Spanish-English Picture Dictionary

DEVELOPED BY J. D. ALEXANDER

2007
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
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.
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.
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:
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)
__________________________________________________________________________.

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

Developed by J.D. Alexander
2007
**Objects:** furniture & fixtures

**objetos:** muebles y accesorios

- **door**
  - Please close the door.
  - *la puerta*  
  - Por favor, cierra la puerta.

- **sink**
  - *el lavabo*

- **phone**
  - *el teléfono*

- **faucet**
  - *el grifo*

- **soap bottle**
  - *el jabón*

- **table**
  - *la mesa*
Objects: furniture & fixtures
objetos: muebles y accesorios

trash can
el basurero

water fountains
los bebederos de agua

Developed by J.D. Alexander
2007
School Supplies
materiales escolares

a backpack
una mochila

a (closed) Book
un libro (cerrado)
Abre tu libro.

a calculator
una calculadora

the folders
las carpetas
School Supplies
materiales escolares

some pieces of paper
unas hojas de papel

the notebooks
los cuadernos

two pens
dos plumas

spiral notebooks
cuadernos espirales

three-ring notebook
carpeta de tres anillos

(binder)

eraser
la goma

lead (graphite)
mina (grafito)

a pencil
un lápiz
Miscellaneous Objects
objetos misceláneos

five balls
cinco pelotas

the jacket
la chaqueta

Developed by J.D. Alexander
2007
Places
lugares

the art room
la sala de arte

toilet
el inodoro

the bathroom
el baño

sink
el lavabo
toilet paper
el papel higiénico

the bus
el autobús (camión)

the cafeteria
la cafetería

Developed by J.D. Alexander
2007
Places
lugares

the classroom
el salón de clase

the computer lab
el laboratorio de computadoras

the gym
el gimnasio

the hallway (corridor)
el corredor

Developed by J.D. Alexander
2007
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

Developed by J.D. Alexander
2007
Places
lugares

the principal’s office
la oficina del director

outside
afuera

tree
el arból

grass
la hierba

sidewalk
la vereda

the stairs
la escalera
The Body
el cuerpo

Parts of the face
partes de la cara

- Forehead: la Frente
- Ear (outer): la Oreja
- Ear (inner): El Oído
- Nose: la Nariz
- Tongue: la Lengua
- Chin: La Barba
- Eyebrow: la ceja
- Eye: el Ojo
- Cheek: la Mejilla
- Teeth: Los Dientes
- Lip: el Labio
- Throat: la Garganta
The Body
el cuerpo

glasses
los anteojos
Feelings
sentidos

cold
She feels cold in the snow.
frió
Ella tiene frío en la nieve.

confused
He is confused.
confundido(a)
Él está confundido.

hot
She feels hot.
calor
Ella tiene calor.

happy
She smiles because she is happy.
feliz
Ella sonríe porque está feliz.

Developed by J.D. Alexander
2007
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.
**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 finish**  
She is proud that she has finished.  
*terminar*  
Ella está orgullosa de haber terminado.

**to count**  
It's possible to count to five on one hand.  
*contar*  
Es posible contar cinco en una mano.

**to line up**  
Please line up, students.  
*hacer una fila*  
Por favor hagan una fila, estudiantes.
Verbs (actions)

Verbs (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 read
He reads his book.

leer
Él lee su libro.

to share
The friends share the drink.

compartir
Las amigas comparten la bebida.

to raise
Raise your hand.

levantar
Levante la mano.
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 (acciónes)

**to think**
They thinks about her answer.

*hablar*
Ellos están hablando en inglés.

**to talk**
She walks in the city.

*andar*
Ella anda en la ciudad.

**to think**
She thinks about her answer.

*pensar*
Ella piensa en su respuesta.

Developed by J.D. Alexander
2007
**Verbs (actions)**

*verbos (acciónes)*

**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.
Asking Questions
Pedir Preguntas

How are you?
¿Cómo estás?

What happened?
¿Qué pasó?

Which do you like more?
¿Cuál 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 ...
¿Para qué ...

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.
Repite 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.
Muestrame 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.

