**Sensitizing :**

**The aim of this section is to provide exercises that will develop the strategies that students need to cope with unfamiliar words and complex or apparently obscure sentences. It should ensure that they do not stumble on every difficulty or get discouraged from the outset**.

A/ INFERENCE :

Inferring means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements. If these are words, then word-formation and derivation will also play an important part.

When dealing with a new text, it is better not to explain the difficult words to the learners beforehand. They would only get used to being given 'pre-processed' texts and would never make the effort to cope with a difficult passage on their own. On the contrary, students should be encouraged to make a guess at the meaning of the words they do not know rather than look them up in a dictionary. If they need to look at the dictionary to get a precise meaning - which is an important and necessary activity too - they should only do so after having tried to work out a solution on their own. This is why, from the very beginning, it is vital to develop the skill of inference.

A/ understanding relations within the sentence :

Inability to infer the meaning of unknown elements often causes discouragement and apprehension in students when they are faced with a new text. A similar problem arises when students arc unable to get an immediate grasp of sentence structures. This will be a definite handicap in the case of texts with relatives, embedded clauses and complex structures. It is therefore important to train the students, as early as possible, to look first for the 'core' of the sentence (subject+ verb). In order to do that, the learners can be asked to divide passages into sense groups and underline, box, or recognize in some other way the important elements of each sentence in a passage.

C/ LINKING SENTENCES AND IDEAS :

Another area in which it is essential to pregarc the students is in recognizing the various devices used to create textual cohesion and more particularly the use of reference and link-words. Reference covers all the devices that permit lexical relationship within a text (e.g. reference to an element previously mentionedanaphora - or to one to be mentioned below - cataphora, use of synonymy, hyponymy, comparison, nominalization, etc.) It is important for the students to realize that a text is not made up of independent sentences or clauses, but that it is a web of related ideas that are announced, introduced and taken up again later throughout the passage with the help of references.

If the reader does not understand some words of the passage,some of the facts and ideas will escape him. But if he doesn’t understand the inter-or intra sentential connectors, he may also fail to recognize the communicative value of the passage since those words act as signals indicating the function of what follows ( eg ; announcing a conclusion, an example, a supposition ….). from the very beginning, students should be taught not only to undestand them when they come accross them, but also to look out for such markers. This will be useful for them when skimming, since the simple recognition of those link words will help them to understand the development of the argument in the passage.