

# English Dictionaries for Papua New Guinea<sup>1</sup>

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## 1. The Place of English in Papua New Guinea

Papua New Guinea (PNG) has a population of just under 4,000,000 but is a linguistically complex area, with over 800 vernacular languages, several regional lingua francas, such as Kâte and Dobu, and three major lingua francas—Tok Pisin, Hiri Motu and English—which have official status. The use of Hiri Motu (formerly known as Police Motu) is limited mainly to the south coast and appears to be diminishing. Tok Pisin (formerly known as Pidgin English, Melanesian Pidgin, and even Neo-Melanesian) has become very widespread and it is essentially the national language. In addition to being the language of everyday communication for the great majority of people in situations where there is no common vernacular, it is the main language of spoken government communication and of radio.

English has had official status in the area that is now known as PNG since Britain took control in 1884 of the southern half, for which Australia assumed full responsibility in 1906, and Australia took over the northern half from Germany in 1915. However, very few Papua New Guineans learned English prior to World War II as there were few schools, and they were at primary level, and many of them used vernaculars or Tok Pisin. After 1945 English education was expanded, at first slowly and later quite quickly. The community (i.e. primary/elementary) school population is now over 400,000, although the dropout rate between grades 1 and 6 is well above one-third, while the number of high school students is about 70,000. English has remained the main language of education, of official written government communication and of the print and film media. The great majority of books, magazines, films and TV programmes are imported and are in English.

Johnson (1977b:827) could say “English is firmly established as a Papua New Guinean language which expresses an important and developing aspect of Papua New Guinean life and culture.” This is still true, although the position of English has changed to some extent as the country has developed since gaining independence in 1975. So, for example, Holzknicht (1989), in the course of describing a register of PNG English, is able to speak of an urban elite “which is prosperous, literate, and is developing its own institutions and idioms for expressing these institutions” and of “an awareness and manipulation of the Papua New Guinean variety of English which is the communicative lingua franca of this elite” (p. 179).

## 2. The Nature of PNG English

For a long time little attention was paid to the linguistic development of English in PNG, particularly as linguists had other pressing concerns, such as identifying relationships between the many vernaculars and championing the cause of Tok Pisin which was denigrated in various quarters from senior Australians in the Administration to visiting United Nations representatives. Thus in Wurm (1977) a great deal of attention is given to the origin, development,

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structure and use of Tok Pisin, while English is dealt with primarily from policy and administration aspects (Johnson 1977a,b). What interest there was in English in PNG tended to focus on exotic borrowings from Tok Pisin, although Wolfers (1969) provided a useful account of the vocabulary used by expatriate speakers of English.

In the late '70s Anne-Marie Smith began her studies which have established the existence of PNG English. She described the main features of its phonology, grammar and lexicon and greatly increased people's awareness of the situation (Smith 1978, 1982, 1986, 1988). Subsequent studies, such as Davani (1984), Barron (1986), Yarupawa (1986) and Holzknrecht (1989), have provided further detail about the structure and use of this dialect of English.<sup>2</sup>

### 3. Lexicography in PNG

The major lexicographic effort has been in the compilation of bilingual dictionaries of vernaculars and English, with the emphasis on the vernacular-English side, in order to provide information for linguists and anthropologists and, to a lesser extent, foreign learners of these languages, such as missionaries and some government officers. Lang (1977) and Laycock (1977) give useful accounts of the dictionaries produced up to the mid '70s and the problems of dictionary compilation in PNG.

The much greater emphasis placed on vernacular education in recent years at pre-school and adult level has led to an increase in the production of simple dictionaries for PNG learners of their own languages and also at beginner level of vernacular—Tok Pisin and/or English dictionaries. The Summer Institute of Linguistics has been active in this area.

Perhaps surprisingly, given the interest of the two languages to linguists and their widespread use as lingua francas, no major comprehensive dictionary of Tok Pisin or Hiri Motu has yet appeared, although there is, I believe, work going on. For Tok Pisin *The Jacaranda Grammar and Dictionary of Melanesian Pidgin* by F. Mihalic (1971) is very helpful and has long been the best available, while for Hiri Motu the main dictionaries, *A Dictionary of Polic Motu* (1962) and *The Dictionary and Grammar of Hiri Motu* (1976), are quite rudimentary.

