Flight Instructor

ORAL EXAM GUIDE

JASON BLAIR
Based on original text by Michael D. Hayes

COMPREHENSIVE PREPARATION
FOR THE FAA CHECKRIDE

NINTH EDITION

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Flight Instructor Oral Exam Guide
Ninth Edition
by Jason Blair
based on original text by Michael D. Hayes

Aviation Supplies & Academics, Inc.
817 Walbridge Street
Kalamazoo, Michigan 49007
asa@asa2fly.com | 425-235-1500 | asa2fly.com

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None of the material in this book supersedes any operational documents or procedures issued by the Federal Aviation Administration, aircraft and avionics manufacturers, flight schools, or the operators of aircraft.

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About the Author

Jason Blair is an active single- and multi-engine instructor and an FAA Designated Pilot Examiner (DPE) with over 6,000 hours total time, over 3,500 hours of instruction given, and more than 4,000 hours in aircraft as a DPE. In his role as an Examiner, he has issued more than 2,500 pilot certificates. Blair has worked for and continues to work with multiple aviation associations with his work focusing on pilot training and testing. His experience as a pilot goes back over 30 years, as an instructor spans over 20 years, and includes more than 100 makes and models of aircraft flown. Blair has written and continues to write for multiple aviation publications with a focus on training and safety.

In addition to ASA's Oral Exam Guide series, Blair is also the author of five books in ASA's Aviator's Field Guide series: *Buying an Airplane*, *Owning an Airplane*, *Tailwheel Flying*, *Middle-Altitude Flying*, and *Pilot Career Path*.

Introduction

The *Flight Instructor Oral Exam Guide* is a comprehensive guide designed for commercial pilots who are involved in training for the initial Flight Instructor Certificate.

This guide was originally designed for use in a Part 141 school but has quickly become popular with those training under 14 CFR Part 61 who are not affiliated with an approved school. It will also prove beneficial to flight instructors who wish to refresh their knowledge or who are preparing to renew their Flight Instructor Certificate.

The *Flight Instructor for Airplane Category Airman Certification Standards* (FAA-S-ACS-25) specifies the areas in which knowledge and skill must be demonstrated by the applicant before issuance of a Flight Instructor Certificate with the associated category and class ratings. This *Flight Instructor Oral Exam Guide* is designed to evaluate a pilot's knowledge of those areas. Organized around the ACS Areas of Operation and Tasks, this guide provides questions and detailed answers specific to the ACS areas of knowledge, risk management, and skill elements relevant to the tasks.

During the exam, an FAA examiner will evaluate an applicant's personal knowledge and their ability to demonstrate that they can effectively teach and evaluate a student's learning process with regard to the subject matter. This is a key part of the CFI test. Users are encouraged to approach the questions and content in this guide not only in a way that ensures their personal knowledge but also with the mindset and ability to respond to "how would you teach this to a student?" A CFI applicant should be able to demonstrate practical application of the fundamentals of instructing, be aware of and able to use appropriate resources, and be competent to teach the subject matter, procedures, and maneuvers included in the standards to learners with varying backgrounds and levels of experience and ability. Based on very intensive debriefings after flight instructor practical tests, we have provided you with the questions most consistently asked along with the information or the appropriate

references necessary for a knowledgeable response. The writer of this content has conducted hundreds of initial CFI practical tests in recent years and seen both well-prepared and very under-prepared applicants. This experience is incorporated into this content to help better prepare you.

This guide should be supplemented with other comprehensive study materials as noted in brackets at the end of each answer; for example: [AI.III.B.K1; 14 CFR 91.9, AC 60-6, FAA-H-8083-25]. The first item provided is the ACS code for the relevant Area of Operation and Task from the *Flight Instructor for Airplane Category Airman Certification Standards* (FAA-S-ACS-25). Additional references pertaining to the questions can be found in the ACS, listed under the Tasks corresponding to the provided ACS code. The next references in the brackets are other study materials for which abbreviations and corresponding titles are listed below.

Ensure that you use the latest revision of these references when reviewing for the test. Also, check the ASA website at **asa2fly.com** for the most recent updates to this book due to changes in FAA procedures and regulations as well as for Reader Resources containing additional relevant information.

14 CFR Part 3	*General Requirements*
14 CFR Part 11	*General Rulemaking Procedures*
14 CFR Part 21	*Certification Procedures for Products and Articles*
14 CFR Part 23	*Airworthiness Standards: Normal Category Airplanes*
14 CFR Part 43	*Maintenance, Preventive Maintenance, Rebuilding, and Alteration*
14 CFR Part 45	*Identification and Registration Marking*
14 CFR Part 47	*Aircraft Registration*
14 CFR Part 61	*Certification: Pilots, Flight Instructors, and Ground Instructors*
14 CFR Part 67	*Medical Standards and Certification*
14 CFR Part 68	*Requirements for Operating Certain Small Aircraft Without a Medical Certificate*
14 CFR Part 91	*General Operating and Flight Rules*
14 CFR Part 97	*Standard Instrument Procedures*

