

Spanish-English Picture Dictionary

DEVELOPED BY J. D. ALEXANDER

2007

Bilingual Picture Dictionary
Table of Contents

INTRODUCTION TO THE DICTIONARY (2 pages)

STUDENT COMPLETED PAGE(S)

Older students, text only (1 page)

Younger students, drawings and text (2 pages)

OBJECTS

Fixtures (3 pages)

Board
Chair
Computer: keyboard, monitor, mouse
Desk
Door
Phone
Sink: faucet, handle, soap bottle
Table
Trash can
Water Fountain

Materials for the classroom (2 pages)

Backpack
Book (closed)
Calculator
Folder
Notebook
Paper
Pen
Pencil

Other materials (1 page)

Ball
Jacket (hood, sleeve, pocket)

PLACES (3 pages)

Art Room
Bathroom (sink, toilet, toilet paper)
Bus
Cafeteria
Classroom
Computer Lab
Gym
Hallway
Library
Music Room
Nurse's Office
Outside (grass, sidewalk, tree)
Playground
Principal's Office
Stairs

Bilingual Picture Dictionary
Table of Contents

PEOPLE

The Body (2 pages)

Ankle
Arm
Back
Chest
Elbow
Face (cheek, ear, eyebrow, glasses, lip, nose, teeth, throat, tongue)
Finger
Foot
Hair
Hand
Head
Heel
Hip
Knee
Leg
Mouth
Neck
Shoulder
Shin
Stomach
Thigh
Thumb
Toes
Waist
Wrist

Feelings (3 pages)

Cold
Confused
Happy
Hot
Hungry
Mad
Scared
Sleepy
Surprised
Thirsty
Worried

Family (2 pages)

Aunt
Baby
Brother
Cousin
Daughter
Father
Grandfather

Bilingual Picture Dictionary

Table of Contents

Grandmother
Mother
Nephew
Niece
Sister
Son
Uncle

VERBS (6 pages)

Count
Finish
Line Up
Listen
Look
Point
Raise your hand
Read
Share
Sit (in a chair, on the floor)
Stop
Talk
Think
Walk
Wash hands
Write

TEXT ONLY SECTIONS (7 pages)

Asking Questions
A few useful phrases
Numbers
Calendar
Cognates and False Cognates
High Frequency Verbs

BIBLIOGRAPHY

(Image Credits)

Introduction

Why a picture dictionary?

When two people do not share a spoken language, it is often still possible to communicate through gesture and pictures. As a tutor, I often find myself drawing pictures to help explain show my students what I mean. When words are insufficient, it seems natural to use images to clarify meaning—that’s why we have blueprints for building houses and photographs of plants in seed catalogs instead of just descriptions. When a friend travels to a place we’ve never been, of course we want to hear the stories, but we appreciate pictures as a means of conveying what words cannot (yes, the water was *that* blue).

But drawing on the spur of the moment has some major limitations. One doesn’t always have the proper materials (and it is tricky to draw “plum” without it being mistaken for “peach” if you don’t have crayons or colored pencils and “fuzzy” isn’t in the shared vocabulary yet). Some people can’t draw realistically enough for this purpose—especially when they want to communicate quickly. So, when I asked an administrator what her teachers needed to better help their students who speak Spanish and she told me that a picture dictionary would be helpful, I thought that made perfect sense. I actually thought that the need for such a thing was so obvious that there would already be a good one readily available.

There are many fine picture dictionaries, but they are not usually bilingual. The bilingual dictionaries that do exist generally aren’t illustrated. Or the text and the illustrations aren’t well integrated, or the book is cumbersome to use. Certainly I was not able to find one that was edited to include only words that would be most relevant in a school setting, freely available via the Internet, and easy to customize. That is what I have tried here to create.

Research as well as anecdotal evidence supports the idea that this tool could be useful in the classroom. In their article “What We Know about Effective Instructional Practices for English-Language Learners” Gersten and Baker (2000) identified the practice of “building and using vocabulary as a curricular anchor” and “using visuals to reinforce concepts and vocabulary” as the top two of their five specific instructional variables that can be “critical components for instruction.” Particularly in regards to using visuals, they write:

Two of the intervention studies and several of the observational studies noted that the use of visuals during instruction increased learning... Rousseau et al. (1993) used visuals for teaching vocabulary (i.e., words written on the board and the use of pictures), and Saunders et al. (1998) systematically incorporated visuals for teaching reading and language arts. Because the spoken word is fleeting, visual aids such as graphic organizers, concept and story maps, and word banks give students a concrete system to process, reflect on, and integrate information...

Implementation of even simple techniques, such as writing key words on the board or flip chart and discussing them, can enhance meaningful English-language development and comprehension. The professional work groups concurred that even the simplest integration of visuals is drastically underutilized (Gersten & Baker, 2000).

About the words included

The list of words that appear in this dictionary is the result of discussions with many educators (general classroom, ESL, special education, school administrators, college professors, etc.) and students about what would be most useful. Having only a limited amount of time in the semester, I tried to create a relatively short list of high utility words tailored to the school setting. I then chose words from this list that would be possible to

Introduction

illustrate clearly. “To know” is something that would undoubtedly be useful in a school setting, and it is one of the 12 verbs Biber and Conrad (2001) found to be most frequently occurring in the English language (more than 1,000x per 1,000,000 words). Unfortunately, it is difficult to clearly illustrate an abstract concept like “to know.”

I have sorted the words into categories that I hope will make intuitive sense to others as well as myself. Each category is stored as a separate document on the CD, so that users can select as many or as few as they would like to print.

Within each category, I have arranged the entries alphabetically according to the English translation. I choose to alphabetize on the basis of the English rather than the Spanish so that, if this dictionary proves useful enough for someone to want to translate it (into Korean? Chinese?) for the use of other English language learners that can be done without rearranging the order of the entries. I have done my typing throughout the dictionary in text boxes so, again, it should be easy to edit. I have put each entry in the target language (English) in bold type, the entry in Spanish in italics, and used smaller, plain type to show the use of the words in a sentence, if I could think of a short, good one.

About the images

Since this dictionary’s first purpose is to serve Latino students, as much as possible I have tried to use Latino people as models for the illustration of verbs, family relationships, etc. This was more difficult than one might imagine. When I was not able to find Latino models willing to be photographed, I made use of flickr.com to search for images, often using Spanish search terms in the hopes of finding photographs of and by Latinos.