### 4. English Dictionaries for PNG

The size of the book-buying public is small except for special cases such as religious texts, and commercial publishers might not be expected to produce English dictionaries specifically for PNG. However, two major Australian publishers, Oxford University Press and Jacaranda Press, have recently produced three English dictionaries and a thesaurus for school children.

All these works have been adapted from dictionaries or thesauruses designed for native English speaking Australian students. They are considered here primarily from two aspects: (1) the inclusion of words or senses of words which are particular or significant to PNG (see Appendix 1 and Appendix 2 for details) and (2) their suitability as learner dictionaries for PNG students, as very few are native speakers of English. An annotated sample page of each book is given in Appendix 3.

<sup>2</sup> It is interesting to me that the majority of the items which Wolfers mentioned appear in the dictionaries for PNG learners discussed in this paper.

#### 4.1 PNG Community School Dictionary (PNGComm)

PNGComm was adapted by Glenda Smith from an Australian original which is not named in the dictionary but which was *The Australian First Dictionary*, which was itself adapted from *The Oxford Junior Dictionary*.<sup>3</sup>

For community school children, nothing more is said about its aims and scope except on the outside back cover where it is stated that there are entries for approximately 4500 words, with a further 300 items in supplementary lists, all chosen as being most likely to be needed by the target users. Other features mentioned, and which would help users, are that a defining vocabulary of less than 2000 words is used, illustrations are used to clarify difficult or unusual words, separate senses of a word are numbered separately and started on a new line, examples are given, where appropriate, in italics, and pronunciation guides (respelling or a word that rhymes) are given for words which are difficult to pronounce. Also at the beginning there is a two-page section on how to use the dictionary. There is, however, little if anything on word building or word usage, and certainly no separate parts of the entries allocated for such information.

In terms of headwords and senses, considerable effort has been made to adapt the book for PNG users. Thus, there are over fifty headwords specific to PNG (see Appendix 1), a number of senses of words specific to PNG e.g., **mustard** '2. the sharp-tasting fruit eaten with betel nut and lime', and a number of headwords of relevance to PNG e.g., **bush knife**, **egg cowrie**, **palm oil**, and **patrol box**. There are cases where an opportunity has not been fully taken, e.g., where the two senses given for **rascal** are '1. a naughty child' and '2. someone who is not honest', neither of which give the main meaning of the word in PNG today, viz., young criminal or gang member.

There are not a lot of examples, and many of those found are only a short phrase. Just a few are adapted to PNG, e.g., for **festival** the example is 'The Hiri Motu festival is held in September'. However, illustrations are frequent, at one every two pages. They are small and simple, with a few appearing to be specific to PNG or at least the South Pacific.

PNGComm has, then, included an amount of PNG information, particularly in the area of headwords, but much more could have been done by, for example, increasing the number of examples and constructing them for PNG community school children, rather as in FDM and FTM below.

#### 4.2 PNG High School Dictionary (PNGHigh)

This was published in 1990, a year after PNGComm. and was adapted by Glenda Smith and Mike Smith from *The Australian Primary Dictionary*, which was adapted from *The Oxford Intermediate Dictionary*. As the title indicates, it is for PNG high school students. It contains about 12,000 entries and has the same basic design as PNGComm. However, there are some differences, at least partly due to its increased size and more mature intended users. Thus, the typeface is smaller (but it remains clear), each sense of a word does not start on a new line, parts of speech labels are word-building and usage information are included, and there are more examples, the great majority of them being full sentences. There are no illustrations, just as in the Australian original.

<sup>3</sup> Unfortunately the copy of *The Australian First Dictionary* which I have seen was published in 1990 and is quite different from PNGComm in format and content, being much more like FDM with, for example, the inclusion of many more examples and of word-building information. I have not been able to consult a copy of *The Oxford Junior Dictionary*.

