

TEF PRACTICE / COURSE COMPANION

# TEF Canada study pack

Twelve focused lessons, original practice checkpoints and a plan for turning mistakes into better French.

Read a lesson. Answer its checkpoint without looking at the key. Practise the same skill online. Record one change to make in your next attempt.

## Inside this pack

### Understand the exam

Four skills, task requirements and timing.

### Build the skills

Three lessons each for reading, listening, writing and speaking.

### Review deliberately

Checkpoint explanations, a vocabulary sheet and a four-week plan.

[Continue with the interactive TEF Canada course](#)

Edition 1 / 10 September 2026

All lesson text, French examples and checkpoints in this pack are original TEF Practice material. This is a study companion, not an official examination or a full mock test.

## 01 / KNOW THE FORMAT

# Your four exam skills

Practise the task you will actually be asked to perform. Use the current instructions from your test centre for your examination.

## Reading / 60 minutes

40 multiple-choice questions. Read practical documents, vocabulary gaps, related texts and longer passages. You may revisit questions within this section.

## Listening / 40 minutes

40 multiple-choice questions. Each recording plays once. Use the task-specific reading and response windows; earlier questions cannot be revisited. Some recordings have two questions.

## Writing / 60 minutes

Section A: 25 minutes, continue a news article with at least 80 added words in several paragraphs. Section B: 35 minutes, write to a newspaper with at least 200 words and at least three arguments.

## Speaking / 15 minutes

Section A: 5 minutes, ask for information about an advertisement. Section B: 10 minutes, present a proposal and try to persuade a friend. The examiner takes the other role; respond to what that person says.

Reading and listening practice totals show how many answers you got right. They are not a validated conversion to an official TEF score or NCLC level. Use writing and speaking coaching to select specific improvements.

[Current official TEF Canada examination guidance](#)

## READING / LESSON 01 / 7 MINUTES

# Find the purpose before the detail

A notice, email and advertisement can mention the same subject while asking the reader to do different things. Start by identifying what the document is doing.

## Identify the situation

Ask who wrote the document, who should read it, and what has changed. In a notice about opening hours, the important information may be a restriction, an exception or an alternative service. A familiar word in an answer is not enough to make it correct.

## Separate the rule from the exception

Words such as *sauf*, *uniquement*, *à partir de* and *jusqu'à* define the scope of a statement. Before choosing an answer, check its date, audience and conditions against the text. Do not extend an exception to every service or every person.

Le guichet ferme à 17 h. Les demandes en ligne restent possibles le soir.

The counter closes; the online service continues. This does not mean that staff are available in person all evening.

## Use a short evidence check

Restate the question in your own words, locate the relevant sentence, then eliminate options that change one condition. If the question asks why a message was sent, choose its communicative purpose rather than a minor detail. After practice, explain why your choice follows from the document.

## Checkpoint – choose one answer

A notice says: « Le prêt de matériel est suspendu mardi ; les retours restent possibles. » What is still possible on Tuesday?

- A. Borrowing new equipment.
- B. Returning borrowed equipment.
- C. Keeping every item indefinitely.
- D. Using all services as usual.

[Open this lesson and its linked practice](#)

My next action

## READING / LESSON 02 / 8 MINUTES

# Choose vocabulary from context

For a missing word, read the whole sentence before looking for a familiar expression. The surrounding meaning should determine your choice.

## Predict the missing meaning

Decide what kind of idea is needed: a deadline, a change, a contrast, a payment or a result. Then check the proposed words. A grammatically possible word can still make the sentence illogical. In paired text gaps, reread the complete text after filling both.

## Check the construction

Look at the words immediately before and after the gap: articles, prepositions and common verb-noun combinations. Use that information to narrow the options, then return to the meaning of the entire passage. Avoid choosing a word solely because it often appears with one nearby word.

La réservation sera confirmée après réception de votre acompte.

An acompte is an initial part-payment. It is not automatically a refundable security deposit.

## Learn distinctions, not isolated translations

Save a word together with the phrase it appears in and a contrasting term. For example, reporter changes a date while annuler cancels an event. Write one original example for each, and review their meaning separately from your ability to produce the French expression.

## Checkpoint – choose one answer

« La séance est reportée au mois prochain. » What does reportée mean here?