If I was not able to do find such images, and because this dictionary may be used for other English Language Learners, I tried to use a variety of diverse models. One of the great things about the United States of America is our diversity—not everyone looks or speaks or thinks alike. And so, partially out of desperation to illustrate certain concepts, but mostly because we do wish to be part of a diverse community, my very patient husband is pictured twice, and my hands and body are in here, too.

Possible additions

There are many other words that I would have liked to illustrate, if I had had more time. At the beginning of this project I did not imagine that it would take nearly so long as it did to find and edit each image. “*Del dicho al hecho, hay mucho trecho*” (from the word to the deed, there is a long trip).

I think it might be useful to illustrate the feeling “ill,” the object-noun “locker,” as well as various foods, and school personnel such as “bus driver” “custodian,” “principal,” etc, and several other verbs including “to have,” “to need,” and “to wait.” I hope that these entries and others may be added at a later date.

Student Pages

paginas sobre el estudiante

Mi nombre es: _____

My name is: _____

Este es un dibujo de las personas en mi familia que viven conmigo.

Here is a drawing of the people in my family who live with me.

En mi escuela, _____,

estoy en la clase de _____.

In my school, _____,

I am in _____ class.

Paginas sobre el estudiante

Student Pages

Mi color favorito es _____

My favorite color is _____

Los colores:

Rojo
Anaranjado
Amarillo
Verde
Azul
Morado
Marrón
Negro
Gris
Blanco



The colors:

Red
Orange
Yellow
Green
Blue
Purple
Brown
Black
Grey
White

Me gusta comer mi comida favorita. Mi comida favorita es:

I like to eat my favorite food. My favorite food is:



Student Page

pagina sobre el estudiante

Mi nombre es: _____

My name is: _____

Yo nací en _____ el _____ de _____.

(ciudad)

(dia)

(mes, año)

I was born in _____ on the _____ of _____.

(city)

(day)

(month, year)

Hay _____ personas en mi familia que viven conmigo. Ellos son:

(numero)

_____.

There are _____ people in my family who live with me. They are:

(number)

_____.

Mis cosas favoritas

Color...

Canción...

Película...

Libro...

Deporte...

Comida....

My favorite things

Color...

Song...

Movie/film....

Book...

Sport...

Food...

En mi escuela, _____, estoy en la clase de _____.

In my school, _____, I am in _____ class.

Objects: furniture & fixtures
objetos: muebles y accesorios



board
la pizarra (el pizarrón)



chair
la silla



computer
la computadora



desk
el escritorio

Objects: furniture & fixtures
objetos: muebles y accesorios



door

Please close the door.

la puerta

Por favor, cierra la puerta.



phone

el teléfono

faucet
el grifo

soap bottle
el jabón

handle
la manija



sink
el lavabo



table
la mesa

Objects: furniture & fixtures
objetos: muebles y accesorios



trash can
el basurero



water fountains
los bebederos de agua

School Supplies
materiales escolares



a backpack
una mochila



a (closed) Book
Open your book
un libro (cerrado)
Abre tu libro.

