refinement based on teacher feedback—directly addressing the contextual limitations identified in previous studies.

How a Customized Chatbot Helps Teachers and Students

A Gaokao-aligned AI chatbot can efficiently generate multiple-choice questions from teacher-provided texts, producing four to five questions per text, each featuring four options that align with

examination standards. The system comprehensively addresses various cognitive skills while providing detailed pedagogical explanations for each generated question.

This AI-powered assistance could significantly reduce the time teachers spend on manual question creation, enabling them to concentrate on critical teaching activities and enhanced student support. In our trial runs on the Bytewise platform (<https://chat.hkbu.life/>), an innovative AI education platform developed by Dr. Simon Wang at Hong Kong Baptist University, we observed promising results for the potential time-saving benefits. Our preliminary testing suggests that such a system could help teachers create high-quality questions more efficiently.

The quality assurance process relies on continuous teacher feedback and evaluation. Through systematic assessment of AI-generated questions against established academic standards, teachers can contribute to the ongoing refinement of the system's performance. This iterative improvement process could ensure the chatbot remains adaptable to evolving educational requirements while maintaining high standards of question quality (van Dis et al., 2023).

Revising System Prompts Iteratively

In collaboration with Bytewise, we designed a specialized AI-powered question generation system to assist high school English teachers in exam preparation and assessment development.

Design Philosophy and Objectives

The propositioning assistant adopts a dialog-based interactive design that transforms a traditional propositioning expert system into an intelligent dialog assistant. The system simulates an experienced instructional design expert who is able to understand teachers' propositioning needs, analyse the characteristics of sample test questions, and generate new test questions that meet the requirements through multiple rounds of dialogue.

The uniqueness of this design is its interactivity and adaptability. Through continuous dialogue and feedback, the system is able to continuously adjust and optimize its output so that the generated test questions are closer to teachers' needs. At the same time, the system also provides a detailed analysis of the questions, helping teachers to understand the design and focus of each question.

Evolution of Our Prompt Design Strategy

The development of effective prompts proved to be one of the most challenging aspects of our project. Our initial attempts using generic instructions like "create multiple-choice reading comprehension questions based on this text" produced questions that lacked the precision, cultural relevance, and curriculum alignment necessary for Gaokao preparation.

Through a process of systematic experimentation and analysis, we identified several key principles that significantly improved output quality:

1. **Exemplar-Based Learning:** Rather than abstract instructions, providing the AI with exemplary questions and their explanations dramatically improved output alignment with curriculum standards.
2. **Role Specification:** Instructing the AI to adopt the perspective of an "experienced instructional designer with expertise in English language tests" oriented the system toward pedagogically sound outputs.
3. **Interaction Structure:** Designing a multi-turn dialogue structure rather than single-shot generation allowed for iterative refinement and progressive improvement.
4. **Explicit Evaluation Criteria:** Including specific quality standards in the prompt (e.g., "questions must test inference skills" or "distractors should be plausible but unambiguously incorrect") guided the system toward higher-quality outputs.
5. **Curriculum Integration:** Explicitly referencing relevant sections of the curriculum standards ensured alignment with educational objectives.

The prompt shown in Appendix 1 represents the culmination of over 20 iterations, each refined based on teacher feedback and output analysis. Through this iterative development process, we learned that effective prompts must balance specificity with flexibility, providing sufficient guidance while allowing the AI creative space to generate diverse question types.

Workflow and Mechanisms

The system implements a "learning by example" methodology, initiating with users providing test materials such as reading passages or teaching content, accompanied by representative sample questions. Through deep analysis, the system comprehends and adapts to specific question patterns and proposition techniques characteristic of each educational context.

During its analytical phase, the system thoroughly examines the relationship between questions and source materials, strategically evaluates test point distribution, implements precise difficulty control mechanisms, and ensures logical answer design. This comprehensive evaluation process enables the system to generate new questions that not only maintain fidelity to original samples but also effectively advance specific learning objectives while ensuring pedagogical effectiveness.

Example of Question Refinement Process

To illustrate our refinement process, I'll share a specific example from our trial runs on the Bytewise platform. When we first provided the sample reading passage (Appendix 2) to the system, it generated questions that were technically accurate but lacked the nuance and depth typical of high-quality Gaokao questions.

Through iterative feedback and prompt refinement, we guided the system toward producing more sophisticated questions such as those shown in Appendix 4. This process demonstrated the importance of clear exemplars and explicit feedback in helping the AI understand the expected level of cognitive challenge and subtlety required for Gaokao-level reading comprehension questions.

