

Roald Dahl Going Solo Practice Test (Sample)

Study Guide



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SAMPLE

Questions

- 1. What type of engine did the Hawker Harts have?**
 - A. Radial engines**
 - B. Turbojet engines**
 - C. Rolls-Royce Merlin engines**
 - D. Piston engines**
- 2. During what historical period does the context of their belief about the Germans' return take place?**
 - A. World War I**
 - B. World War II**
 - C. The Cold War**
 - D. The Korean War**
- 3. Who did Roald Dahl save from the mamba snake?**
 - A. His boy, Mdisho**
 - B. Miss Trefusis**
 - C. Salimu**
 - D. U.N. Savory**
- 4. What unusual item did Miss Trefusis eat with a fork and knife?**
 - A. A Banana**
 - B. An Orange**
 - C. A Mango**
 - D. A Pear**
- 5. At the conclusion of his training, what was Dahl's job?**
 - A. Navigator**
 - B. Flight engineer**
 - C. Fighter pilot**
 - D. Ground crew**
- 6. What event led Roald Dahl to become a pilot?**
 - A. The outbreak of World War I**
 - B. The desire to explore remote regions**
 - C. The outbreak of World War II**
 - D. A personal challenge to conquer fear**

- 7. Why did Dahl feel fortunate during his initial training flights?**
- A. He liked the company of his fellow trainees**
 - B. He enjoyed flying over the beautiful landscapes of Kenya**
 - C. He was excited about becoming a hero**
 - D. He appreciated the comfort of his training base**
- 8. How does Roald Dahl's perspective on fear shape "Going Solo"?**
- A. Fear is portrayed solely as a negative experience**
 - B. It is considered an emotion that can motivate growth and learning**
 - C. Fear is depicted as irrelevant to one's development**
 - D. Fear is only highlighted in the context of war**
- 9. Whom did Roald Dahl give his sword to?**
- A. His brother**
 - B. His commanding officer**
 - C. Mdisho**
 - D. The bald man**
- 10. What key event marks a turning point in Dahl's military career?**
- A. Receiving a medal for bravery**
 - B. His plane crash during a flying mission**
 - C. Getting promoted to a higher rank**
 - D. Being assigned to a new squadron**

Answers

SAMPLE

1. C
2. B
3. C
4. B
5. C
6. C
7. B
8. B
9. C
10. B

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Explanations

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1. What type of engine did the Hawker Harts have?

- A. Radial engines
- B. Turbojet engines
- C. Rolls-Royce Merlin engines**
- D. Piston engines

The Hawker Harts were primarily equipped with piston engines, specifically the Hawker Hart aircraft which primarily utilized the Bristol Pegasus radial engine. The Rolls-Royce Merlin, famously associated with several WWII aircraft, was not part of the Hart design. This engine type was known for its excellent power-to-weight ratio and reliability, making it suitable for various aviators and military applications during its era. It allowed the Hawker Hart, a light bomber and reconnaissance aircraft, to achieve notable performance and success. Therefore, the type of engine accurately associated with the Hawker Harts is indeed the piston engine category, specifically radial engines, rather than the Rolls-Royce Merlin engines.

2. During what historical period does the context of their belief about the Germans' return take place?

- A. World War I
- B. World War II**
- C. The Cold War
- D. The Korean War

The context of the belief about the Germans' return takes place during World War II. This period is significant because it was a time of intense conflict in Europe and beyond, with many countries forming alliances and engaging in warfare. The reference to the Germans likely pertains to the tensions, fears, and political dynamics present in Europe at that time, particularly the struggle between the Axis and Allied powers. World War II, which lasted from 1939 to 1945, saw the rise of Nazi Germany and its military campaigns across Europe, causing widespread concern and impacting perceptions of Germans. This historical backdrop deeply informs the attitudes and beliefs of the characters involved, making it a critical aspect of the narrative. Other time periods, such as World War I, the Cold War, and the Korean War, provide different contexts and themes, which may not align with the specific reference to beliefs regarding Germany during the height of this significant global conflict.

3. Who did Roald Dahl save from the mamba snake?

- A. His boy, Mdisho
- B. Miss Trefusis
- C. Salimu**
- D. U.N. Savory

Roald Dahl saved Salimu from the mamba snake, demonstrating his bravery and quick thinking in a dangerous situation. In the narrative, Salimu was in a vulnerable position, and Dahl's intervention highlights his commitment to protecting those around him, showcasing his character and sense of responsibility. While other characters like Mdisho, Miss Trefusis, and U.N. Savory may have their own stories and significance within the plot, it is Salimu's encounter with the mamba snake that is pivotal in illustrating Dahl's proactive heroism. The focus on that specific scene reinforces the theme of compassion in the face of peril, making Salimu's rescue a memorable and important aspect of the story.

4. What unusual item did Miss Trefusis eat with a fork and knife?

- A. A Banana**
- B. An Orange**
- C. A Mango**
- D. A Pear**

In "Going Solo," Miss Trefusis stands out due to her unconventional approach to eating certain fruits. The correct answer reveals her quirkiness and challenges the reader's expectations regarding how fruits are typically consumed. Eating an orange with a fork and knife is not only unusual but it also underscores her distinct personality and attitude. This act highlights the social conventions around food and how they can vary; it suggests a sense of sophistication or perhaps a deliberate oddity in her behavior. Other fruits like bananas, mangoes, and pears are generally associated with casual eating, often enjoyed without utensils. The choice of an orange, which requires peeling and sectioning, exemplifies the unexpectedness of Miss Trefusis's character, making it the uniquely correct answer.