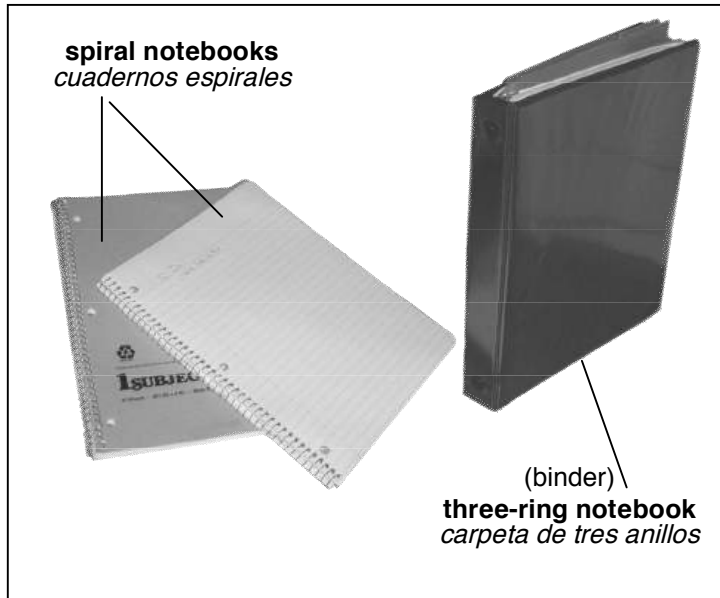


a calculator
una calculadora

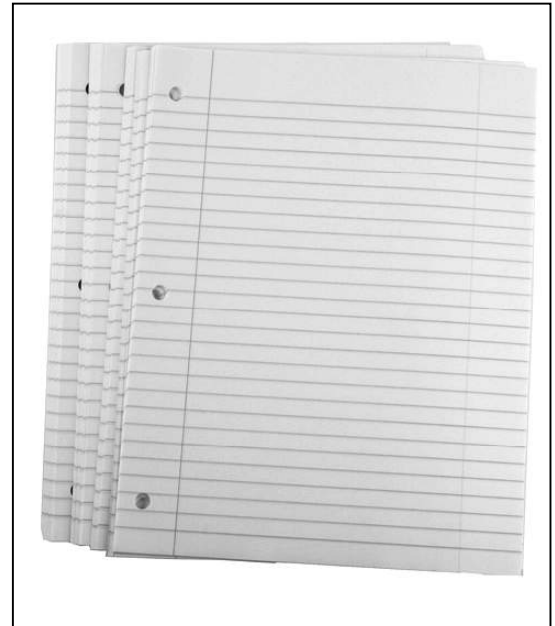


the folders
las carpetas

School Supplies
materiales escolares



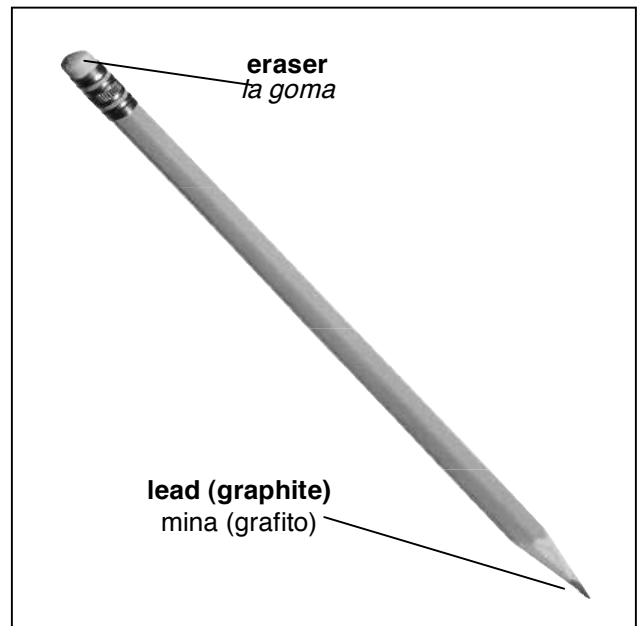
the notebooks
los cuadernos



some pieces of paper
unas hojas de papel

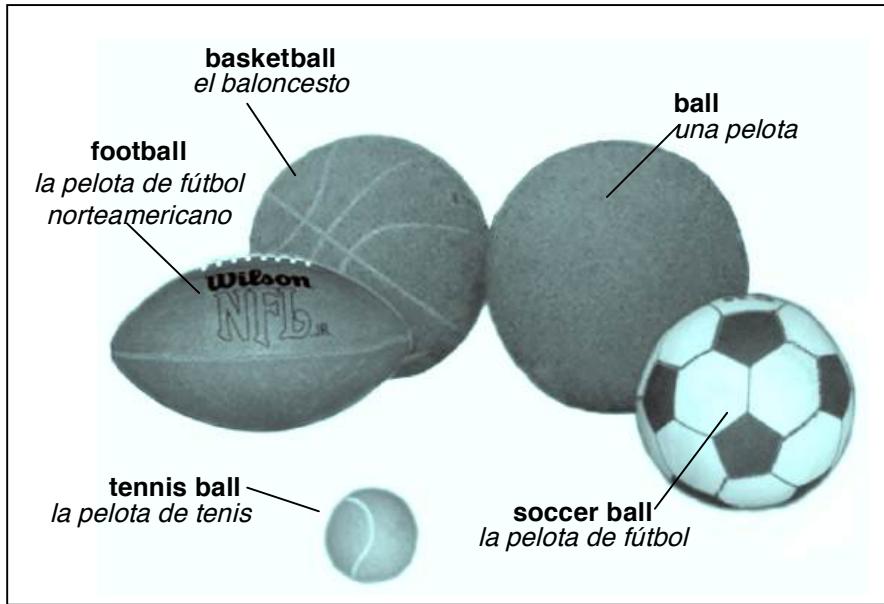


two pens
dos plumas



a pencil
un lápiz

Miscellaneous Objects
objetos misceláneos



five balls
cinco pelotas



the jacket
la chaqueta

Places
lugares



the art room
la sala de arte



the bathroom
el baño



the bus
el autobús (camión)