- A. It has been cancelled permanently.
- B. It has already taken place.
- C. It has been moved to a later date.
- D. It has become free of charge.

[Open this lesson and its linked practice](#)

My next action

## READING / LESSON 03 / 10 MINUTES

# Read qualifications and implied meaning

Longer texts can ask about an author's position, a reservation or a consequence. The correct answer may paraphrase an idea rather than repeat the article's words.

## Track claims and qualifications

Distinguish a reported opinion from the writer's own conclusion. Expressions such as *toutefois*, *à condition* de and *cela ne signifie pas* introduce limits. An answer containing *always*, *everyone* or *certainly* may go further than a cautious text supports.

## Keep inference tied to evidence

An inference is a conclusion supported by the passage. It is not whatever you know about the topic. If an author says attendance increased but revenue remained uncertain, infer that popularity alone does not establish financial success. Do not infer that the project has failed.

Les premiers résultats sont encourageants, mais l'enquête ne couvre que les usagers du matin.  
The writer accepts an encouraging signal while identifying incomplete evidence.

## Review the wrong answers

After a drill, identify whether an incorrect option reverses a relationship, exaggerates a claim, confuses people, or introduces an absent fact. Recording the reason for the mistake gives you a useful review target. A raw practice percentage alone does not identify the cause.

## Checkpoint – choose one answer

An article calls a pilot promising but says winter demand has not been measured. Which summary fits?

- A. The pilot has definitely failed.
- B. The pilot is proven successful in every season.
- C. Seasonal demand has no relevance.
- D. The early results are positive, but the conclusion remains limited.

[Open this lesson and its linked practice](#)

My next action

## LISTENING / LESSON 04 / 7 MINUTES

# Prepare for one-play listening

TEF Canada listening uses 40 questions in 40 minutes. Audio is played once, with preparation and response windows that vary by task.

## Use the reading window

Before the recording, identify what the question asks: a purpose, a detail, a relationship, an opinion or a conclusion. With drawing choices, compare the visible differences. Do not assume the timing or number of questions is identical for every recording.

## Keep up with the sequence

The test does not let you return to previous listening questions. If you miss a detail, make the best supported choice you can and reorient to the next recording. Replaying audio belongs in learning mode after the attempt, not in an exam simulation.

## Review with the transcript afterwards

First identify what you thought you heard. Then compare it with the transcript and explanation. Distinguish a missed sound from a misunderstood expression or an inference error. The same raw result can hide different learning needs.

## Checkpoint – choose one answer

Which behaviour matches the official listening format?

- A. Replay each clip until every word is clear.
- B. Use the available reading window, listen once and answer before moving forward.
- C. Return to the first recording at the end of the test.
- D. Assume every clip has exactly two questions.

[Open this lesson and its linked practice](#)

My next action

## LISTENING / LESSON 05 / 8 MINUTES

# Track purpose, changes and conditions

A short message may mention several times, places or prices. Listen for which detail is current, which was replaced, and what the speaker wants the listener to do.

## Hear the communicative purpose

A caller can mention a reservation while actually asking to change it. A public announcement can mention an event while explaining an entry condition. Match the answer to the speaker's main purpose, not merely to a word that appears in the audio.

## Track corrected information

Expressions such as finalement, au lieu de and contrairement à ce qui était prévu signal a change. Keep the earlier information separate from the new instruction. A distractor may accurately repeat an earlier time while missing the correction.

« Le rendez-vous était prévu jeudi. Finalement, nous vous attendons vendredi à la même heure. »  
The day changes; the time stays the same. The earlier day remains audible but is no longer the appointment day.

## Check conditions

Pay attention to who qualifies, what must be provided and whether something is optional. In review mode, replay only after you have recorded your first answer, and explain the condition in a short sentence. During the official test, do not rely on taking notes.

## Checkpoint – choose one answer

A message says a delivery moves from Monday to Wednesday, “sans changement d’adresse”. Which detail stays the same?

- A. The delivery day.
- B. The delivery price.
- C. The driver's name.
- D. The delivery address.

[Open this lesson and its linked practice](#)

My next action

## LISTENING / LESSON 06 / 9 MINUTES

# Distinguish speakers and qualified opinions

Interviews and reports can combine a presenter's introduction, a guest's opinion and other people's experiences. Track whose view each statement represents.