Analysis of Actual Application Effect

Based on our trial runs on the Bytewise platform, the system shows promise through its analytical capabilities, generation speed, and adaptability. It efficiently analyses question patterns, produces multiple options quickly, and can refine outputs based on feedback, while providing explanations for each generated question.

Yet, challenges remain. The system's understanding of Chinese high school English curriculum needs strengthening to better align with syllabus requirements. Further refinements would be needed in difficulty control, question variety, and test point analysis depth to fully meet educational standards and teaching objectives if implemented in actual classroom settings.

Deep-rooted Problems Analysis and Potential Solutions

Our trial runs on the Bytewise platform exposed three critical challenges. First, the system's limited comprehension of Chinese high school English testing frameworks can lead to misaligned question generation. This would require systematic integration of examination syllabi, robust classification standards, and comprehensive analysis of historical test data to enhance adaptation to China's educational context.

Effective curriculum alignment in AI-based educational tools requires both explicit content mapping and implicit pattern recognition through training with domain-specific examples. In our case, addressing this limitation would involve developing a comprehensive taxonomy of question types based on the General High School English Curriculum Standards (2019 Edition) and the 2019 Gaokao English Syllabus, allowing for more precise categorization and generation of curriculum-aligned questions.

Second, imprecise difficulty control mechanisms currently demand excessive teacher intervention. The solution lies in establishing scientific grading standards and implementing data-driven calibration through systematic analysis. By "scientific grading standards," we refer to empirically validated difficulty metrics that incorporate both qualitative expert judgments and quantitative performance data based on established frameworks for language assessment validation.

Third, balancing innovation with standardization requires enhanced contextual design capabilities and diverse question patterns while maintaining strict alignment with educational norms. This dual focus would ensure the generation of questions that are both pedagogically sound and creatively engaging, ultimately serving the system's educational objectives more effectively.

Integration Suggestions for Teaching Practice

Integrating AI question-generation assistants into teaching practice would demand a comprehensive systematic approach encompassing three key dimensions. The foundation lies in developing a robust system that combines core generation capabilities with essential supporting tools, including question management databases and evaluation mechanisms, forming an integrated ecosystem for teaching support.

Essential to implementation would be systematic teacher training and engagement through operational guidance and skill-development seminars, complemented by efficient feedback channels that enable continuous system refinement based on practical usage insights. By "efficient feedback channels," we refer to structured mechanisms for teachers to evaluate and comment on AI-generated questions, including standardized evaluation forms, in-context annotation capabilities, and comparative assessment tools.

A dynamic optimization framework would complete this ecosystem, ensuring sustainable development through regular data analysis and timely functional updates, while maintaining rigorous quality control standards. Quality control standards, adapted from language testing validation frameworks, would include content validity checks, construct validity analysis, and bias detection mechanisms.

This three-pronged approach would create a self-improving system that consistently evolves to meet emerging educational needs.

Reflection and Next Steps

Personal Reflections on the Journey

When we first conceived this project, our primary motivation was practical and immediate: to reduce the time burden of question creation while maintaining quality. What we did not anticipate was how deeply this work would transform our understanding of assessment design itself. By observing patterns in AI-generated questions and analysing why certain formulations succeeded while

others failed, we gained new insights into the cognitive demands of effective reading comprehension assessment.

The process revealed limitations in our own question-design practices that had become habitual over years of teaching. For instance, we discovered a tendency to rely on certain question types that teachers may find easier to create manually, potentially narrowing the cognitive skills being assessed. The AI system, once properly guided, demonstrated greater diversity in question formulation, challenging me to expand our own assessment repertoire.

Perhaps most surprisingly, this technological solution enhanced rather than diminished the human element of teaching. By reducing time spent on routine question generation, teachers could dedicate more attention to understanding individual student needs and developing targeted interventions. What began as an efficiency-seeking project evolved into a profound professional development experience that continues to influence teaching philosophy and practice.

System Evaluation and Future Direction

The AI question-generation assistant demonstrates robust foundational capabilities and significant development potential. While refinements in test system comprehension and difficulty control are needed, its framework effectively meets current pedagogical demands, offering both efficiency gains and valuable analytical insights for teachers' question-design practices.

Future development priorities center on three key areas: enhancing localized adaptability, refining quality assessment systems, and strengthening integration with teaching practices. This strategic focus aims to create an intelligent question-generation ecosystem that supports personalized assessment and innovative evaluation methods.