the cafeteria
la cafetería

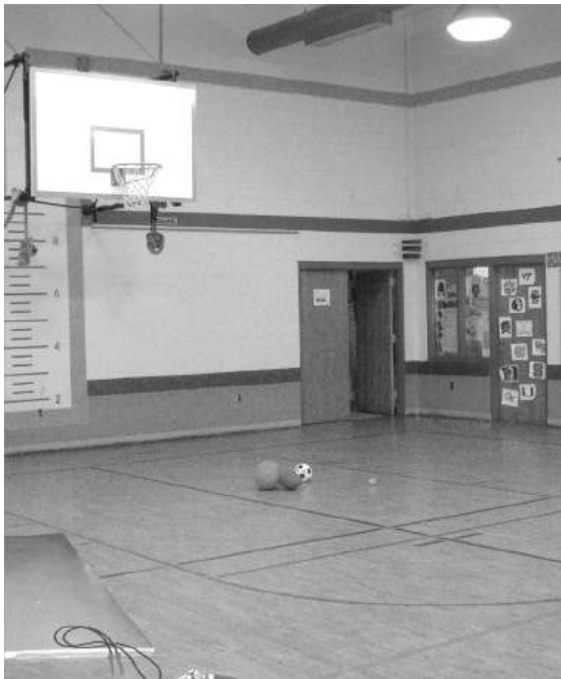
Places
lugares



the classroom
el salón de clase



the computer lab
el laboratorio de computadoras



the gym
el gimnasio

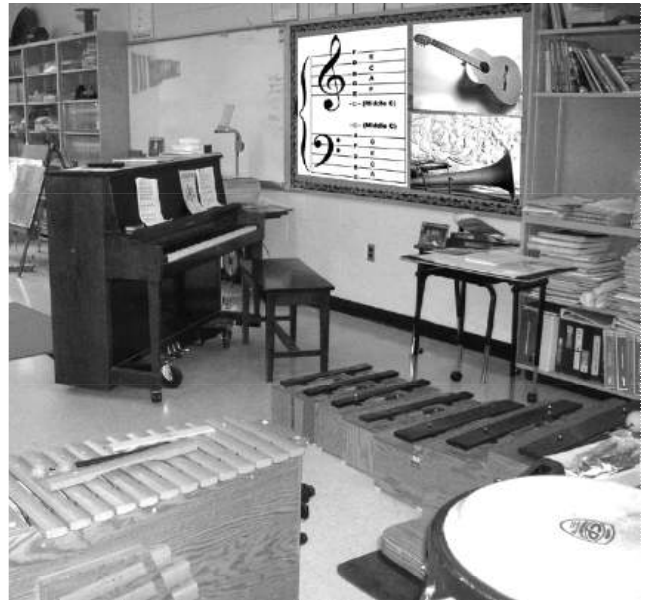


the hallway (corridor)
el corredor

Places
lugares



the library (media center)
la biblioteca



the music room
la sala de música



the nurse's office
*la oficina del enfermero (o
de la enfermera)*

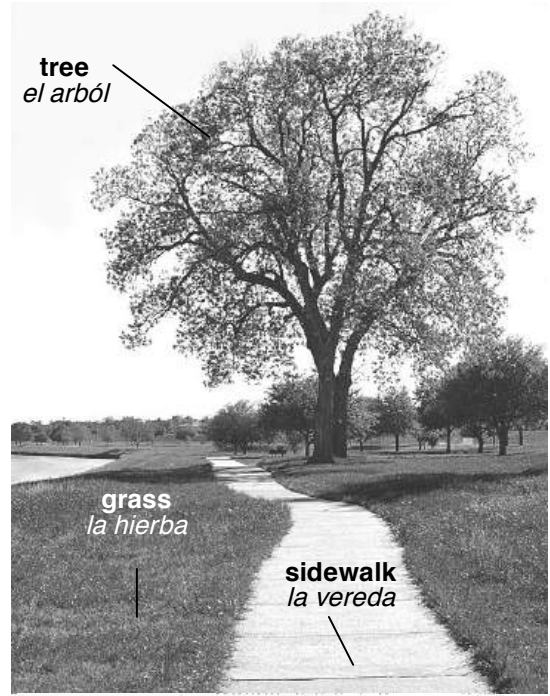


the playground
el patio de recreo

Places
lugares



the principal's office
la oficina del director

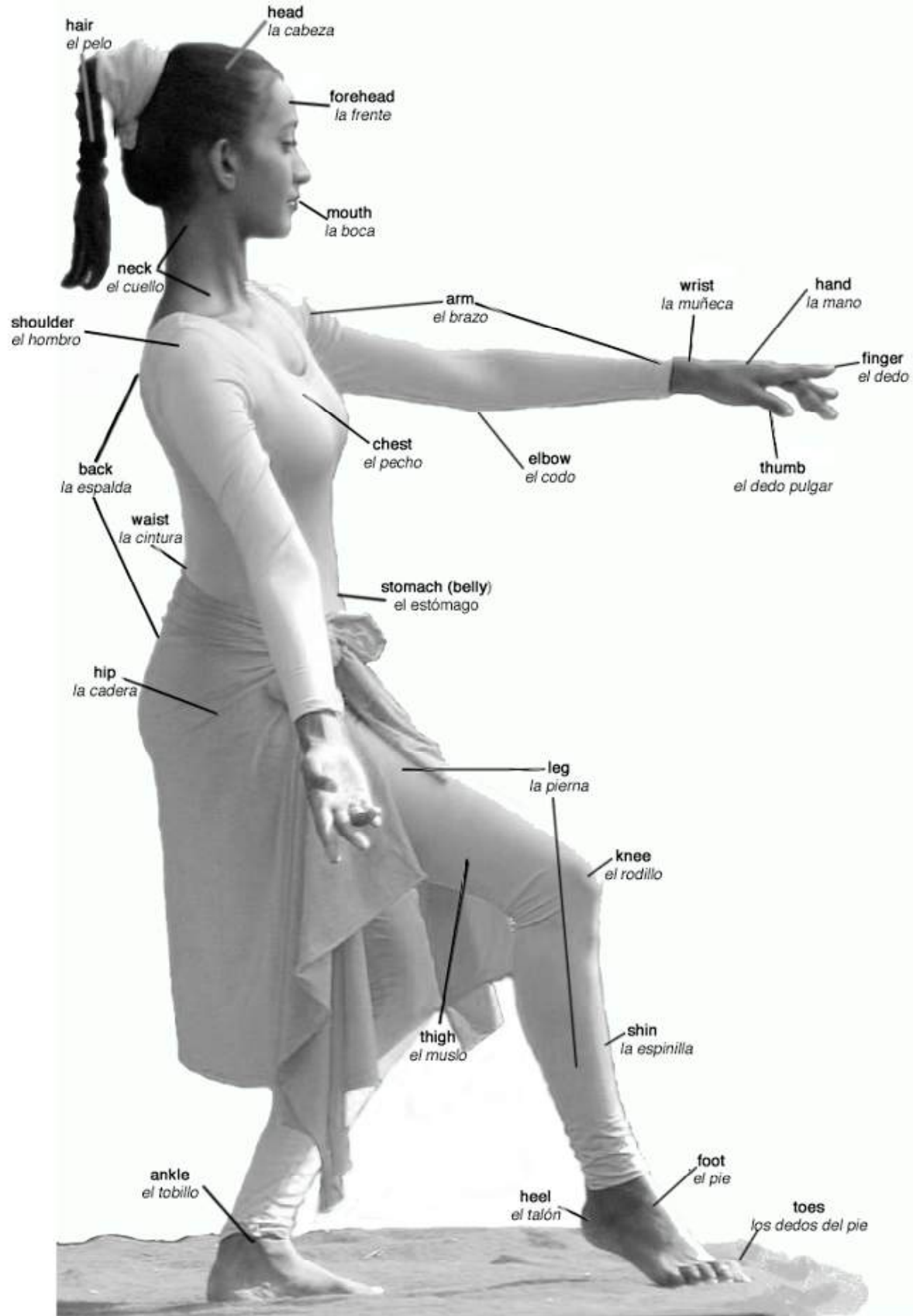


outside
afuera



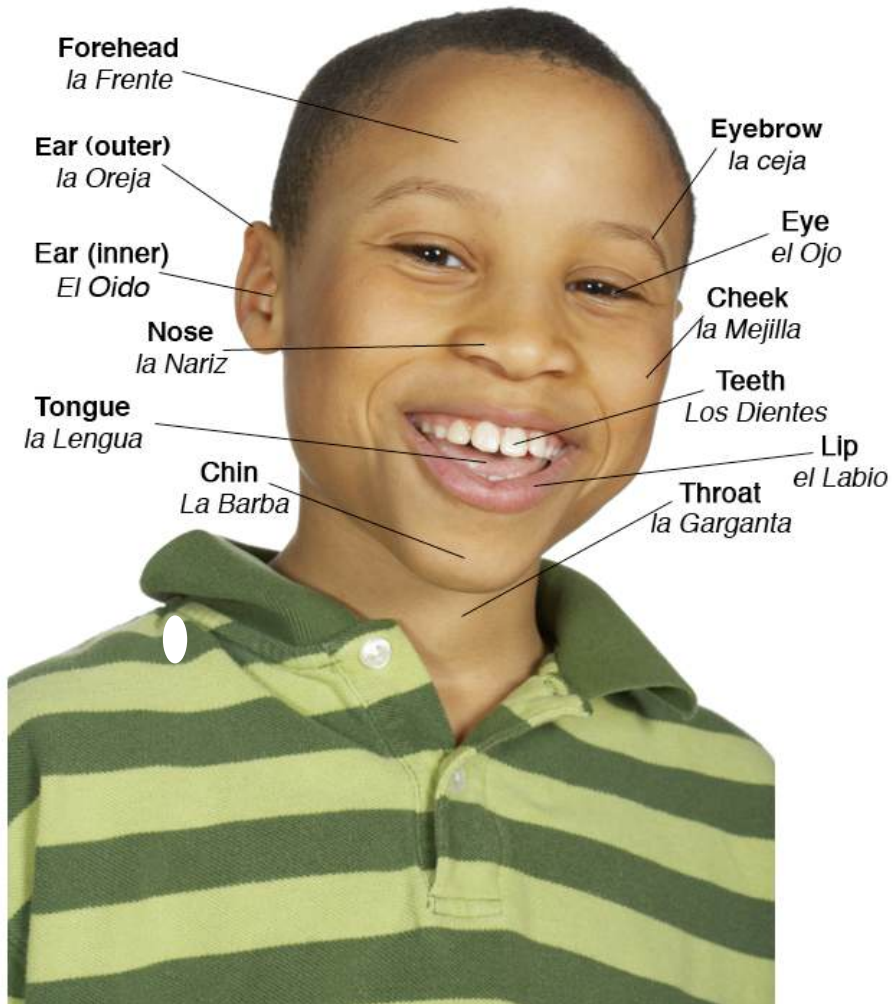
the stairs
la escalera

The Body *el cuerpo*

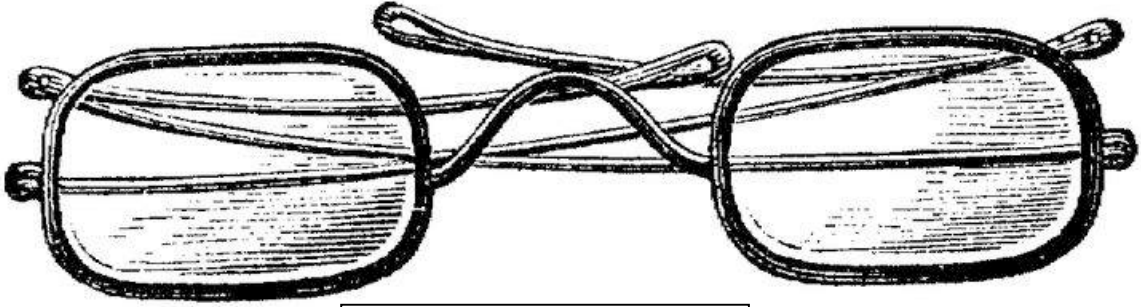


The Body
el cuerpo

Parts of the face
partes de la cara



The Body
el cuerpo



glasses

los anteojos

Feelings
sentidos



cold

She feels cold in the snow.

frío

Ella tiene frío en la nieve.



confused

He is confused.

confundido(a)

Él está confundido.



happy

She smiles because she is happy.

feliz

Ella sonríe porque está feliz.



hot

She feels hot.

calor

Ella tiene calor.

Feelings
sentidos



hungry

When you are hungry, you want to eat.

hambre

Cuando tienes hambre, quieres comer.



mad (angry)

He is mad.

enojado(a)

Él está enojado.

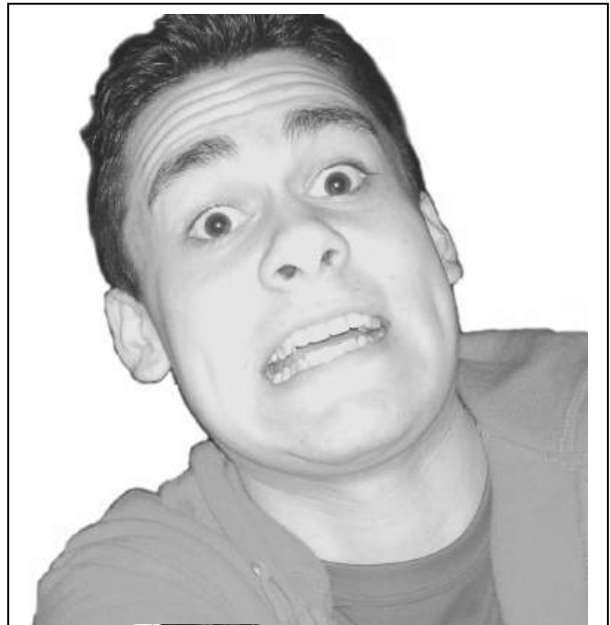