## Attribute each claim

The question may concern the guest rather than the presenter. Listen for changes of speaker and expressions that attribute an opinion: selon, certains estiment, pour ma part. Someone can report a view without endorsing it.

## Notice partial agreement

A person may support a proposal only under certain conditions. Do not flatten a qualified position into total agreement or total opposition. Listen for the relationship between a positive statement and the condition that follows it.

« Je suis favorable à l'ouverture le dimanche, à condition que les salariés puissent choisir. »

The speaker supports the proposal with a condition; neither unconditional support nor total opposition captures the statement.

## Separate topic knowledge from the recording

You may have strong views about the subject, but the answer must follow the recording. After practice, identify the words that signal the speaker's stance and explain why another plausible answer overstates or reverses it.

## Checkpoint – choose one answer

A speaker says "Ce projet peut être utile, mais seulement si son coût reste accessible." What is the position?

- A. Conditional support.
- B. Unconditional support.
- C. Total opposition.
- D. No opinion at all.

[Open this lesson and its linked practice](#)

My next action

## WRITING / LESSON 07 / 10 MINUTES

# Continue a news report in Section A

Section A asks you to continue the beginning of a news article. You have 25 minutes and must add at least 80 words in several paragraphs.

## Continue the given event

Identify the people, place, time and event already established. Your continuation should preserve those facts and develop what happens next. Avoid turning the task into a letter to a friend or a general opinion essay. You do not need a sensational twist; a coherent sequence matters more.

## Organise the sequence

Use a paragraph for the next development and another for its consequences or resolution. A brief quotation can add information, but it should fit the situation. Make pronoun references clear so the reader knows who took each action.

Les organisateurs ont d'abord déplacé les spectateurs sous le préau. Une habitante a ensuite proposé de prêter un projecteur. La séance a finalement repris avec une demi-heure de retard.

## Reserve time to revise

Choose a small set of checks: consistent narrative tenses, subject-verb agreement, clear references and paragraph boundaries. Count the words you added, not the supplied opening. A memorised story that contradicts the prompt does not satisfy the task just because it reaches the minimum.

La salle était presque vide quand les premiers visiteurs sont arrivés. Une difficulté a alors surgi.  
The imparfait sets the scene; the passé composé introduces events. Surgir takes avoir here, even though it describes something appearing.

## Checkpoint – choose one answer

Which plan best fits a news opening about an outdoor event interrupted by a power failure?

- A. Explain what organisers did, how attendees reacted and how the event ended.
- B. Write an unrelated formal complaint about electricity prices.
- C. Copy the opening twice to reach 80 words.
- D. List general arguments for outdoor entertainment.

[Open this lesson and its linked practice](#)

My next action

## WRITING / LESSON 08 / 11 MINUTES

# Develop three arguments in Section B

Section B asks for a response to an opinion presented in a newspaper. You have 35 minutes, must write at least 200 words and develop at least three arguments.

## Choose a position you can develop

You can agree, disagree or take a qualified position. What matters is that the reader can identify your view and follow your reasoning. Three different ways of saying that something is good are not three developed arguments.

## Connect claim, reason and example

For each argument, state the point, explain why it supports your view, and use a concrete example or consequence. Examples should illustrate the reasoning; they do not need invented statistics or a supposed scientific study.

Un service de transport abordable facilite l'accès aux activités du quartier. Une famille pourrait ainsi se rendre à la bibliothèque sans que chaque déplacement représente une dépense importante.

## Maintain the same line of reasoning

A concession can acknowledge a limitation before explaining your position. Keep your conclusion consistent with your reasoning. Address the newspaper, but a formal letterhead is unnecessary. Generic memorised introductions and conclusions are not evaluated in the official tutorial. Begin with the actual issue and spend your words developing a personal response.

Votre proposition de prolonger les horaires mérite d'être examinée : elle faciliterait les démarches des salariés, à condition de prévoir des effectifs suffisants.

This opening identifies the specific proposal, gives a position and introduces a relevant condition.

## Checkpoint – choose one answer

Which choice is a developed argument rather than an unsupported assertion?

