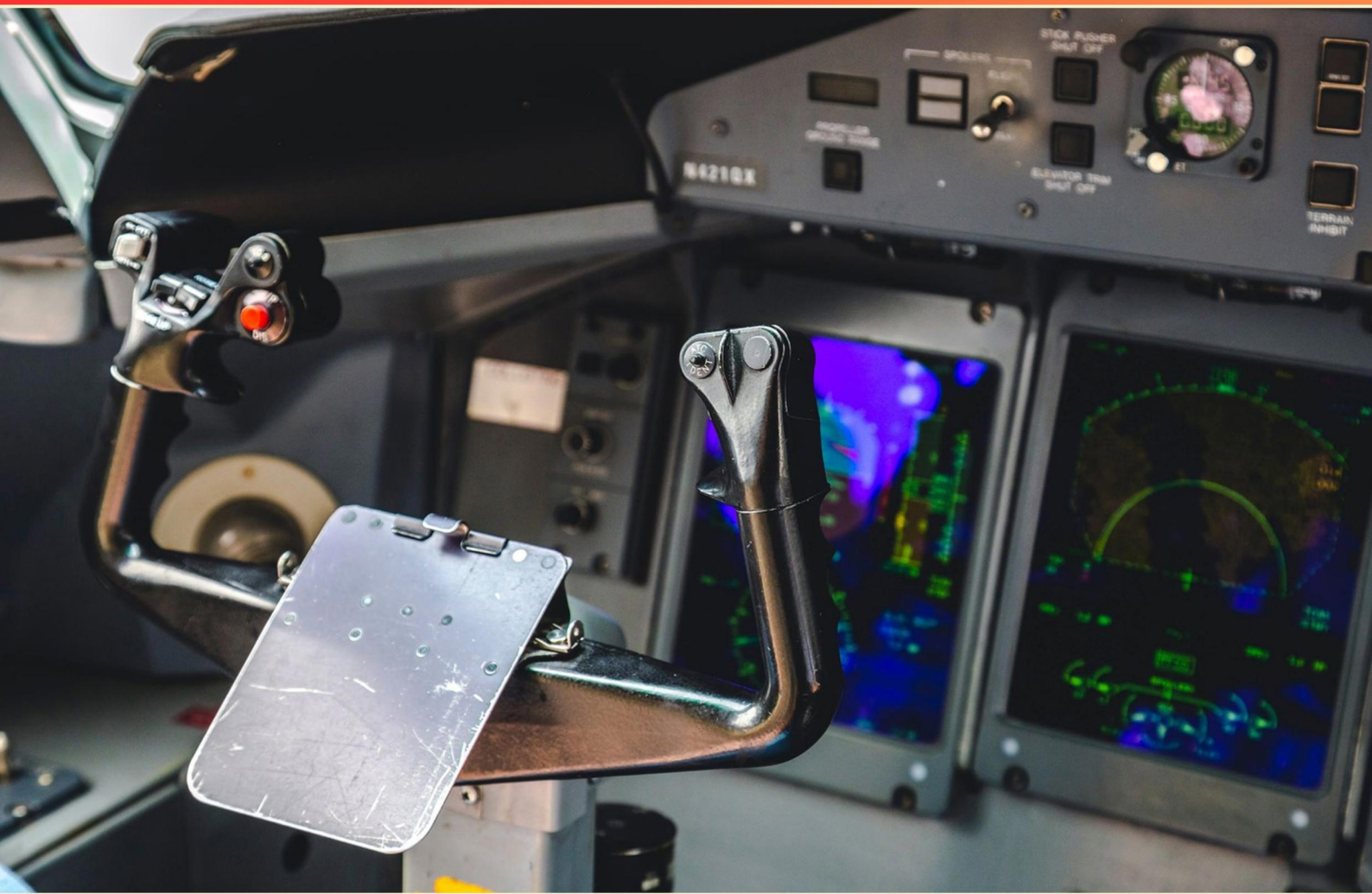


UND CERTIFIED FLIGHT INSTRUCTOR (CFI) NEW HIRE TRAINING PRACTICE TEST (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. When is an operable flashlight required for flight operations?**
 - A. During daylight hours only
 - B. Always required
 - C. Only during takeoff and landing
 - D. Flights conducted between sunset and sunrise

- 2. What are the four steps of the FAA's Fundamentals of Instruction (FOI) teaching method?**
 - A. Explain the objective, Demonstrate the skill, Student practice, Evaluate the results (with feedback)
 - B. Demonstrate the skill, Explain the objective, Evaluate the results, Student practice
 - C. Explain the objective, Student practice, Demonstrate the skill, Evaluate the results (with feedback)
 - D. Explain the objective, Demonstrate the skill, Evaluate the results, and then Student practice

- 3. In designing student evaluation, what are the three learning domains addressed by cognitive, psychomotor, and affective?**
 - A. Knowledge (cognitive) only
 - B. Skills (psychomotor) only
 - C. Attitudes/Values (affective) only
 - D. Knowledge, Skills, and Attitudes/Values (cognitive, psychomotor, and affective)

- 4. In runway terminology, which end is referred to as the approach end?**
 - A. Departure end
 - B. Far end
 - C. Midpoint
 - D. Approach end

- 5. Which of the following describes signs of fatigue that can affect piloting performance?**
 - A. Increased energy, faster decisions, and improved attention.
 - B. Always yawning but alert.
 - C. Reduced attention, slower reaction times, poor decision making, and microsleeps.
 - D. Heightened vigilance.