sad

He is crying because he is sad.

triste

Él está llorando porque está triste.



scared

He is scared.

miedo

Él tiene miedo.

Feelings
sentidos



surprised

She is surprised.
sorprendida(o)
Ella está sorprendida.



thirsty

When you are thirsty, you want to drink.
sed
Cuando tienes sed, quieres beber.



tired

A tired person needs to sleep.
cansado(a)
Una persona cansada necesita dormir.



worried

They are worried.
preocupado(a)
Ellos están preocupados.

Family
la familia

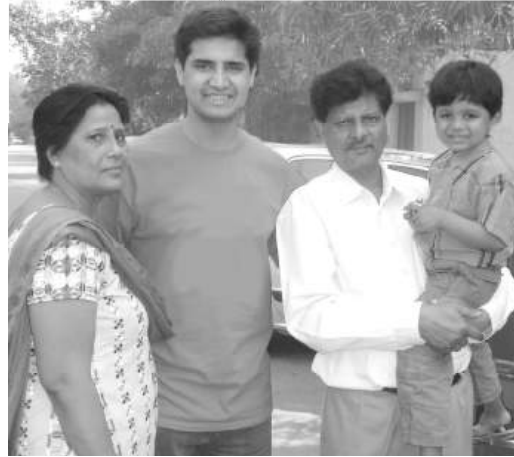


mother, daughter, grandmother

The mother is the daughter of the grandmother.

madre, hija, abuela

La madre es la hija de la abuela.



brother, father, son

The brothers are sons of their mother and father.

hermano, padre, hijo

Los hermanos son hijos de su madre y su padre.



cousins, grandfather, parents

Cousins have the same grandmother or grandfather but different parents.

primos, abuelo, padres

Los primos tienen la misma abuela o abuelo, pero padres diferentes.

Family
la familia



uncle, sister, baby

The men are the uncles of their sister's
baby.

tio, hermana, bebé

Los hombres son los tios del bebé de su
hermana.



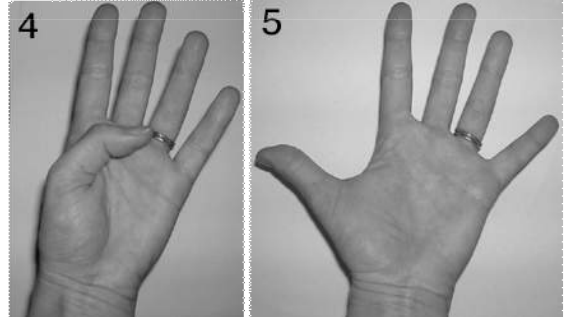
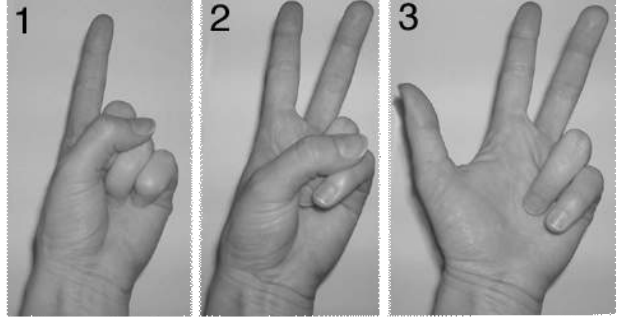
aunt, niece, nephew

My aunt has one niece and one nephew.

tia, sobrina, sobrino

Mi tia tiene una sobrina y un sobrino.