- A. « C'est excellent, vraiment excellent. »
- B. « Tout le monde est d'accord avec moi. »
- C. « Des horaires étendus aideraient les salariés, qui pourraient accéder au service après leur journée de travail. »
- D. « Premièrement, deuxièmement, finalement. »

[Open this lesson and its linked practice](#)

My next action

## WRITING / LESSON 09 / 8 MINUTES

# Revise for clarity and control

Revision should protect the meaning of your response. Focus first on contradictions and missing development, then on language errors you can reliably identify.

## Read for the reader

Check that each paragraph has a purpose. If two paragraphs repeat the same argument, use the space to develop a different reason. Replace vague references such as *cela* when the reader could reasonably connect them to two different ideas.

## Check manageable language risks

Review verb endings, noun-adjective agreement and pronoun references. Check the construction of the verb: *contacter quelqu'un* takes a direct object, while *parler à quelqu'un* takes an indirect object. With *avoir*, a past participle agrees with a preceding direct object; it does not agree with an indirect object. These examples do not cover every pronominal-verb rule.

Les organisatrices ? Je les ai contactées, puis je leur ai parlé.

*Les* replaces a feminine plural direct object, so *contactées* agrees. *Leur* is indirect, so *parlé* stays unchanged.

## Keep a personal revision list

After each session, note two recurring problems with corrected examples. Before the next response, review those examples. This produces a focused habit rather than an overwhelming list of every possible French grammar rule.

Draft: « Les habitants utilise ce service parce que ils travaille loin. »

Revision: « Les habitants utilisent ce service parce qu'ils travaillent loin. »

The revision corrects plural verb forms and the elision before *ils*.

## Checkpoint – choose one answer

Which revision keeps the meaning and corrects the agreement?

- A. « Les participants souhaite revenir. »
- B. « Les participants souhaitent revenir. »
- C. « Les participant souhaitent revenir. »
- D. « Le participants souhaite revenir. »

[Open this lesson and its linked practice](#)

My next action

## SPEAKING / LESSON 10 / 9 MINUTES

# Lead the Section A conversation

In Section A, you have five minutes to obtain information about an advertisement or notice. The examiner plays the person you contact.

## Use the advertisement as a starting point

Identify what the notice already tells you and what you still need to know. Prepare to ask about practical details, conditions and exceptions. The official directions call for roughly ten questions; those questions should support a natural exchange, not become a rigid script.

## Ask one clear question at a time

Start with a polite opening and an intelligible question. Listen to the answer before choosing your next question. If you ask several unrelated questions at once, you may miss which parts the other person has answered.

Bonjour, je vous appelle au sujet de l'atelier photo. Est-ce que le tarif comprend les quatre séances ?  
- Oui, mais le prêt de matériel doit être réservé.  
Dans ce cas, comment peut-on réserver un appareil ?

## Make clarification part of the task

Clarifying a condition demonstrates that you are responding to the exchange. Ask someone to repeat a date, explain a fee or distinguish two options. Keep your enquiry consistent in this formal enquiry. Est-ce que is a valid conversational question form; an indirect question after pourriez-vous me dire uses statement word order.

Est-ce que le matériel est compris ?  
Pourriez-vous me dire à quelle heure la séance commence ?  
Both questions fit the enquiry. Choose a structure you can use accurately and follow up on the answer.

## Checkpoint – choose one answer

The organiser says equipment is included only if reserved. Which follow-up best uses that answer?

- A. Repeat the advertised opening hours without asking anything.
- B. Change the topic to an unrelated holiday.
- C. Assume equipment is always available on arrival.
- D. Ask how and by when equipment must be reserved.

[Open this lesson and its linked practice](#)

My next action

## SPEAKING / LESSON 11 / 10 MINUTES

# Respond to objections in Section B

Section B is a ten-minute interaction. Present an offer or activity to a friend and develop reasons to persuade them.

## Explain the proposal clearly

Start with the essential details of the advertisement and connect the proposal to your friend's situation. Do not assume they already know what you are proposing. Use an informal register appropriate to the role, while remaining respectful.

## Listen to the actual objection

A concern about time calls for a different response from a concern about price or ability. Acknowledge what the friend says, ask for clarification if needed, and offer a relevant argument. Repeating the same benefits more loudly does not address a new concern.

- Je ne suis pas doué pour réparer des objets.

Justement, les bénévoles accompagnent les débutants. On pourrait commencer par ta lampe et leur demander ce qui est réalisable, sans promettre qu'elle sera réparée.