This pioneering system represents a significant milestone in educational AI applications. Its continued evolution promises not only to revolutionize English teaching efficiency but also to fundamentally transform educational evaluation methodologies. As technology advances and practical implementation deepens, this AI assistant is poised to play an increasingly pivotal role in

shaping the future of education, particularly in advancing assessment methods and pedagogical innovation.

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Appendices

Appendix 1. System Prompt of the Designated Bot

You are an experienced instructional designer with expertise on setting exam questions for English language tests. Your job is to help the user to prepare exam questions based on sample questions and new input text. When the user types ok, you should first ask for some input text. Then you should ask for some sample tasks based on the input text. You should then analyze the sample tasks and discuss how the tasks are designed based on the input text and what are the techniques being tested. You should ask the user for feedback or some new input text. If the user provides feedback you should take it into account when generating tasks in future. If a new input text is provided, you should generate similar tasks based on the input text and explain how the new tasks are similar to the sample tasks.

Appendix 2. The Input Sample Reading Material

High school life is the best memory of being a student. This is the time when you totally realize that life is full of mysteries. Mystery is a term of experience during this stage of my life. During this stage I was able to know that life is not all about happiness or sadness, but these two will be part of and be my best friends in life. I have a lot of experiences that molded my personality, which I can use to treasure through the journey of my life. And this is my simple story of my senior high school life.

This is how my senior high school life started on the first day of school. I felt excited and nervous. Excited in such a way that I would be able to experience another journey of my life. I was nervous in the sense that I would be facing new classmates, new teachers and new friends. Nevertheless, the nervousness I felt on the first day slowly went away and was filled with happiness. I was able to gain new friends. Most of them were my schoolmates and one of them was a transferee from another school. I really thought that my senior high school would be very boring, but I was wrong. I didn't expect that I would be enjoying time with my new friends and my classmates. I really treasured every single day with them, with their craziness in life.

This school year, I was able to join a road trip with my friends. I really enjoyed and had fun with them. It was the first time in my life that I saw myself hanging out with friends, going to some places that were strange to me.

The most exciting part of my senior high school life was our Christmas party. That day, I was able to enjoy and feel the presence of Christmas. A lot of games happened on that day. All my classmates really enjoyed that day. That day was so memorable to me. I realized something (secret). I really treasured every single day, hour, minute, and second that I was with my classmates and friends.

Reminiscing about the memories of my senior high school is a good idea. Time passes very quickly. Some things may fade but not my memories, memories of my senior high school. I believe that if you miss high school life, you'll miss half of your life. In high school life you'll experience lots of new things and memories that you will bring throughout your entire life.

Appendix 3. Scope of the Reading Materials and the Questions

- The General High School English Curriculum Standards (2019 Edition)/ The English Curriculum Standards for Senior High Schools developed by the Ministry of Education of the People's Republic of China in 2017¹
- Syllabus for the 2019 National Unified Examination for Admission to General Colleges and Universities (English) ²

Appendix 4. Sample Questions Provided and Questions Generated by the Bot

Sample Question

- What can be inferred from the author's experience in high school according to the passage?
 - A. The author regretted making friends with transfer students.
 - B. the author initially had negative expectations about high school life.
 - C. the author found the Christmas party boring because of too many games.
 - D. the author preferred staying alone rather than hanging out with friends.

¹ <https://www.pep.com.cn/ebook/2020gzkcbz/yy/mobile/index.html>

² <https://gaokao.neea.edu.cn/html1/report/19012/5951-1.htm>

- Correct answer: B
- Explanation:
 - According to the sentence “I really thought that my senior high school would be very boring, but I was wrong”, it can be seen that the author initially had negative expectations about high school life (thought it would be boring). But then she realized that she was wrong;
 - Option A, C and D are contrary to the article; for option A, the author's tone is positive when referring to the transfer student's friend; for option C, the author describes the Christmas party as “the most exciting part”; and for option D, the author enjoys going out and spending time with her friends.
- Judgement: The question tests the candidates' ability of reasoning and understanding and requires students to be able to accurately grasp the author's change of attitude from the details of the article. The difficulty level is moderate and in line with the high school level.

Chatbot's analysis to the questions

- Task Type: The task is a multiple choice question focused on reading comprehension, specifically inference-making from the text.
- Focus: The question requires students to infer the author's initial expectations about high school life based on details from the passage.
- Technique Tested:
 - Inference Skills: The question tests the student's ability to read between the lines and draw conclusions about the author's feelings and experiences that are not explicitly stated.
 - Comprehension of Attitude and Tone: Students must understand the author's tone and attitude changes throughout the passage to select the correct answer.
 - Attention to Detail: Students need to carefully analyze specific sentences and phrases that indicate the author's initial expectations and subsequent realizations.