14 CFR Part 119	*Certification: Air Carriers and Commercial Operators*
49 CFR Part 830	*NTSB: Notification and Reporting of Aircraft Accidents or Incidents and Overdue Aircraft, and Preservation of Aircraft Wreckage, Mail, Cargo, and Records*
49 CFR Part 1552	*TSA: Flight Training Security Program*
AC 20-105	*Reciprocating Engine Power-Loss Accident Prevention and Trend Monitoring*
AC 21-40	*Guide for Obtaining a Supplemental Type Certificate*
AC 23-8	*Flight Test Guide for Certification of Part 23 Airplanes*
AC 39-7	*Airworthiness Directives*
AC 61-65	*Certification: Pilots and Flight and Ground Instructors*
AC 61-67	*Stall and Spin Awareness Training*
AC 61-98	*Currency Requirements and Guidance for the Flight Review and Instrument Proficiency Check*
AC 61-107	*Aircraft Operations at Altitudes Above 25,000 Feet Mean Sea Level or Mach Numbers Greater Than .75*
AC 61-134	*General Aviation Controlled Flight into Terrain Awareness*
AC 61-146	*Pilot Certification and Operations for Sport Pilots, Flight Instructors with a Sport Pilot Rating, and Simplified Flight Controls*
AC 68-1	*BasicMed*
AC 90-23	*Aircraft Wake Turbulence*
AC 90-48	*Pilots' Role in Collision Avoidance*
AC 90-66	*Non-Towered Airport Flight Operations*
AC 90-100	*U.S Terminal and En Route Area Navigation (RNAV) Operations*
AC 90-114	*Automatic Dependent Surveillance–Broadcast Operations*

AC 91-63	*Temporary Flight Restrictions (TFR) and Flight Limitations*
AC 91-67	*Minimum Equipment Requirements for General Aviation Operations under 14 CFR Part 91, §91.213*
AC 91-73	*Parts 91 and 135 Single Pilot, Flight School Procedures During Taxi Operations*
AC 91-78	*Use of Electronic Flight Bags*
AC 91-92	*Pilot's Guide to a Preflight Briefing*
AFM	*FAA-Approved Airplane Flight Manual*
AIM	*FAA Aeronautical Information Manual*
AIP	*FAA Aeronautical Information Publication*
CAMI OK-06-033	*Basic Survival Skills for Aviation (Civil Aerospace Medical Institute)*
CAMI OK-21-0375	*Oxygen Equipment Use in General Aviation Operations (Civil Aerospace Medical Institute)*
Chart Supplement	*FAA Chart Supplements*
FAA AIS FAQ	*FAA Aeronautical Information Services: Frequently Asked Questions*
FAA CUG	*FAA Aeronautical Chart Users' Guide*
FAA FRAT	*FAA Safety Briefing: Flight Risk Assessment Tools*
FAA-H-8083-1	*Aircraft Weight and Balance Handbook*
FAA-H-8083-2	*Risk Management Handbook*
FAA-H-8083-3	*Airplane Flying Handbook*
FAA-H-8083-9	*Aviation Instructor's Handbook*
FAA-H-8083-15	*Instrument Flying Handbook*
FAA-H-8083-25	*Pilot's Handbook of Aeronautical Knowledge*
FAA-H-8083-28	*Aviation Weather Handbook*
FAA-H-8083-30	*Aviation Maintenance Technician Handbook—General*
FAA-H-8083-31	*Aviation Maintenance Technician Handbook—Airframe*

FAA-H-8083-32	*Aviation Maintenance Technician Handbook—Powerplant*
FAA Order 8110.100	*Special Airworthiness Information Bulletin*
FAA-P-8740-24	*Winter Flying Tips*
FAA-P-8740-36	*Proficiency and the Private Pilot*
FAA-P-8740-50	*On Landings—Part III*
FAA-P-8740-51	*How to Avoid a Mid Air Collision*
FAA-P-8740-69	*Aeronautical Decision Making*
FAA Safety	*FAA Safety Briefing Magazine/Fly Safe Fact Sheets*
FAA-S-ACS-6	*Private Pilot for Airplane Category Airman Certification Standards*
FAA-S-ACS-7	*Commercial Pilot for Airplane Category Airman Certification Standards*
FAA-S-ACS-8	*Instrument Rating—Airplane Airman Certification Standards*
FAA-S-ACS-25	*Flight Instructor for Airplane Category Airman Certification Standards*
P/CG	*FAA Pilot/Controller Glossary*
POH	*Pilot's Operating Handbook*
TSA	*Transportation Security Administration*

Most of these documents are available on the FAA's website (www.faa.gov). ASA also reprints many of these federal publications and makes them available in printed and ebook formats and in training and study applications. A well-prepared CFI applicant will have a good library of material from which to call upon when demonstrating their teaching ability and their ability to use reputable resources with their clients.

A review of the information and references presented within this guide will provide significant assistance in preparation for the FAA initial Flight Instructor Practical Test.