## Develop, adapt and stay truthful

Use examples, consequences and reasonable compromises. Do not invent a guarantee absent from the advertisement. An interlocutor may remain unconvinced; this is not an automatic failure. The quality of the interaction and your ability to develop relevant language are central preparation goals.

## Checkpoint – choose one answer

Your friend worries that an activity conflicts with work. Which response is most relevant?

- A. Ask about the work schedule and discuss a compatible participation option.
- B. Ignore the concern and repeat that the activity is interesting.
- C. Promise that the employer will give paid leave.
- D. Say the friend must agree immediately.

[Open this lesson and its linked practice](#)

My next action

## SPEAKING / LESSON 12 / 8 MINUTES

# Review an interaction, not just a speech

A recording can help you hear your own habits. For TEF speaking, review whether your language responds to another person as well as whether individual sentences are accurate.

## Listen for the exchange

Locate one moment where you followed up on an answer and one where you missed an opportunity. In A, ask whether the exchange produced useful details. In B, ask whether your response addressed the concern that was actually raised.

## Choose a small improvement target

Review intelligibility, useful vocabulary, sentence construction and register. Avoid treating every hesitation as a failure. Rehearse a short improved response to a specific difficult moment, then try it in a different scenario so it does not become a memorised script.

## Use practice feedback appropriately

An automated observation should be tied to something audible or transcribed in your attempt. A transcript alone cannot establish every feature of pronunciation. Self-review and AI coaching can guide practice; they do not create an official TEF result or a guaranteed NCLC level.

Review note: "When my partner mentioned an extra fee, I changed the subject."

Next attempt: ask what the fee covers, whether it is compulsory, and when it is paid.

## Checkpoint – choose one answer

Which review note gives the clearest action for the next attempt?

- A. "I must sound perfect."
- B. "The friend did not agree, so every part was wrong."
- C. "When a condition is unclear, I will ask one follow-up before changing topics."
- D. "I will memorise a response unrelated to the next prompt."

[Open this lesson and its linked practice](#)

My next action

## ANSWER KEY / CHECKPOINTS

# Check your reasoning 1/2

Review why each alternative fits or fails. If you chose correctly for the wrong reason, keep the lesson on your revision list.

## 01. Find the purpose before the detail

Answer B. The exception keeps returns available.

A: The notice explicitly suspends lending.

C: No extension or cancellation of return deadlines is stated.

D: The lending restriction means the service is not operating normally.

## 02. Choose vocabulary from context

Answer C. Reporter an event means postponing it.

A: That would be annulée, which is not stated.

B: The sentence places it in the following month.

D: The sentence says nothing about price.

## 03. Read qualifications and implied meaning

Answer D. This preserves both the positive assessment and its stated limit.

A: Promising results do not support this negative certainty.

B: Winter is explicitly unmeasured.

C: The qualification makes that evidence relevant.

## 04. Prepare for one-play listening

Answer B. This matches the preparation, playback and forward progression.

A: The official recording is played once.

C: Returning to earlier listening questions is not allowed.

D: Question grouping varies by task.

## 05. Track purpose, changes and conditions

Answer D. "Sans changement d'adresse" explicitly preserves the address.

A: The day has explicitly changed.

B: No information about price is provided.

C: The message does not establish the driver's identity.

## 06. Distinguish speakers and qualified opinions

Answer A. The positive view depends on affordable cost.

B: "Seulement si" introduces a necessary condition.

C: The speaker explicitly accepts possible usefulness.

D: A clear qualified opinion is expressed.

## ANSWER KEY / CHECKPOINTS

# Check your reasoning 2/2

Review why each alternative fits or fails. If you chose correctly for the wrong reason, keep the lesson on your revision list.

## 07. Continue a news report in Section A

Answer A. This develops the given event as a coherent news continuation.

B: That changes the communicative task and abandons the opening.

C: The task requires an added continuation, not repetition.

D: A general argument is not a continuation of the reported event.

## 08. Develop three arguments in Section B

Answer C. The proposal is supported by a specific explanation of its benefit.

A: Repetition adds intensity but no supporting reason.

B: This claims agreement without establishing a reason.

D: Connectors organise ideas but do not supply the ideas themselves.