Questions Generated by the bot

- i. What can be inferred about the author's feelings towards making new friends in high school?
 - A. The author was indifferent to making new friends.
 - B. The author was initially hesitant but later appreciated the new friendships.
 - C. The author found making friends to be a waste of time.
 - D. The author only valued friendships from previous schools.
 - Correct Answer: B
- ii. How did the author feel about the Christmas party in high school?
 - A. It was the most boring event of the year.
 - B. It was a memorable and exciting experience.
 - C. It felt like a regular school day.
 - D. It was disappointing due to lack of activities.
 - Correct Answer: B
- iii. According to the passage, what was the author's initial expectation about high school life?

- A. It would be full of challenges.
- B. It would be very boring.
- C. It would be the best time of their life.
- D. It would be similar to middle school.
- Correct Answer: B

iv. What does the author suggest about the importance of high school memories?

- A. They are easily forgotten.
- B. They are insignificant in life.
- C. They are valuable and long-lasting.
- D. They are overrated.
- Correct Answer: C

v. What activity did the author enjoy for the first time during high school?

- A. Participating in a school play.
- B. Joining a sports team.
- C. Going on a road trip with friends.
- D. Attending a music concert.

- Correct Answer: C

Appendix 5. Screenshots of Chat History

Bytewise

STiLE - STiLE - QD - Karol - 0 - Session 1

Chatbot

Hi, I'm version 0 multiple choice questions giver

User

hi

Chatbot

Hello! Are you ready to start preparing some exam questions for English language tests? If so, just type "ok" and we'll get started!

User

ok

Chatbot

Great! Could you please provide some input text that you would like to base the exam questions on?

User

High school life is the best memory of being a student. This is the time when you totally realize that life is full of mysteries. Mystery is a term of experience during this stage of my life. During this stage I was able to know that life is not all about happiness or sadness, but these two will be part of and be my best friends in life. I have a lot of experiences that molded my personality, which I can use to treasure through the journey of my life. And this is my simple story of my senior high school life.

This is how my senior high school life started on the first day of school. I felt excited and nervous. Excited in such a way that I would be able to experience another journey of my life. I was nervous in the sense that I would be facing new classmates, new teachers and new friends. Nevertheless, the nervousness I felt on the first day slowly went away and was filled with happiness. I was able to gain new friends. Most of them were my schoolmates and one of them was a transferee from another school. I really thought that my senior high school would be very boring, but I was wrong. I didn't expect that I would be enjoying time with my new friends and my classmates. I really treasured every single day with them, with their craziness in life.

This school year, I was able to join a road trip with my friends. I really enjoyed and had fun with them. It was the first time in my life that I saw myself hanging out with friends, going to some places that were strange to me. The most exciting part of my senior high school life was our Christmas party. That day, I was able to enjoy and feel the presence of Christmas. A lot of games happened on that day. All my classmates really enjoyed that day. That day was so memorable to me. I realized something (secret). I really treasured every single day, hour, minute, and second that I was with my classmates and friends.

Reminiscing about the memories of my senior high school is a good idea. Time passes very quickly. Some things may fade but not my memories, memories of my senior high school. I believe that if you miss high school life, you'll miss half of your life. In high school life you'll experience lots of new things and memories that you will bring throughout your entire life.

Chatbot

Thank you for providing the input text. Next, could you please provide some sample tasks or questions that you would like to base on this text? These could be comprehension questions, vocabulary exercises, or any other type of task you have in mind.

User

#sample question

What can be inferred from the author's experience in high school according to the passage? A. The author regretted making friends with transfer students B. The author initially had negative expectations about high school life C. The author found the Christmas party boring because of too many games D. The author preferred staying alone rather than hanging out with friends

正确答案: B 解析: 根据文章中的 "I really thought that my senior high school would be very boring, But I was wrong" 这句话, 可以看出作者最初对高中生活持消极预期 (thought it would be boring), 但后来发现自己的想法是错误的。因此 B 选项正确。

A 选项与文章内容相反, 作者提到转学生朋友时语气是正面的; C 选项与文章描述不符, 作者形容圣诞派对是 "最令人兴奋的部分"; D 选项与文章表达相反, 作者很享受与朋友们一起出游和相处。

这道题目考查了考生的推理理解能力, 要求学生能够从文章细节中准确把握作者的态度转变。难度适中, 符合高中水平。



Chatbot

Thank you for providing the sample multiple choice question. Let's analyze how this task is designed and what techniques are being tested:

Analysis of the Sample Multiple Choice Question

1. Task Type:

- The task is a multiple choice question focused on reading comprehension, specifically inference-making from the text.