- 6. During a flight review, what is the general objective for the pilot?**
- A. Demonstrate safe, competent operation of the aircraft and compliance with applicable regulations.
 - B. Complete a theory exam.
 - C. Record flight time for the week.
 - D. Demonstrate safe, competent operation of the aircraft and compliance with applicable regulations.
- 7. Under which condition may a cellphone be used during flight?**
- A. The aircraft is stationary and the engine is not running
 - B. For routine navigation updates during flight
 - C. For casual texting during cruise
 - D. While taxiing on the runway
- 8. Which of the following statements correctly describes the external power specification?**
- A. 28 volts DC
 - B. 24 volts DC
 - C. 12 volts DC
 - D. 110 volts AC
- 9. What are the essential elements of a CFI lesson plan?**
- A. Clear objectives, prerequisites, sequence of content, teaching methods, required materials, student activities, and assessment/feedback plan
 - B. Clear objectives, prerequisites, safety briefing, and evacuation procedures
 - C. Aircraft maintenance status, flight planning format, and weight-and-balance data
 - D. Pilot's flight hours, medical status, and insurance information
- 10. What should be observed and documented during a stage check?**
- A. Only final pass/fail status.
 - B. Observation of instructor demeanor during the check.
 - C. Representative tasks from current scope; observed performance; feedback provided; results documented.
 - D. Notes on the trainee's personal interests.

Answers

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

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Explanations

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1. When is an operable flashlight required for flight operations?

- A. During daylight hours only
- B. Always required
- C. Only during takeoff and landing
- D. Flights conducted between sunset and sunrise**

Having an operable flashlight is required for flight operations after dark. When the sun has set and there's limited natural light, you need a reliable light source to read instruments, check charts, and perform cockpit tasks safely. Daylight operations don't require a flashlight under the rules because there's plenty of ambient light. The boundary is sunset to sunrise, which is why flights conducted between those times require a flashlight to be operable.

2. What are the four steps of the FAA's Fundamentals of Instruction (FOI) teaching method?

- A. Explain the objective, Demonstrate the skill, Student practice, Evaluate the results (with feedback)**
- B. Demonstrate the skill, Explain the objective, Evaluate the results, Student practice
- C. Explain the objective, Student practice, Demonstrate the skill, Evaluate the results (with feedback)
- D. Explain the objective, Demonstrate the skill, Evaluate the results, and then Student practice

FOI's teaching sequence starts with a clear learning objective, so the student knows exactly what successful performance looks like. Then the instructor provides a precise demonstration of the skill, showing the correct steps, timing, and expected results. Next, the student practices the skill themselves, consolidating the correct technique while the instructor observes and notes any errors. Finally, the results are evaluated and feedback is given, confirming mastery or guiding improvements. This order—goal, model, practice, feedback—ensures understanding is tied directly to performance and that errors are addressed promptly. Practicing before a clear objective or without a timely demonstration and feedback tends to reinforce incorrect habits and leaves gaps in understanding.

3. In designing student evaluation, what are the three learning domains addressed by cognitive, psychomotor, and affective?

- A. Knowledge (cognitive) only
- B. Skills (psychomotor) only
- C. Attitudes/Values (affective) only
- D. Knowledge, Skills, and Attitudes/Values (cognitive, psychomotor, and affective)**

The three learning domains addressed by cognitive, psychomotor, and affective are Knowledge, Skills, and Attitudes/Values. The cognitive domain covers what students know and understand—the mental processing behind learning. The psychomotor domain covers physical skills and actions—the ability to perform tasks and maneuvers. The affective domain covers attitudes, values, and feelings—how students approach learning, safety, and teamwork. In evaluating students, you want a complete picture: checking knowledge, verifying the ability to perform tasks, and assessing the right attitudes and professional dispositions. If you focus on only one domain, you'd miss important aspects of competence—for example, knowing how to fly safely isn't the same as being able to execute the maneuvers, nor is having the right attitude enough without the knowledge and skills to apply it. That's why the best choice includes Knowledge, Skills, and Attitudes/Values—the cognitive, psychomotor, and affective domains.

4. In runway terminology, which end is referred to as the approach end?

- A. Departure end
- B. Far end
- C. Midpoint
- D. Approach end**

The end of a runway that you approach from when landing is called the approach end. It's the end toward which you fly your final approach, and that end has the landing threshold and approach lighting aligned for arriving aircraft. The opposite end is the departure end, which is used for takeoffs and for rollout after landing. Terms like mid-point or far end aren't standard runway terminology and don't describe where landings are conducted, so they don't fit the concept.

5. Which of the following describes signs of fatigue that can affect piloting performance?

- A. Increased energy, faster decisions, and improved attention.
- B. Always yawning but alert.
- C. Reduced attention, slower reaction times, poor decision making, and microsleeps.**
- D. Heightened vigilance.