Developed by J.D. Alexander
2007
# Numbers / Numeros

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

# Months of the Year / Meses del Año

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>invierno</td>
</tr>
<tr>
<td>December</td>
<td>diciembre</td>
</tr>
<tr>
<td>January</td>
<td>enero</td>
</tr>
<tr>
<td>February</td>
<td>febrero</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td></td>
</tr>
<tr>
<td>Autumn (Fall)</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
</tr>
</tbody>
</table>

# Days of the Week / Dias de la Semana

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>lunes</td>
</tr>
<tr>
<td>Tuesday</td>
<td>martes</td>
</tr>
<tr>
<td>Wednesday</td>
<td>miercoles</td>
</tr>
<tr>
<td>Thursday</td>
<td>jueves</td>
</tr>
<tr>
<td>Friday</td>
<td>viernes</td>
</tr>
<tr>
<td>Saturday</td>
<td>sabado</td>
</tr>
<tr>
<td>Sunday</td>
<td>domingo</td>
</tr>
</tbody>
</table>

Developed by J.D. Alexander
2007
# 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](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 *embarassed/embarazada* pair. In English, *embarassed* 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/FalseCongnatesMain.htm](http://www.platiquemos-letstalk.com/Extras/Articles/FalseCognates/FalseCongnatesMain.htm)

<table>
<thead>
<tr>
<th>English</th>
<th>español</th>
<th>English</th>
<th>español</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td></td>
<td><strong>B</strong></td>
<td></td>
</tr>
<tr>
<td>accident</td>
<td>accidente</td>
<td>baseball</td>
<td>beisbol</td>
</tr>
<tr>
<td>activities</td>
<td>actividades</td>
<td>bicycle</td>
<td>bicicleta</td>
</tr>
<tr>
<td>actor</td>
<td>actor</td>
<td>cable</td>
<td>cable</td>
</tr>
<tr>
<td>(to) admit</td>
<td>admitir</td>
<td>camera</td>
<td>cámara</td>
</tr>
<tr>
<td>adult</td>
<td>adulto</td>
<td>cause</td>
<td>causa</td>
</tr>
<tr>
<td>air</td>
<td>aire</td>
<td>center</td>
<td>centro</td>
</tr>
<tr>
<td>allergic</td>
<td>alérgico(a)</td>
<td>common</td>
<td>común</td>
</tr>
<tr>
<td>animal</td>
<td>animal</td>
<td>complete</td>
<td>completo(a)</td>
</tr>
<tr>
<td>attention</td>
<td>atención</td>
<td>company</td>
<td>compañía</td>
</tr>
<tr>
<td>automobile</td>
<td>automóvil</td>
<td>concert</td>
<td>concierto</td>
</tr>
<tr>
<td></td>
<td></td>
<td>construction</td>
<td>construcción</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(to) continue</td>
<td>continuar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>curious</td>
<td>curioso(a)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>diciembre</td>
<td>(to) decide</td>
<td>decidir</td>
</tr>
<tr>
<td>(to) depend</td>
<td>depender</td>
<td>(to) depend</td>
<td>describir</td>
</tr>
<tr>
<td>(to) describe</td>
<td>descriptir</td>
<td>(to) describe</td>
<td>determinar</td>
</tr>
<tr>
<td>(to) different</td>
<td>diferente</td>
<td>dinosaur</td>
<td>dinosaurio</td>
</tr>
<tr>
<td>English</td>
<td>español</td>
<td>English</td>
<td>español</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>direction</td>
<td>dirección</td>
<td>independence</td>
<td>independencia</td>
</tr>
<tr>
<td>(to) disappear</td>
<td>desaparecer</td>
<td>information</td>
<td>información</td>
</tr>
<tr>
<td>discrimination</td>
<td>discriminación</td>
<td>insects</td>
<td>insectos</td>
</tr>
<tr>
<td>(to) discuss</td>
<td>discutir</td>
<td>(to) insist</td>
<td>insistir</td>
</tr>
<tr>
<td>distance</td>
<td>distancia</td>
<td>intelligent</td>
<td>intelecte</td>
</tr>
<tr>
<td>doctor</td>
<td>doctor</td>
<td>interesting</td>
<td>interesante</td>
</tr>
<tr>
<td>dollar</td>
<td>dólar</td>
<td>(to) interrupt</td>
<td>interrumpir</td>
</tr>
<tr>
<td>double</td>
<td>doble</td>
<td>introduction</td>
<td>introducción</td>
</tr>
<tr>
<td>dragon</td>
<td>dragón</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>eléctrico(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>electric</td>
<td>energía</td>
<td></td>
<td></td>
</tr>
<tr>
<td>energy</td>
<td>entrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(to) enter</td>
<td>examinar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(to) examine</td>
<td>explosión</td>
<td></td>
<td></td>
</tr>
<tr>
<td>explosion</td>