Verbs (actions)
verbos (acciones)



to count

It's possible to count to five on one hand.

contar

Es posible contar cinco en una mano.



to finish

She is proud that she has finished.

terminar

Ella está orgullosa de haber terminado.



to line up

Please line up, students.

hacer una fila

Por favor hagan una fila, estudiantes.

Verbs (actions)
verbos (acciones)



to listen

Listen to what they are saying.

escuchar

Escuche lo que están diciendo.



to look

The girl is looking at the starfish.

mirar

La niña está mirando la estrella de mar.



to point

The hands point to the circle.

señalar

Las manos señalan el círculo.

Verbs (actions)
verbos (acciones)



to raise

Raise your hand.

levantar

Levante la mano.



to read

He reads his book.

leer

Él lee su libro.



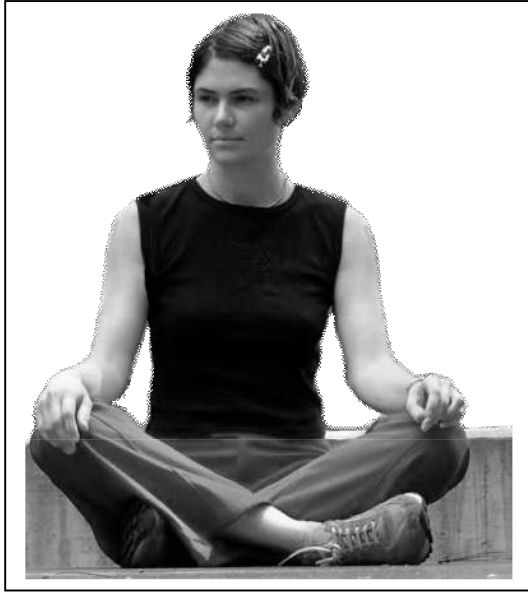
to share

The friends share the drink.

compartir

Las amigas comparten la bebida.

Verbs (actions)
verbos (acciones)



to sit down

The young woman sits down on the floor.

sentarse

La joven se sienta en el piso.



to sit

The boy is sitting in his chair.

sentar

El muchacho está sentado en su silla.



to stop

Stop! Don't do that.

parar

¡Para! No lo hagas.

Verbs (actions)
verbos (acciones)



to talk

They are talking in English.

hablar

Ellos están hablando en inglés.

to think

She thinks about her answer.

pensar

Ella piensa en su respuesta.



to walk

She walks in the city.

andar

Ella anda en la ciudad.

Verbs (actions)
verbos (acciones)

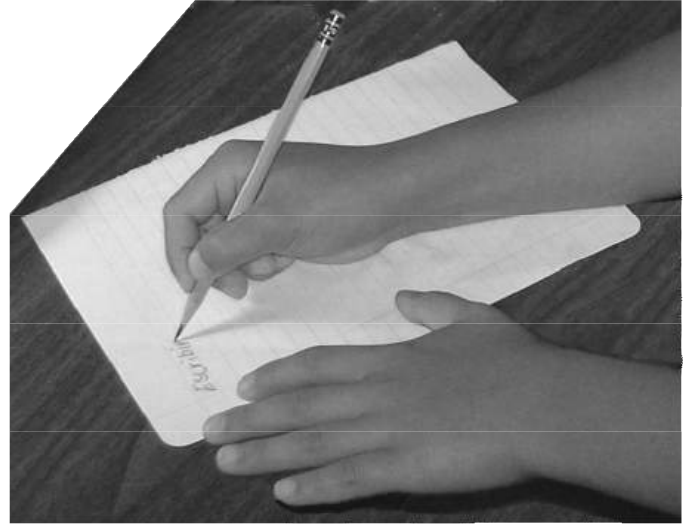


to wash

It's important to wash your hands with soap and water.

lavar(se)

Es importante lavarse las manos con agua y jabón.



to write

Write a sentence.

escribir
Escriba una oración.

Text Only
solamente texto

Asking Questions
Pedir Preguntas

How are you?

¿Cómo estás?

What happened?

¿Qué pasó?

Which do you like more?

¿Cúal te gusta más?

Who knows the answer?

¿Quién sabe la respuesta?

Whose turn is it?

¿A quién le toca?

What time is lunch?

¿A qué hora es almuerzo?

Where are the bathrooms?

¿Dónde están los baños?

Why...?

¿Por qué ...? (reason)

¿Para qué ...? (purpose)

How much do you need?

¿Cuánto necesitas?

Are there...?

¿Hay ...?

Do you know what the teacher said?

¿Sabes lo que dijo el maestro?

When is best to call you (during the day, the afternoon, or at night?)

¿Cuándo es mejor para llamarte
(por la mañana, la tarde, o la noche)?

How do you say...?

¿Cómo se dice...?

What does this word mean?

¿Qué quiere decir esta palabra?

And a few useful phrases.
Y unos frases útiles.

Repeat what you said, please.

Repita lo que dijiste, por favor.

I'm sorry, I thought you said something else.

Lo siento, pensaba que dijiste algo diferente.

Once again, slower please.

Otra vez, más despacio por favor.

Thank you very much.

Muchas Gracias.

You're welcome

De nada.

Wait one moment...

Espera un momento...

Come here.

Ven acá.

Show me what you did.

Muéstrame lo que hiciste.

I need help.

Necesito ayuda.

Good morning!

¡Buenos días!

Good afternoon!

¡Buenas tardes!

Good night!

¡Buenas noches!

See you (tomorrow, Monday, later)!

¡Hasta (mañana, lunes, luego)!

Yes, no, maybe.

Sí, no, quizás.