2. Focus:

- The question requires students to infer the author's initial expectations about high school life based on details from the passage.

3. Technique Tested:

- **Inference Skills:** The question tests the student's ability to read between the lines and draw conclusions about the author's feelings and experiences that are not explicitly stated.
- **Comprehension of Attitude and Tone:** Students must understand the author's tone and attitude changes throughout the passage to select the correct answer.
- **Attention to Detail:** Students need to carefully analyze specific sentences and phrases that indicate the author's initial expectations and subsequent realizations.

Application to Input Text

Let's create a similar multiple choice question based on the input text you provided:

New Multiple Choice Question

What is the author's overall sentiment towards their high school experiences according to the passage? A. The author felt indifferent towards high school memories.

B. The author cherished the friendships and memories made in high school.

C. The author found high school to be the most challenging period of life.

D. The author wished to forget high school experiences.

Correct Answer: B

Explanation: The passage frequently mentions the author's fondness for the experiences and friendships made during high school, indicating that they cherish these memories. Phrases like "I really treasure every single day with them" and "memories in my senior high school" support this sentiment.

- Option A is incorrect because the author expresses strong emotions towards high school memories.
- Option C is not supported by the text; the author does not describe high school as the most challenging period.
- Option D contradicts the text, as the author values and reminisces about their high school experiences.

This question is similar to the sample question you provided, as it also tests inference skills and comprehension of the author's attitude. It requires students to synthesize information from the passage to understand the author's overall sentiment.

Please let me know if you have any feedback or if you'd like to provide new input text for more tasks!



User

Fascinating! Now please accordingly create 5 sentence corrections and 5 multiple choices. If you encountered word limitation of chatbox, please let me know and we are going to continue the questions in another chatbox, until you have created all the questions. Thank you!



Chatbot

Great! Let's start with the sentence corrections based on the input text you provided. Here are five sentence correction tasks:

Sentence Corrections

1. **Sentence:** High school life is the best memory of being student.
 - **Error:** being student
 - **Correction:** being a student
 - **Explanation:** An article ("a") is needed before the singular noun "student."
2. **Sentence:** This is the time when you totally realized that life was full of mysteries. Mystery is term of experience because at this stage of my life.
 - **Error:** Mystery is term of experience
 - **Correction:** Mystery is a term of experience
 - **Explanation:** An article ("a") is needed before the singular countable noun "term."
3. **Sentence:** This stage was able to know that life is not all about happiness or sadness but this two will be part and be my best friend on life.
 - **Error:** this two
 - **Correction:** these two
 - **Explanation:** "These" is the correct demonstrative pronoun for plural nouns.
4. **Sentence:** I felt excited and nervous. Excited in such a way that I will be able to experience another journey of my life Nervous in the sense that i will be facing new classmates, new teachers and new friends.
 - **Error:** I will be facing
 - **Correction:** I would be facing
 - **Explanation:** The past tense context requires "would" instead of "will."
5. **Sentence:** Most of them are my schoolmate and one of them is transferred from other school.
 - **Error:** my schoolmate
 - **Correction:** my schoolmates
 - **Explanation:** The noun should be plural to match "most of them."

Multiple Choice Questions

1. What can be inferred about the author's feelings towards making new friends in high school? A. The author was indifferent to making new friends.
B. The author was initially hesitant but later appreciated the new friendships.
C. The author found making friends to be a waste of time.
D. The author only valued friendships from previous schools.
 - **Correct Answer:** B
2. How did the author feel about the Christmas party in high school? A. It was the most boring event of the year.
B. It was a memorable and exciting experience.
C. It felt like a regular school day.
D. It was disappointing due to lack of activities.
 - **Correct Answer:** B
3. According to the passage, what was the author's initial expectation about high school life? A. It would be full of challenges.
B. It would be very boring.
C. It would be the best time of their life.
D. It would be similar to middle school.
 - **Correct Answer:** B
4. What does the author suggest about the importance of high school memories? A. They are easily forgotten.
B. They are insignificant in life.
C. They are valuable and long-lasting.
D. They are overrated.
 - **Correct Answer:** C
5. What activity did the author enjoy for the first time during high school? A. Participating in a school play.
B. Joining a sports team.
C. Going on a road trip with friends.
D. Attending a music concert.
 - **Correct Answer:** C



Let me know if you need any more questions or if there's anything else I can assist with!