## 09. Revise for clarity and control

Answer B. The plural subject and verb agree, and the meaning is preserved.

A: A plural subject requires *souhaitent*.

C: The plural article and verb conflict with the singular noun.

D: The article, noun and verb do not form a consistent number pattern.

## 10. Lead the Section A conversation

Answer D. This clarifies the condition the organiser introduced.

A: This does not develop the information just provided.

B: The new topic does not serve the task.

C: That contradicts the reservation condition.

## 11. Respond to objections in Section B

Answer A. This investigates the actual constraint and seeks a concrete solution.

B: Interest alone does not resolve the scheduling issue.

C: That is an unsupported guarantee.

D: Pressure does not develop a relevant argument.

## 12. Review an interaction, not just a speech

Answer C. This identifies a concrete, transferable interaction habit.

A: This is too broad to guide a specific change.

B: Agreement is not a complete measure of interaction quality.

D: An unrelated script is unlikely to fit the next exchange.

## VOCABULARY / ACTIVE RECALL

# Save phrases you can use

Learn a word in context, then check meaning and production separately. Recognising French does not guarantee you can produce it in a conversation.

**reporter / annuler**

La réunion est reportée à vendredi.

Reporter moves the date; annuler cancels the event.

**un acompte**

Un acompte est demandé à la réservation.

An initial part-payment; do not automatically interpret it as a refundable deposit.

**à condition que**

Je participerai à condition que les horaires soient adaptés.

Introduces a condition. Observe the verb form in the complete phrase.

**pourriez-vous préciser**

Pourriez-vous préciser ce qui est compris dans le tarif ?

A polite follow-up that asks for missing detail.

**toutefois**

Le projet est utile. Toutefois, son coût reste élevé.

Marks a qualification; keep both parts of the argument.

**Your review record**

Expression + source context / Meaning in my own words / My original French sentence / Next review date

---

---

---

---

[Save words and review meaning or production online](#)

## STUDY PLAN / FOUR WEEKS

# A repeatable preparation plan

Adapt this plan to your starting level and available time. A calendar cannot promise a particular exam result.

## Week 1 / Establish your baseline

Complete the format page and the three reading lessons. Try a timed section, review every error and label its cause: vocabulary, condition, inference or timing. Save a small set of useful phrases.

## Week 2 / Build listening habits

Complete the listening lessons. Practise one-play tasks before opening transcripts. Compare your first interpretation with the evidence. Revisit difficult sound sequences after the test, then try new recordings.

## Week 3 / Develop complete responses

Complete the writing and speaking lessons. Alternate an A task with a B task. In writing, check task completion before correcting grammar. In speaking, track follow-up questions and responses to objections.

## Week 4 / Rehearse and refine

Attempt a full mock when you can give it uninterrupted attention. Review the result the following day. Choose two recurring weaknesses, practise them, then use a different mock to check whether the change transfers.

A useful daily cycle: 5 minutes of word recall, 15–25 minutes of focused practice, then 10 minutes reviewing evidence and rewriting or repeating one difficult response.

## My two priorities for the next session

Open the three original mock sets

---

**SOURCES / CONTINUE LEARNING**

# Use official guidance alongside practice

Exam-format facts were checked against CCI Paris Île-de-France resources. Course explanations and exercises are independently authored. Links below lead to the authority's own material.

## TEF Canada preparation

Official sample papers, preparation resources and tutorials.

<https://www.lefrancaisdesaffaires.fr/en/candidate/test-evaluation-francais/tef-canada/preparation/>

## TEF Canada examination

Task requirements, timings and test-day guidance.

<https://www.lefrancaisdesaffaires.fr/en/candidate/test-evaluation-francais/tef-canada/examination/>

## TEF Practice course

Interactive checkpoints and saved lesson progress.

<https://tefpractice.ca/course>

## TEF Practice questions

Original exercises with saved responses and review.

<https://tefpractice.ca/practice-questions>

## TEF Practice dictionary

French expressions, examples and personal review.

<https://tefpractice.ca/dictionary>

## Independent preparation

TEF Practice is not affiliated with or endorsed by CCI Paris Île-de-France. TEF Canada is administered by CCI Paris Île-de-France. Always check the current requirements for your own application and test appointment.

Copyright 2026 TEF Practice. You may download and print this original pack for your personal study.