Text Only
solamente texto

Numbers/ Numeros

zero	0	cero
one	1	uno
two	2	dos
three	3	tres
four	4	cuatro
five	5	cinco
six	6	seis
seven	7	siete
eight	8	ocho
nine	9	nueve
ten	10	diez
eleven	11	once
twelve	12	doce
thirteen	13	trece
fourteen	14	catorce
fifteen	15	quince
sixteen	16	dieciséis
seventeen	17	diecisiete
eighteen	18	dieciocho
nineteen	19	diecinueve
twenty	20	veinte
thirty	30	treinta
forty	40	cuarenta
fifty	50	cincuenta
sixty	60	sesenta
seventy	70	setenta
eighty	80	ochenta
ninety	90	noventa
hundred	100	cien
two hundred	200	dos cientos
thousand	1000	mil

Months of the year
Meses del año

Winter	invierno
December	diciembre
January	enero
February	febrero
Spring	
March	marzo
April	abril
May	mayo
Summer	Verano
June	junio
July	julio
August	agosto
Autumn (Fall)	Otoño
September	septiembre
October	octubre
November	noviembre

Days of the Week
Dias de la Semana

Monday	lunes
Tuesday	martes
Wednesday	miercoles
Thursday	jueves
Friday	viernes
Saturday	sabado
Sunday	domingo

Text Only
solamente texto

English-español Cognates/Cognados

“Cognates” are pairs of words in different languages which are very similar in pronunciation, spelling, and meaning; this is often because they share a common origin. In English and Spanish, most cognates are due to the common influence of Latin. English and Spanish have many, many more cognates (thousands) than it would be practical to list here. These are a selection that I thought would be most useful (or most fun) for a student or classroom teacher to be aware of. A longer (but still incomplete) list of cognates can be found at the website: <http://www.colorincolorado.org/pdfs/articles/cognates.pdf>

It is important to know that, although they share many true cognates, English and Spanish also have some words that look similar, sound similar, may have similar roots, but have come to mean very different things in each language. Probably the most classic example of such false cognates is the **embarrassed/embarazada** pair. In English, **embarrassed** means to be “painfully self-conscious, ill at ease, ashamed, or humiliated.” In Spanish, *embarazada* means pregnant. It can be very embarrassing to use a false cognate. Fortunately, there are not nearly so many false cognates as there are true ones. There are less than 200 of these *falsos amigos*—a list of most of them can be found at the website: <http://www.platiquemos-letstalk.com/Extras/Articles/FalseCognates/FalseCognatesMain.htm>

English

español

A

accident
activities
actor
(to) admit
adult
air
allergic
animal
attention
automobile

accidente
actividades
actor
admitir
adulto
aire
alérgico(a)
animal
atención
automóvil

B

baseball
bicycle

beisbol
bicicleta

C

cable
camera
cause
center

cable
cámara
causa
centro

English

español

chocolate
circle
class
coast
color
common
complete
company
concert
construction
(to) continue
curious

chocolate
círculo
clase
costa
color
común
completo(a)
compañía
concierto
construcción
continuar
curioso(a)

D

December
(to) decide
(to) depend
(to) describe
(to) determine
different
dinosaur

diciembre
decidir
depender
describir
determinar
diferente
dinosaurio

Text Only
solamente texto

English

direction
(to) disappear
discrimination
(to) discuss
distance
doctor
dollar
double
dragon

E

electric
energy
(to) enter
(to) examine
explosion
extra

F

family
famous
fascinate
favorite
finally
fruit

G

garden
golf
gorilla
group

H

history
honor
hospital
hotel
hour

I

idea
(to) imagine
immediately
immigrants
important
incredible

español

dirección
desaparecer
discriminación
discutir
distancia
doctor
dólar
dragón

eléctrico(a)
energía
entrar
examinar
explosión
extra

familia
famoso(a)
fascinar
favorito(a)
finalmente
fruta

jardín
golf
gorilla
grupo

historia
honor
hospital
hotel
hora

idea
imaginar
inmediatamente
inmigrantes
importante
incredible

English

independence
information
insects
(to) insist
intelligent
interesting
(to) interrupt
introduction

L

lemon
lesson
line
lion
list

M

machine
magic
map
memory
metal
million
minute
moment
much
music

N

natural
no
normal
nervous

O

(to) obey
object
ocean
office

P

park
part
patience
perfect
permanent

español

independencia
información
insectos
insistir
inteligente
interesante
interrumpir
introducción

limón
lección
línea
león
lista

máquina
magia
mapa
memoria
metal
millón

minuto

momento
mucho
música

natural
no
normál
nervioso(a)

obedecer
objeto
océano
oficina

parque
parte
paciencia
perfecto(a)
permanente

Text Only
solamente texto

English	español	English	español
photograph	fotografía	special	especial
piano	piano	stomach	estómago
pirate	pirata	(to) study	estudiar
pizza	pizza	surprise	sorpresa
planet	planeta	T	
plans	planes	telephone	teléfono
plants	plantas	television	television
plate	plato	terrible	terrible
(to) practice	práctica	tomato	tomate
(to) prepare	preparar	totally	totalmente
(to) present	presentar	traffic	tráfico
problem	problema	(to) trap	atrapar
professional	profesional	U	
R		uniform	uniforme
radio	radio	V	
restaurant	restaurante	vegetables	vegetales
rich	rico(a)	version	versión
rock	roca	(to) visit	visitar
S		(to) vote	votar
secret	secreto		

Cognate Patterns

Many Spanish words that end in *-ción* have a parallel English word that ends in **-tion**. Examples: *admiración/admiration, celebración/celebration, pronunciación/pronunciation, sección/section*.

Spanish words that end in *-dad* often have a corresponding English word ending in **-ty**. Examples: *curiosidad/curiosity, posibilidad/possibility, realidad/reality*.

Frequently Spanish words that end in *-ía, -ía, or -io* have an English parallel ending in **-y**. Examples: *familia/family, memoria/memory, necesario/necessary, vocabulario/vocabulary*.

The Spanish ending *-oso(a)* for adjectives corresponds to the English adjective ending **-ous**. Examples: *famoso/famous, generoso/generous, misterioso/mysterious, nervioso/nervous*.

Many Spanish adverbs ending in *-mente* correspond to English adverbs ending in **-ly**. Examples: *correctamente/correctly, exactamente/exactly, frecuentemente/frequently, perfectamente/perfectly, rápidamente/rapidly*.

Text Only
solamente texto

Common Verbs/Verbos Comúnos

We use some words more than others. Using corpora (collections of written or spoken language stored electronically) researchers have created word frequency lists. According to Biber and Conrad (200) the twelve verbs that appear most frequently in the English language are: *say, get, go, know, think, see, make, come, take, want, give, and mean*. Verbs are tricky to illustrate in general, and many of these very useful verbs were beyond my ability. However, because they are so useful, I have included here a list of these twelve verbs, conjugated in the different forms of the present tense (and the imperative, when appropriate) and paired each with a Spanish translation:

English

TO GO

I go	we go
you go	(tú) vas
he/she/it goes	they go

Command Form:

Please go inside now.
Don't go!