<td>extra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>extra</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>familia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>famous</td>
<td>famoso(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fascinate</td>
<td>fascinar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>favorite</td>
<td>favorito(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>finally</td>
<td>finalmente</td>
<td></td>
<td></td>
</tr>
<tr>
<td>finally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fruit</td>
<td>fruta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>jardín</td>
<td></td>
<td></td>
</tr>
<tr>
<td>garden</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>golf</td>
<td>golf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gorilla</td>
<td>gorilla</td>
<td></td>
<td></td>
</tr>
<tr>
<td>group</td>
<td>grupo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>historia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>history</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>honor</td>
<td>honor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hospital</td>
<td>hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hotel</td>
<td>hotel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hour</td>
<td>hora</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>idea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(to) imagine</td>
<td>imaginarn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>immediately</td>
<td>immediadamente</td>
<td></td>
<td></td>
</tr>
<tr>
<td>immigrants</td>
<td>inmigrantes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>important</td>
<td>importante</td>
<td></td>
<td></td>
</tr>
<tr>
<td>incredible</td>
<td>increible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>limón</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lemon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lesson</td>
<td>lección</td>
<td></td>
<td></td>
</tr>
<tr>
<td>line</td>
<td>línea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lion</td>
<td>león</td>
<td></td>
<td></td>
</tr>
<tr>
<td>list</td>
<td>lista</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>máquina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>machine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>magic</td>
<td>magia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>map</td>
<td>mapa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>memory</td>
<td>memoria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>metal</td>
<td>metal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>million</td>
<td>millón</td>
<td></td>
<td></td>
</tr>
<tr>
<td>minute</td>
<td>minuto</td>
<td></td>
<td></td>
</tr>
<tr>
<td>moment</td>
<td>momento</td>
<td></td>
<td></td>
</tr>
<tr>
<td>much</td>
<td>mucho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>music</td>
<td>música</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>natural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>natural</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>no</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>normal</td>
<td>normál</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nervous</td>
<td>nervioso(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>obedecer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(to) obey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>object</td>
<td>objecto</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ocean</td>
<td>océano</td>
<td></td>
<td></td>
</tr>
<tr>
<td>office</td>
<td>oficina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>parque</td>
<td></td>
<td></td>
</tr>
<tr>
<td>park</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>part</td>
<td>parte</td>
<td></td>
<td></td>
</tr>
<tr>
<td>patience</td>
<td>paciencia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>perfect</td>
<td>perfecto(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>permanent</td>
<td>permanente</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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 –ia, -ía, or –ió 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, misteroso/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.
Common Verbs/Verbos Comúns