As can be seen in Appendix 1, of the works being considered here PNGHigh has by far the greatest number of specifically PNG items. There are also a number of subentries added, e.g., **bush material**, defined as 'the leaves, grasses, etc. that are used to make things locally', and **go finish** defined as 'to leave somewhere for good', with the example 'They are going finish to Queensland'. In some entries senses specific to PNG are added, e.g., the entry for **rascal** has a second sense added, 'a criminal'. This is no doubt partly due to the older target audience and the larger number of entries overall, but it does seem also that the emphasis on the PNG content has been increased. In examples the expected changes, such as names of places and currency, have been made. However, the number of examples remains low and many are quite neutral, and so do not require change, e.g., under **good** (adjective) are found, for various senses, 'a good book', 'It was good of you to help us', 'Be a good boy', 'Exercise is good for you', 'Have a good drink', 'It's a good distance to the airport', and 'This desk is good enough for me'. In these the only adaptation is from 'station' to 'airport', as there are no train stations in PNG (although there are other sorts of stations). Changes could have been made even if not actually required in order to fit the book more into the world of the PNG student but this has not been done.

### 4.3 My First Dictionary for Melanesia (FDM)

This dictionary is aimed at community school children and it is clear from the country-specific vocabulary included and the examples used that, while the term 'Melanesia' appears in the title, the dictionary is for PNG. It is stated in the preface that FDM has been designed as an introduction to dictionary skills, so that the children should be able to use it by themselves, although they would benefit from help in the early stages. Words beyond the scope of a community school child's experience are omitted, and the number of headwords is under 4000, slightly fewer than PNGComm's 4500.

The preface, which is directed to teachers and parents, indicates that the dictionary gives three main kinds of information: word meanings, pronunciation and 'connections', i.e., word-building and word-use information. There is a lot of help for the user: a section follows the preface on how to use the dictionary, rather as for PNGComm, although with a more prominent section, entitled 'If at first you don't succeed', to help find words which start with a spelling that does not obviously match the sounds. Inside both the front and back covers are a pronunciation guide and a guide to the structure of individual entries, with several examples. As PNGComm, FDM uses a respelling system and rhyming pairs. Definitions are simple, but there is no mention of a limited defining vocabulary.

FDM is virtually identical in structure and format to *My First Macquarie Dictionary* from which it was adapted. As such, it is attractively set out, with largish, clear type and wide margins, and has a number of features to help the user as mentioned above. There have been many changes to make it more suitable for PNG users. Some PNG items have been added, although not as many as in PNGComm, and some senses have been added such as the first sense for **mustard**: 'climbing plant with yellow flowers and thin pods which are often chewed with betel nut'. Some words of greater relevance in PNG are also added, e.g., **culture** and **initiation**, while Australian terms, e.g., **didgeridoo**, and less relevant words, e.g., **caravan** are deleted. Examples are often altered to fit PNG better. E.g., 'My mother puts cream on her skin each night' is replaced by 'Coastal people use coconut cream for cooking.' (However, it is interesting to note how much the cultures of primary school children in the two countries have in common.) Illustrations have been added and include items unfamiliar to the users, such as the ones for **goose** and **sleigh**, as well as ones specific to PNG, such as that for **kundu** (see Appendix 3.3).

Overall, this is an attractive book for students, with something of a PNG “feel” to it. However, there could have been more changes to help the users, almost all of whom are not native speakers of English. For example, there seem to be very few word-building or word-use notes specially for them.

#### 4.4 My First Thesaurus for Melanesia (FTM)

This is not a dictionary but it has been included here as it is a related lexical resource book and is set out in a helpful and attractive way. As *My First Dictionary for Melanesia*, it is aimed at community school students. With only about 2300 words and phrases included, and those are the most common ones, it does not have much scope for the inclusion of specifically PNG English items.

However, there are two major and positive areas of change from the Australian original. First, the examples, which are all full sentences as in the original, have been thoroughly reworked to fit PNG, with the result that most pages are changed. The examples are typical of modern rural culture, rather than very urban, which is a wise decision, as the great majority of schools are in rural areas. Names of people and places have been changed to suit PNG, as have words for currency units, flora and fauna. Other typical changes are: ‘measles’ to ‘malaria’, ‘ferry’ to ‘canoe’, and ‘robbers’ to ‘rascals’.

Second, as in the original there are illustrations on nearly every page, but in FTM they are provided by the Grass Roots Comic Company and are in the style of the extremely popular PNG cartoon series of the same name. This sets the scene firmly and comfortably in PNG.

