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## Get acquainted to

The workplace is a perfect place to get acquainted with eligible men.It may take a while for us to get acquainted with her.I came here to be here, to pay tribute, to get acquainted.Furthermore, they did not get acquainted with the topography of the area.Sansa Stark ( Sophie Turner ) tries to get acquainted with Loras.A couple of meetings help them to get acquainted with each other.He said it'd be a good way for him to get acquainted.Shadow introduces himself as Lennox Gilbey, and the two get acquainted again."It was a good chance for them to get acquainted, " said Ward.At this time Mikhail gets acquainted with his future wife Natalya.It's difficult to see get acquainted in a sentence .Sathya gets acquainted to Selvi and his life takes a turn.They are here to get acquainted with the situation in Iraq.I want to get acquainted with'95 now, in terms of wins and losses.A little later Leela gets acquainted with a rani ( Durga Khote ).Shouldn't we take the time between necking to get acquainted?In tinting he had to get acquainted with artist oils.Get acquainted with the sponsor's product and make it the highlight of your recipe.Cedeno admitted that he's fighting to get acquainted with Dodger Stadium's unforgiving daytime backdrop.And they'll also get acquainted with refrigerators and washing machines."Marion was easy to get acquainted with, " he said. Sentence count:9Posted:2017-10-24Updated:2017-10-24 Similar words: acquainted with, acquainted, acquaint, reacquaint, acquaintance, be confronted with, invested with, be infected with, be connected with, stocked with, engaged with, blessed with, proceed with, provided with, be filled with, quaint, quaintly, be concerned with, together with, jacquard, painted, tainted, acquitted, integrate with, interfere with, untainted, hold with, accord with, in accord with, correspond with. A complete search of the internet has found these results:acquainted with is the most popular phrase on the web.More popular!26,700,000 results on the webSome examples from the web:It seemed that you were well acquainted with the police.Gil Dong is not someone you should be acquainted with.I understood he was acquainted with the murderer, and wondered if he could give me any pointers as to where the felon might hide.One of my servants became acquainted with one of his men.Per the time stamp, this person witnessed Mr. LeMarchal getting acquainted with that helicopter blade.I'm not acquainted with that realm.I am intimately acquainted with every single Russian intelligence asset in North and South America, active and inactive.366,000 results on the webSome examples from the web:We have to get acquainted to this idea that... there is no real harmony as we have conceived it.These seminars mainly comprised activities designed to get colleagues better acquainted so as to work together more effectively.Just ten minutes to get acquainted.You have your whole life to get acquainted.Give us a chance to get acquainted.Yes, I definitely think you need to get acquainted.Mr Bingley would want to become acquainted with you and your daughters.I'm so glad we had a second chance to get acquainted. Video: pronunciation of Trends of View usage for: All Years Last 10 years Last 50 years Last 100 years Last 300 years In other languages Translate your text for free Source Definition of acquainted from the Collins English Dictionary New from Collins Sign up for our newsletter Get the latest news and gain access to exclusive updates and offers Sign me up World Refugee Day Sunday 20th June 2021 marks World Refugee Day, an initiative by the UN which highlights the power of inclusion and standing together to build a stronger, safer world for us all. Read more World Music Day 'If music be the food of love, play on' must be the second best-known quote from the Bard. These words uttered - or crooned in some performances - by Duke Orsino, who is in love with love itself, constitute the very first line of Twelfth Night. Read more The One With All The Friends Vocabulary Nearly 30 years after the final episode aired, fans around the world rejoiced as Friends: The Reunion finally graced our screens. As the cast toured the iconic sets and reflected on fond memories, we started reminiscing about the show's classic words and phrases. Read more Collins English Dictionary Apps Download our English Dictionary apps - available for both iOS and Android. Read more Collins Dictionaries for Schools Our new online dictionaries for schools provide a safe and appropriate environment for children. And best of all it's ad free, so sign up now and start using at home or in the classroom. Read more Word lists We have almost 200 lists of words from topics as varied as types of butterflies, jackets, currencies, vegetables and knots! Amaze your friends with your new-found knowledge! Read more Join the Collins community All the latest wordy news, linguistic insights, offers and competitions every month. Read more Scrabble scorefor 'acquainted':22 Students are more likely to participate in class discussion if they feel they are among friends. The first few weeks not only give