TO MAKE/DO

I make/do	we make/do
you make/do	
he/she/it makes/does	they make/do

Command Form:

Make it tomorrow.
Don't do it!

TO THINK

I think	we think
you think	
he/she/it thinks	they think

Command Form:

Think about your answer.
Please, don't think about that.

TO KNOW (A PERSON)

I know	we know
you know	
he/she/it knows	they know

TO KNOW (A FACT)

I know	we know
you know	
he/she/it knows	they know

español

IR

(yo) voy	(nosotros) vamos
(vosotros) vais	
(él/ella) va	(ellos/ellas) van

Imperativo:

Por favor, vete dentro ahora.
¡No te vayas!

HACER

hago	hacemos
haces	haceis
hace	hacen

Imperativo:

Haz lo mañana.
¡No lo hagas!

PENSAR

pienso	pensamos
piensas	pensáis
piensa	piensan

Imperativo:

Piensa en tu respuesta.
Por favor, no pienses en eso.

CONOCER

conozco	conoces
conoces	conocéis
conoce	conocen

SABER

sé	sabemos
sabes	sabéis
sabe	saben

Text Only
solamente texto

TO SEE

I see	we see
you see	
he/she/it sees	they see

TO SAY/TELL

I say	we say
you say	
he/she/it says	they say

Command Form:

Tell me the truth.
Don't tell me!

TO GET (obtain)

I get	we get
you get	
he/she/it gets	they get

TO COME

I come	we come
you come	
he/she/it comes	they come

Command Form:

Come with me.
Don't come until 9.

TO TAKE

I take	we take
you take	
he/she/it takes	they take

Command Form:

Take your homework with you.
Don't take it home.

TO WANT

I want	we want
you want	
he/she/it wants	they want

TO MEAN

I mean	we mean
you mean	
he/she/it means	they mean

VER

veo	vemos
ves	veis
ve	ven

DECIR

digo	decimos
dices	decís
dice	dicen

Imperativo:

Dime la verdad.
¡No me digas!

CONSEGUIR

consego	conseguimos
consegues	conseguís
consegue	consequen

VENIR

vengo	venemos
vienes	vieneis
viene	vienen

Imperativo:

Ve conmigo.
No te vengas hasta las nueve.

LLEVAR

llevo	llevamos
llevas	lleváis
lleva	llevan

Imperativo:

Lleva tu tarea contigo.
No lo lledes a casa.

QUERER

quiero	queremos
quieres	queréis
quiere	quieren

QUERER DECIR

quiero decir	queremos decir
quieres decir	queréis decir
quiere decir	quieren decir

Bibliography

Biber, D. & Conrad, S. (2001). Quantitative corpus-based research: Much more than bean counting. *TESOL Quarterly*, 35(2), 331-336.

Casteel, D. (2007). False Cognates/ Falsos Amigos. Retrieved May 21, 2007 at <http://www.platiquemos-letstalk.com/Extras/Articles/FalseCognates/FalseCognatesMain.htm>.

Gersten, R. & Baker, S. (2000). What We Know about Effective Instructional Practices for English-Language Learners. *Exceptional Children*, 66(4), 454.

Levy, Stephen L. & Nassi, Robert J. (1996). Chapter 28: Cognates. *Nassi/Levy Spanish First Year, Workbook Edition* (pp. 325-340). New York: Amisco School Publications, Inc.

Living Language Spanish Dictionary, Revised and Updated. (1993). Irwin Stern, editor. New York: Crown Publishers, Inc.

McKay, S. (2006). *Researching Second Language Classrooms*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

The New World Spanish/English English/Spanish Dictionary. (1968). Salvatore Ramondino, editor. New York: Signet Books.

Colorín Colorado. Using Cognates to Develop Comprehension in English. Retrieved May 21, 2007 from <http://www.colorincolorado.org/educators/background/cognates>.

Image credits

The following images have been used under Creative Commons license or by permission of the creator.

scared	http://www.flickr.com/photos/witemike1015/127598095/
sleepy	http://www.flickr.com/photos/pernell/186718106/
table	http://www.flickr.com/photos/richardellis/354098960/
Sit down	http://www.flickr.com/photos/seandreilinger/133298903/
Talk	http://www.flickr.com/photos/eecue/81211433/ , http://www.flickr.com/photos/paulbence/20879433/in/set-426673
The body	http://www.flickr.com/photos/merkur/145437293/
Aunt, nephew, niece	http://www.flickr.com/photos/cobalt/322575873/
Mother, grandmother, daughter	http://www.flickr.com/photos/ivoguer/360061736/
Father son brother	http://www.flickr.com/photos/mishra/6977962/
cold	http://www.flickr.com/photos/jaboney/98518312/ , http://www.flickr.com/photos/girlfromauntie/6560614/
confused	http://www.flickr.com/photos/mn_francis/388474284/
Happy	http://www.flickr.com/photos/flavsonfire/324263903/
hot	http://www.flickr.com/photos/cathzilla/26606546/
hungry	http://www.flickr.com/photos/kali-ma/121984304/
sad	http://www.flickr.com/photos/brunolas/265889144/
Surprised	http://www.flickr.com/photos/mkanyo/413242598/
Thirsty	http://www.flickr.com/photos/arachnofobia/390490447/
Worried	http://www.flickr.com/photos/love_sex_and_dirty_streets/426806858/
Trash can	http://www.flickr.com/photos/msspider66/32757967/
mad	http://www.flickr.com/photos/whole/27901688/
Outside	http://www.flickr.com/photos/revjim/131303743/
proud	http://www.flickr.com/photos/cobalt/228856932/ , http://www.flickr.com/photos/skvidal/115112574/ , http://www.flickr.com/photos/mnadi/32325828/

Line up <http://www.flickr.com/photos/judybaxter/115792061/>
listen <http://www.flickr.com/photos/esther17/303598037/>
read <http://www.flickr.com/photos/gatoazul/258045297/>
think <http://www.flickr.com/photos/jubilo/351385590/>
Walk <http://www.flickr.com/photos/pulpolux/96062870/>
Uncle, sister, baby <http://www.flickr.com/photos/nathanielstern/338858109/>,
<http://www.flickr.com/photos/kjirstinb/477451702/>,
<http://www.flickr.com/photos/dreamsister/308896046/>