The third major change is that items in the Australian original which are too difficult, often because they are colloquial, have been deleted. Examples are ‘impudent’ and ‘impertinent’ in the entry for **bold**, ‘holler’ and ‘cooee’ in the entry for **call**, and ‘chock-a-block’ in the entry for **full**. Nevertheless, many items which would not be well known are retained, such as ‘ingenious’ under **clever** and ‘wolf down’ under **eat**, so that the book is a fruitful source of new words for the student learner.

The general impression is that this book has been quite thoroughly adapted. While the small vocabulary allows less scope for the inclusion of specifically PNG items, the examples and illustrations are well suited to its intended users.

#### 5. Conclusion

These four publications are a promising start to the production of dictionaries and thesauruses for PNG learners of English. It seems that the compilers have been active in considering what should and could be done to develop such works. While none of them is ideal, taken together they contain a range of good features which could be used in future publications.

However, the L2 user aspect should be enhanced as the L1 nature of the target group of the originals is still evident. There are many good learner dictionaries available now which can be drawn on for ideas. Cowie (1989:48f) mentions several ways in which learner dictionaries are being developed to better serve their users, e.g., departures from the standard alphabetic method of presenting words and meanings, such as illustrative tables, usage notes, and group pictorial illustrations.

The PNG English element also needs to be approached more rigorously. More extensive studies are needed to guide compilers in regard to the selection of headwords and senses and the writing of suitable definitions and examples. Corpora of the English spoken and written by Papua New Guineans should be assembled to provide a more comprehensive and reliable basis on which to carry out such studies. In addition to use in the production of learner dictionaries, such studies could underpin the compilation of a dictionary of Papua New Guinea English, which would be of undoubted academic value but would also help to establish for Papua New Guineans their dialect of English as a valuable aspect of their culture.

## APPENDICES

## Appendix 1: Occurrence of Items Specific to PNG English as Headwords

The spelling of entries and the wording of glosses follow the dictionaries and thesaurus and are not necessarily the author's preference. Some items which have origins outside PNG are included here as they are not from British or Australian English. 'Sub' indicates the item only occurs as a subentry, while 'ex' indicates it only occurs in an example.

Item	Gloss	PNG Comm	PNG High	FDM	FTM
aibika	a green leafy vegetable	X	X	X(abika)	
bilas	decoration	X	X	X	
bilum	string bag	X	X	X	X(ex)
binantang	insect	X	X		
boy bus	truck to transport labourers		X		
boy house	living quarters for domestic servant		X		
boy wire	strong security wire over windows		X		
buai	betel nut		X		
bubu	grandparent		X		
buna shell	white egg cowry		X		
cousin-brother	male cousin	X	X(sub)		
cousin-sister	female cousin	X	X(sub)		
daka	fruit of mustard plant		X		
didiman	agricultural officer	X	X	X	
dimdim	a white person		X		
dukduk	New Britain secret society; ceremonial mask	X	X	X	
em inap	that's enough		X		
em nau	that's it		X		
em tasol	that's all		X		
galip	a tree which produces a nut			X	
gama	a hand drum		X(error for gaba?)		
garamut	slit-drum	X	X	X	
gope	ancestral board in Gulf area		X		
grille	a skin disease	X	X		
gumi	<i>n</i> rubber tyre tube <i>v</i> to float using a gumi		X		
guria	earthquake	X	X		

Item	Gloss	PNG Comm	PNG High	FDM	FTM
hahine	a woman		X		
hamamas	happy		X		
hausboi	male domestic	X	X		
hausmeri	female domestic	X	X		
haus tambaran	spirit house	X	X	X	
haus win	a garden house		X		
hiri	a trading expedition of the Motu people	X	X		
hiri motu	an official language, = Motu	X	X		
kai, kaikai	food	X	X		
kalapua	a cooked banana		X		
kambang	a lime	X	X		
kapkap	ornament made of turtle shell		X		
karuka	type of pandanus		X		
kaukau	sweet potato	X	X	X	
kiap	govt. official	X	X	X	
kina	unit of currency	X	X	X	X(ex)
kindam	prawn or lobster		X		
klinkii pine	a kind of tree		X		
kuka	a crab		X		
kula	a trad. exchange system	X	X	X(ex)	
kulau	green coconut	X	X		
kumu	edible green leaves	X	X		
kumul	bird of paradise	X	X		
kunai	grass	X	X	X	
kundu	drum	X	X	X	
kuru	laughing sickness		X		
kwila	a tropical hardwood		X		
lagatoi, lakatoi	large sailing boat used in the hiri	X	X		
Lahara	a trade wind		X		
laplap	cloth worn around waist	X	X	X	X(ex)
lasi	no		X		
laulau	Malay apple		X		
Laurabada	a trade wind		X		
longlong	crazy		X		