Fatigue erodes mental processing and vigilance, which directly impacts piloting performance. When tired, attention tends to drop, reaction times slow, and decision making becomes poorer because the brain isn't processing cues and risks as efficiently. Microsleeps—brief, involuntary episodes of sleep—can occur, even if you don't feel totally exhausted, and these moments can slip by unnoticed while you're flying. Together, these signs reduce situational awareness and the ability to manage workload and respond to changes in the flight environment. The other descriptions don't reflect fatigue's typical impact. Being more energetic with faster decisions and improved attention is the opposite of fatigue. Always yawning while remaining alert can be inconsistent with real fatigue effects, and heightened vigilance is not associated with fatigue but with being alert.

6. During a flight review, what is the general objective for the pilot?

- A. Demonstrate safe, competent operation of the aircraft and compliance with applicable regulations.
- B. Complete a theory exam.
- C. Record flight time for the week.
- D. Demonstrate safe, competent operation of the aircraft and compliance with applicable regulations.**

The main idea is that a flight review is about proving current ability to operate the aircraft safely and to follow the applicable regulations. This shows the pilot is proficient in hands-on flight skills and knowledgeable about rules, not just completing a theory test or simply logging flight time. The review assesses both practical flying and regulatory understanding to ensure ongoing currency and safety piloting.

7. Under which condition may a cellphone be used during flight?

- A. The aircraft is stationary and the engine is not running**
- B. For routine navigation updates during flight
- C. For casual texting during cruise
- D. While taxiing on the runway

Cellphone use in flight is generally not allowed because any wireless device in the cockpit can potentially interfere with avionics and distract from flying. The only situation where it's acceptable is when the airplane is on the ground, parked, and the engine is off. In this condition, there's no active flight operation and no risk to navigation or communications systems, so a handheld device can be used safely. The other scenarios aren't appropriate because in-flight navigation updates or casual texting would rely on cellular networks that don't operate at altitude, and using a phone during cruise would introduce distraction and potential interference. Taxiing on the runway still demands full attention to aircraft control and ground operations, so phone use isn't appropriate there either.

8. Which of the following statements correctly describes the external power specification?

- A. 28 volts DC**
- B. 24 volts DC
- C. 12 volts DC
- D. 110 volts AC

The external power specification is about the voltage and type of power that can be supplied to the aircraft from a ground power source. For most general aviation airplanes, the electrical system is designed to run on 28 volts DC. Providing 28 V DC from an external power unit ensures the avionics, lighting, and other systems operate correctly with engines off, without damaging the DC bus or needing conversion. Using 24 V DC or 12 V DC isn't the standard for this context, as they don't match the aircraft's primary DC bus in this typical setup. 110 V AC isn't directly compatible with the DC electrical system and would require an inverter or conditioning equipment, which isn't described as the standard external power specification for these airplanes.

9. What are the essential elements of a CFI lesson plan?

- A. Clear objectives, prerequisites, sequence of content, teaching methods, required materials, student activities, and assessment/feedback plan**
- B. Clear objectives, prerequisites, safety briefing, and evacuation procedures
- C. Aircraft maintenance status, flight planning format, and weight-and-balance data
- D. Pilot's flight hours, medical status, and insurance information

A well-designed CFI lesson plan centers on what the student should learn and how that learning will be achieved during the session. Clear objectives set the exact knowledge and skills the student should demonstrate by the end, giving both you and the student a concrete target and a way to measure success. Prerequisites check that the student has the necessary background to tackle the lesson, preventing gaps that could stall progress. The sequence of content arranges material from simple to more complex, ensuring logical progression and efficient use of time. Teaching methods specify how you'll deliver the material—briefing, demonstration, guided practice, and checks for understanding—matched to the objectives and the student's learning style. Required materials ensure all aids, references, and equipment are ready and available, so the lesson can run smoothly. Student activities describe what the student will do to practice and engage with the material, fostering active participation. An assessment/feedback plan outlines how you'll measure progress, document achievement, and provide timely, constructive feedback to guide the next steps. Other options touch on safety briefings or operational details, which are important aspects of flight training but don't constitute the full instructional plan needed to achieve the lesson's learning goals.

10. What should be observed and documented during a stage check?

- A. Only final pass/fail status.
- B. Observation of instructor demeanor during the check.
- C. Representative tasks from current scope; observed performance; feedback provided; results documented.**
- D. Notes on the trainee's personal interests.

A stage check is about verifying practical competence on tasks that reflect what you're currently training to do, not just a general test. The best approach is to observe representative tasks from the current scope, watch how you perform them, provide specific, actionable feedback, and document the results. This combination shows whether you can apply knowledge in real flight situations, ensures progress meets the standard, and creates a formal record for both you and the instructor. Keeping only a final pass/fail status doesn't tell you what was done well or what needs improvement, so it's not enough. Observing the instructor's demeanor isn't a meaningful measure of your ability to perform the tasks safely, and notes about personal interests don't pertain to your training progress.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://undcfinewhiretraining.examzify.com>

We wish you the very best on your exam journey. You've got this!

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