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:

<table>
<thead>
<tr>
<th>English</th>
<th>español</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TO GO</strong></td>
<td><strong>IR</strong></td>
</tr>
<tr>
<td>I go</td>
<td>(yo) voy</td>
</tr>
<tr>
<td>you go</td>
<td>(tú) vas</td>
</tr>
<tr>
<td>he/she/it goes</td>
<td>ellos/ellas van</td>
</tr>
<tr>
<td><strong>Command Form:</strong></td>
<td><strong>Imperativo:</strong></td>
</tr>
<tr>
<td>Please go inside now.</td>
<td>Por favor, vete dentro ahora.</td>
</tr>
<tr>
<td>Don’t go!</td>
<td>¡No te vayas!</td>
</tr>
<tr>
<td><strong>TO MAKE/DO</strong></td>
<td><strong>HACER</strong></td>
</tr>
<tr>
<td>I make/do</td>
<td>hago</td>
</tr>
<tr>
<td>you make/do</td>
<td>haces</td>
</tr>
<tr>
<td>he/she/it makes/does</td>
<td>hace</td>
</tr>
<tr>
<td><strong>Command Form:</strong></td>
<td><strong>Imperativo:</strong></td>
</tr>
<tr>
<td>Make it tomorrow.</td>
<td>Haz lo mañana.</td>
</tr>
<tr>
<td>Don’t do it!</td>
<td>¡No lo hagas!</td>
</tr>
<tr>
<td><strong>TO THINK</strong></td>
<td><strong>PENSAR</strong></td>
</tr>
<tr>
<td>I think</td>
<td>pienso</td>
</tr>
<tr>
<td>you think</td>
<td>piensas</td>
</tr>
<tr>
<td>he/she/it thinks</td>
<td>piensa</td>
</tr>
<tr>
<td><strong>Command Form:</strong></td>
<td><strong>Imperativo:</strong></td>
</tr>
<tr>
<td>Think about your answer.</td>
<td>Piensa en tu respuesta.</td>
</tr>
<tr>
<td>Please, don’t think about that.</td>
<td>Por favor, no pienses en eso.</td>
</tr>
<tr>
<td><strong>TO KNOW (A PERSON)</strong></td>
<td><strong>CONOCER</strong></td>
</tr>
<tr>
<td>I know</td>
<td>conozco</td>
</tr>
<tr>
<td>you know</td>
<td>conoces</td>
</tr>
<tr>
<td>he/she/it knows</td>
<td>conocen</td>
</tr>
<tr>
<td><strong>TO KNOW (A FACT)</strong></td>
<td><strong>SABER</strong></td>
</tr>
<tr>
<td>I know</td>
<td>sé</td>
</tr>
<tr>
<td>you know</td>
<td>sabes</td>
</tr>
<tr>
<td>he/she/it knows</td>
<td>saben</td>
</tr>
<tr>
<td>English</td>
<td>Spanish</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>TO SEE</strong></td>
<td><strong>VER</strong></td>
</tr>
<tr>
<td>I see</td>
<td>veo</td>
</tr>
<tr>
<td>you see</td>
<td>ves</td>
</tr>
<tr>
<td>he/she/it sees</td>
<td>ve</td>
</tr>
<tr>
<td><strong>TO SAY/TELL</strong></td>
<td><strong>DECIR</strong></td>
</tr>
<tr>
<td>I say</td>
<td>digo</td>
</tr>
<tr>
<td>you say</td>
<td>dices</td>
</tr>
<tr>
<td>he/she/it says</td>
<td>dice</td>
</tr>
<tr>
<td>Command Form:</td>
<td><strong>Imperativo:</strong></td>
</tr>
<tr>
<td>Tell me the truth.</td>
<td>Dime la verdad.</td>
</tr>
<tr>
<td>Don’t tell me!</td>
<td>¡No me digas!</td>
</tr>
<tr>
<td><strong>TO GET (obtain)</strong></td>
<td><strong>CONSEGUIR</strong></td>
</tr>
<tr>
<td>I get</td>
<td>Consego</td>
</tr>
<tr>
<td>you get</td>
<td>Consigues</td>
</tr>
<tr>
<td>he/she/it gets</td>
<td>Consigue</td>
</tr>
<tr>
<td><strong>TO COME</strong></td>
<td><strong>VENIR</strong></td>
</tr>
<tr>
<td>I come</td>
<td>vengo</td>
</tr>
<tr>
<td>you come</td>
<td>vienes</td>
</tr>
<tr>
<td>he/she/it comes</td>
<td>viene</td>
</tr>
<tr>
<td>Command Form:</td>
<td><strong>Imperativo:</strong></td>
</tr>
<tr>
<td>Come with me.</td>
<td>Ve conmigo.</td>
</tr>
<tr>
<td>Don’t come until 9.</td>
<td>No te vengas hasta las nueve.</td>
</tr>
<tr>
<td><strong>TO TAKE</strong></td>
<td><strong>LLEVAR</strong></td>
</tr>
<tr>
<td>I take</td>
<td>llevo</td>
</tr>
<tr>
<td>you take</td>
<td>llevas</td>
</tr>
<tr>
<td>he/she/it takes</td>
<td>lleva</td>
</tr>
<tr>
<td>Command Form:</td>
<td><strong>Imperativo:</strong></td>
</tr>
<tr>
<td>Take your homework with you.</td>
<td>Lleva tu tarea contigo.</td>
</tr>
<tr>
<td>Don’t take it home.</td>
<td>No lo lleves a casa.</td>
</tr>
<tr>
<td><strong>TO WANT</strong></td>
<td><strong>QUERER</strong></td>
</tr>
<tr>
<td>I want</td>
<td>quiero</td>
</tr>
<tr>
<td>you want</td>
<td>quieres</td>
</tr>
<tr>
<td>he/she/it wants</td>
<td>quiere</td>
</tr>
<tr>
<td><strong>TO MEAN</strong></td>
<td><strong>QUERER DECIR</strong></td>
</tr>
<tr>
<td>I mean</td>
<td>quiero decir</td>
</tr>
<tr>
<td>you mean</td>
<td>quieres decir</td>
</tr>
<tr>
<td>he/she/it means</td>
<td>quiere decir</td>
</tr>
</tbody>
</table>
Bibilography


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/aracnofobia/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/