you an opportunity to introduce yourself and learn students' names, but also provide a crucial opportunity to build relationships among students. So, during the first week or two of class, you need to take steps that will help students get to know one another. The questions they will have about one another are likely to be very similar to the ones they might have had about you, relating to areas like: Basic facts: How do they want to be addressed? Who else in the class do they know? Academic background: What is their year in school and their major? What have they studied previously? If they are a mature student, what workplace experience do they have? Skills and experience: If they are working, what they are currently doing? What relevant experiences do they bring to the course? Motivation: Why are they enrolled in the course? What do they hope to learn? Personal background: Where are they from? What outside interests or hobbies do they have? What are their career goals? Expectations: What do they want to know about the course? What should it not be like? How much time do they plan to give to it? Keep in mind that the size and format of your class may dictate which strategies to use. You may also want to select strategies that give students the experience of speaking early on. The sooner they talk in class, the better. Here are some ways for the class to get to know one another: Large classes pose time constraints. At the beginning of each class, you could ask a few students to introduce themselves - no advance notice, let them think on their feet. To get to know more about them, ask students to raise their hands if their answer is yes to questions you pose - and if they feel comfortable sharing information with the entire class. Examples of questions include year in school, major, favorite sports teams, place of birth, languages spoken, and issues relevant to course content. If you teach a small enrollment course (fewer than 25 students), go around the room and ask students to introduce themselves to everyone in the class, giving any additional information you want them to address, such as hometown or academic background. You can also have students break into pairs and ask them to spend two or three minutes finding out about their partner. At the end of five minutes, each person introduces his or her partner to the rest of the class. Hand out a brief questionnaire. Whatever your class size, you can ask students to complete a brief survey in or outside of class, asking for information you'd like to know. Because you are the only one reading the answers, you can also ask students to respond to the following: "Is there anything I need to know about your personal situation that may impact your work in this course?" However, be sure that your use of this question follows the relevant guidelines at your institution. Have them write you a letter of introduction. Ask students to write something about themselves and attach a photo. Let them write whatever they wish or pose any of the questions suggested earlier. This can give you helpful background information and a sense of the quality of students' writing. Assign students to interview a classmate and write a brief description of that person. That class might agree on interview questions beforehand, or students can improvise, or you can assign questions. Have students find someone in class whose birthday is closest to theirs (day and month only). Ask pairs to identify two academic or course-related things they have in common. Ask students to write two statements related to the course content on a single index card, such as "Dinosaurs have been an interest of mine since I visited the La Brea tar pits in Los Angeles when I was ten" or "My favorite dinosaur book is National Geographic Dinosaurs. Cards are distributed so no one has his or her own card, and students circulate to find and meet the person whose description they have. Encourage students to contact one another about missed classes, homework assignments and study groups. Suggest that they exchange contact details with their classmates if they feel comfortable doing so. Review the text version of the video of Dr. Corly Brooke at Iowa State University and note how she introduces herself to the class and how she gets to know the students: Welcoming students on the first day of class Dr. Corly BrookePresented by the Center for Teaching Excellence and the Instructional Technology Center, Iowa State University. Corly Brooke: I think it's really important for the students to see that I get there ahead of time, that I'm organised, and ready for them. That I take the class very seriously, so I expect them to also take the class, and the parameters of the class very seriously. It's important for me to have them feel welcome, and what you do, when you welcome people into your office, into your home, is you greet them at the door, and you welcome them. See, they're not only experiencing that themselves. I can't greet all 200 of them. They're watching me do that with other students. So, it sets a whole tone for the class, that it's welcoming, and, I value you, and I value getting to know you, even though you may be