5. At the conclusion of his training, what was Dahl's job?

- A. Navigator**
- B. Flight engineer**
- C. Fighter pilot**
- D. Ground crew**

At the conclusion of his training, Dahl became a fighter pilot. This role involved piloting fighter aircraft during World War II, a significant aspect of his life that influenced his later writing. The training he underwent equipped him with the skills necessary to operate and maneuver combat planes effectively, which was a demanding and prestigious position within the Royal Air Force at the time. Being a fighter pilot is notable because it not only required technical flying skills but also a strong sense of strategy and quick decision-making in combat situations. This experience had a profound impact on Dahl's perspective and storytelling, as he often drew from real-life events and experiences in his writing. The other options, while related to aviation, did not encompass his ultimate role after training, making the correct choice the one that accurately reflects his position at the end of that crucial phase in his career.

6. What event led Roald Dahl to become a pilot?

- A. The outbreak of World War I**
- B. The desire to explore remote regions**
- C. The outbreak of World War II**
- D. A personal challenge to conquer fear**

Roald Dahl's decision to become a pilot was significantly influenced by the outbreak of World War II. During this time, he joined the Royal Air Force (RAF) as a flying officer, where he trained to be a fighter pilot. The war created a demand for pilots, and many young men, including Dahl, felt compelled to serve their country in this capacity. This decision not only aligned with the national sentiment of the period but also matched Dahl's adventurous spirit. The other options do not capture the motivation rooted in the historical context of the era in which Dahl lived. The outbreak of World War I occurred long before, and while a desire to explore remote regions or a personal challenge might have been motivating factors for some, they did not specifically drive Dahl's choice to take up flying during the war. Thus, the context of World War II is pivotal in understanding why Dahl became a pilot.

7. Why did Dahl feel fortunate during his initial training flights?

- A. He liked the company of his fellow trainees**
- B. He enjoyed flying over the beautiful landscapes of Kenya**
- C. He was excited about becoming a hero**
- D. He appreciated the comfort of his training base**

Dahl felt fortunate during his initial training flights primarily because he enjoyed flying over the beautiful landscapes of Kenya. The stunning vistas provided a unique backdrop to his experiences, contributing to a sense of gratitude and appreciation for the opportunity to fly in such an extraordinary environment. The natural beauty of Kenya added a layer of excitement and fulfillment to his training, making the experience feel special and memorable. While camaraderie, aspirations of heroism, and comfort at the training base can enhance any training experience, they do not capture the profound impact that the breathtaking scenery had on Dahl's perception of his flight training. The beauty of the land was likely a significant source of joy and inspiration for him during that time.

8. How does Roald Dahl's perspective on fear shape "Going Solo"?

- A. Fear is portrayed solely as a negative experience
- B. It is considered an emotion that can motivate growth and learning**
- C. Fear is depicted as irrelevant to one's development
- D. Fear is only highlighted in the context of war

Roald Dahl's perspective on fear in "Going Solo" emphasizes that it is an emotion that can motivate growth and learning. Throughout the narrative, fear is presented not just as a hindrance, but rather as a catalyst for personal development. Dahl reflects on his own experiences during World War II—moments of fear often lead him to confront challenges head-on, which in turn fostered resilience and courage. By sharing his encounters with fear in various situations, he illustrates how navigating through fear can lead to valuable life lessons and a deeper understanding of oneself. This perspective encourages readers to view fear as a natural and potentially beneficial part of the human experience, one that can propel individuals towards bravery and self-discovery. Rather than portraying it as merely a negative feeling or dismissing it altogether, Dahl's narrative suggests that embracing fear can result in profound personal growth.

9. Whom did Roald Dahl give his sword to?

- A. His brother
- B. His commanding officer
- C. Mdisho**
- D. The bald man

Roald Dahl gave his sword to Mdisho, who was a local man that he befriended during his time in Africa. This act symbolizes Dahl's connection to the people he met and the respect he developed for the local culture. Mdisho's character represents the friendships and bonds formed during difficult times, illustrating the themes of companionship and understanding in Dahl's experiences. In contrast, the other characters listed in the options do not have the same significance in terms of Dahl's personal journey or the relationships he formed during that period. The brother, commanding officer, and bald man do not share the same narrative weight as Mdisho, making his connection with Dahl more impactful within the context of the story.

10. What key event marks a turning point in Dahl's military career?

- A. Receiving a medal for bravery**
- B. His plane crash during a flying mission**
- C. Getting promoted to a higher rank**
- D. Being assigned to a new squadron**

The key event that marks a turning point in Roald Dahl's military career is his plane crash during a flying mission. This incident is pivotal not only because it altered the course of his service but also because it had profound personal consequences that led to significant changes in his life. After the crash, Dahl faced a long recovery process, which ultimately shifted his focus away from active combat and towards writing. This is particularly relevant in understanding his later works, where his experiences in the war played a critical role in shaping his storytelling. The crash also serves as a dramatic moment that highlights the dangers of war, adds depth to his character, and illustrates the unpredictability of life in the military.