Fundamentals of Instructing 1

A. Effects of Human Behavior and Communication on the Learning Process

1. What is the definition of *human behavior*?

Human behavior is the product of factors that cause people to act in predictable ways. It can also be defined as the result of a person's attempt to satisfy certain needs. A working knowledge of human behavior can help an instructor better understand learners.

[FI.I.A.K1; FAA-H-8083-9]

2. Why is understanding human behavior important for effective flight instruction?

By observing human behavior, instructors can gain the knowledge needed to better understand themselves as instructors as well as the learning needs of learners. Understanding human behavior leads to successful instruction.

[FI.I.A.K1; FAA-H-8083-9]

3. What are examples of how human behavior can affect motivation and learning?

a. Aviation learners are usually out of their normal surroundings during training, and their need for association and belonging is more pronounced. Instructors should make every effort to help new learners feel at ease and to reinforce their decision to pursue a career or hobby in aviation.

b. A learner may have a repressed fear of flying that inhibits their ability to learn how to fly.

c. A death in the family, a divorce, or even a failing grade on an important test may trigger harmful defensive reactions.

d. Physiological and emotional factors, such as anxiety, may have a potent effect on a person's actions and the ability to learn from perceptions and may result in hesitation or impulsive actions. When introducing stalls, learner anxiety can be minimized by first reviewing the aerodynamic principles and explaining how stalls affect flight characteristics. Also, carefully describing the physical sensations to be expected, as well as the recovery procedures, can help reduce anxiety.

[FI.I.A.K1c; FAA-H-8083-9]

4. Explain why the relationship between the instructor and learner is so important.

The instructor/learner relationship has a significant impact on how effective an instructor's teaching will be and how much a learner will learn.

[FI.I.A.K1b; FAA-H-8083-9]

5. How does personality type affect instructors and learners?

Based on personality type, everyone has an individual style of learning. Recognizing that learning style and working with it, rather than against it, benefits both the instructor and the learner.

[FI.I.A.K1b; FAA-H-8083-9]

6. Why is it important to recognize personal instruction style?

The match or mismatch between the way an instructor teaches and the way an individual learns contributes to instructional satisfaction or dissatisfaction. Learners whose styles are compatible with the teaching styles of their instructors tend to retain information longer, apply it more effectively, learn more, and have a more positive attitude toward the course in general.

[FI.I.A.K1b; FAA-H-8083-9]

7. Define *motivation*.

A motivation is a need or desire that causes a person to act. Motivation can be positive or negative, tangible or intangible, subtle or obvious.

[FI.I.A.K1c; FAA-H-8083-9]

8. Where does a learner's motivation to learn come from?

A motivation to learn can come from many sources. All of these sources of motivation have one thing in common: They all offer some type of reward in exchange for performing the hard work. Examples include:

a. A fundamental interest in and fascination with aircraft or with the experience of flight.

(continued)

b. A way to boost the learner's self-image or ego.
c. Pursuit of aviation training because it offers a promising career.
d. A belief that aviation offers fun and excitement or simply a more convenient form of transportation.

[FI.I.A.K1c; FAA-H-8083-9]

9. Explain why it's important for an instructor to understand what motivates a learner.

Motivation is the most dominant force that governs the learner's progress and ability to understand, and it can be used to the advantage of the instructor.

[FI.I.A.K1c; FAA-H-8083-9]

10. What can an instructor do to maintain a learner's motivation and progress?

Make each lesson a pleasant experience.

[FI.I.A.K1c; FAA-H-8083-9]

11. How effective is the use of negative motivation compared with the use of positive motivation in promoting efficient learning?

Negative motivation may engender fear; while negative motivation may be useful in certain situations, it is not as effective in promoting efficient learning as positive motivation.
Positive motivation is provided by the promise or achievement of rewards. These rewards may be personal or social, and they may involve financial gain, satisfaction of the self-concept, personal gain, or public recognition.

[FI.I.A.K1c; FAA-H-8083-9]

12. You've noticed that your learner has begun arriving for ground and flight lessons unprepared (e.g., without completing reading assignments). As their instructor, what should you do?

Instructors must be prepared to deal with a number of circumstances in which motivation levels drop. It is natural for motivation to wane somewhat after the initial excitement of the student's first days of training or between major training events, such as solo, evaluations, or practical tests. Students may come to

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ASA's Oral Exam Guide Series is an excellent study tool for students and instructors alike. Arranged in a question-and-answer format, this comprehensive guide lists the questions most likely to be asked by evaluators during the practical exam and provides succinct, ready responses. FAA references are provided throughout for further study.

This expanded ninth edition of the *Flight Instructor Oral Exam Guide* aligns with the Airman Certification Standards (ACS) and covers fundamentals of instructing, technical subject areas, preflight preparation and procedures, airport operations, flight fundamentals and maneuvers, emergency operations, postflight procedures, and scenario-based training. This essential resource prepares applicants for the FAA CFI Airplane checkride and is valuable as a general refresher.

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