one face in a crowd of 200 or more. I value getting to know you."What I find in my evaluations is students respond very positively to that. It's, sort of, welcoming them into this opportunity to learn together. I'll talk to them a lot about that two-way process, that I'll learn from them, and they'll learn from me. [In the lecture hall] I'd like to give you a very sincere welcome to HDFS, Human Development and Family Studies 102, Individual and Family Life Development Across the Lifespan. My name is Corly Brooke, and I'm really pleased to welcome you here. [Voiceover narration] The students repeatedly tell me that it's very important to relate to me as a person, a human being. I set boundaries around that. I'm very fairly careful what I do tell them, but I think it's important to let them know that I have a life outside the classroom. I have a family. [In the lecture hall] I did my undergraduate work here at Iowa State, and sat, kind of, right where you're sitting, on the other side. I am married. My husband is the chair of the English department at Grand View College. I have a daughter who's 27. [Voiceover narration] They also tend to respond to me better in terms of accepting my teaching, and the content, if they view me as a real person, who has a life, and who is struggling with issues, and also succeeding at some things. I'll share those with them. [In the lecture hall] It's been a wonderful experience. I'll tell you, when I sat in your seat, I never thought I would live my life in out of Ames, Iowa. In my case, family is the content of the course. That I will do some sharing about that, just as I'm trying to ask them to do some sharing. [In the lecture hall] We'll talk about a lot of my personal issues, with my family, a lot of experiences I had in rearing my daughter. My daughter happens to be adopted, so we'll talk about some of those issues. [Voiceover narration] I'll share stories about my family, my father, my daughter, my husband. I have their rapt attention, and I'm careful not to abuse that to the point that it's overdone, but it keeps them interested, and, also, seeing me as a real person. [In the lecture hall] I'll also be asking them to share some things about your family. Nothing that you ever want to keep confidential, do you have to share. It's only what you're willing to share, what you're willing to think about. We all have different contexts of families. We have different backgrounds, some of us very positive experiences, some of us mediocre, and some of us some negative experiences with family. That's what this course is about, and we'll be talking about some of that. I'll be sharing some of my experiences, both positive and negative, and we'll ask you to share some of yours in this class. [Voiceover narration] It's also very important to me that they, from the very beginning, see me respecting the teaching assistants, the graduate assistants who are in the class, and that I expect them to respect the graduate assistants. [In the lecture hall] Jennifer Leptine: I'm Jennifer Leptine, I'm in the master's program here in Iowa State, in Life Span Studies. [Voiceover narration] Corly Brooke: So, it's also very important that I introduce them right at the very beginning, that I talk about it as a team approach. They will meet them as teaching assistants, and that they will hear something personable about each of them, too. [In the lecture hall] Aaron Chapman: I'm Aaron Chapman, and I'm finishing up my master's in HTFS. I'm working towards my PhD. This is what I want to do some day, so I'm going to do some of the teaching in here. [Voiceover narration] Corly Brooke: I'll say 'we' many times, and they have the graduate assistants right from the very beginning, that very first day. [In the lecture hall] Welcome. We're going to get to know something about you, too. [Voiceover narration] At the beginning I ask them some very non-threatening, descriptive, demographic questions, just to get them comfortable with responding. [In the lecture hall] How many of you, in this class, are freshman? This is your first semester here? Okay, great. Welcome. Hope things are going okay. How many are sophomores? Okay, great. Juniors? Okay. Seniors? [Voiceover narration] Seeing that there's diversity within the classroom, that they're different, but, also, there are people that are like them. [In the lecture hall] How many of you, in high school, come from a graduating class of more than 400? Okay. How many of you come from a graduating class of less than 200? That's smaller than this classroom. [Voiceover narration] Those are pretty non-threatening things I'm asking them to respond to. With this particular course, we'll progress to getting more and more into what I would call 'in depth' questions, that I'll ask them to respond to. Some of them are related to their personal background, and some of them are not. That very initial time, it's, just, getting them comfortable. So, I do use questions about demographics that I already know about them, or that are pretty non-threatening. Video © Dr. Corly Brooke (2004) Iowa State University. Used with permission.

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