Item	Gloss	PNG Comm	PNG High	FDM	FTM
luluai	a chief appointed in colonial times		X		
malanggan	ceremony for the dead in New Ireland		X		
marita	kind of pandanus		X		
masalai	an evil spirit		X		
masalai	an evil spirit		X		
maski	never mind	X	X		
mauswarra	idle talk	X	X		
meri blaus	loose blouse	X	X(sub)		
Moka	a ceremonial exchange in W. Highlands	X	X		
Mok-ink	a ceremonial exchange	X	X		
Momase	northern coastal region		X		
Motu	1 people who live on coast near Port Moresby 2 an official language, = hiri motu	X	X		
muli	citrus fruit		X		
muli water	drink made from oranges or lemons	X	X(sub)		
mumu	<i>n</i> earth oven <i>v</i> cook in earth oven	X	X	X	X
muruk	cassowary	X	X		
Ngaing	certain clans in Madang province		X		
nogat	no		X		
okari nut	an edible nut		X		
Pangu	a PNG political party		X		
pekpek	<i>n</i> faeces <i>v</i> defaecate		X		
Pidgin	an official language	X	X		
pigbel	a disease of the stomach	X	X		
pitpit	a type of wild sugarcane	X	X		
PMV	a form of public transport (public motor vehicle)	X	X		
Police Motu	another name for Motu		X		
pukpuk	crocodile	X	X		
puripuri	sorcery	X	X		
sanguma	form of sorcery	X	X		
sapora	lime, lemon		X		

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Item	Gloss	PNG Comm	PNG High	FDM	FTM
sarep, saref	long knife for cutting grass		X		
sinabada	important woman; European woman	X	X		
singsing	festival with singing and dancing	X	X	X	X(ex)
spak	drunk		X		
spakman	a drunk	X	X		
stap isi	behave; settle down		X		
susu	milk		X		
tambu	forbidden; in-law	X	X		
tangket	brightly coloured leaves	X	X		
taubada	important man; European man	X	X		
Te	a ceremonial exchange in the Highlands	X	X		
toea	unit of currency	X	X	X	X(ex)
Tok Pisin	the pidgin spoken in PNG		X		
tok ples	vernacular	X	X		
tok save	news, information	X	X		
tultul	second in command after luluai		X		
tura	a friend; relative		X		
Tutumang	Morobe Provincial Assembly	X			
wantok	speaker of same language; friend	X	X	X	
ya	a word to strengthen what you are saying		X		


**Appendix 2: Examples of Headwords with Senses Particular or Significant to Papua New Guinea**

Item	Gloss	PNG Comm	PNG High	FDM	FTM
aid post	small health centre in village	X			
bighead	v to boast		X		
brideprice	money and valuables given to bride's family	X	X		
bro	my brother; my friend (slang)		X		
laughing sickness	kuru		X		
Lucky	a card game		X		
men's house	house for men only				X
rascal	young criminal		X	X	X
rope	strong vine			X	
station	rural government of church centre			X	
string band	band playing mainly guitars	X	X		
trade store	small general store	X	X	X(ex)	
yam house	special building to store yams	X	X		

**Appendix 3: Sample Pages**

*Editor's note: The following sample pages were shortened in length for the purpose of maintaining the proper font size so that each respective dictionary might be represented by an accurate example.*

**3.1 PNG Community School Dictionary (PNGComm), p. 138**

pupil		a b c d e f g h i j k   m n o p q r s t u v w x y z																									
<b>pupil</b>	<ol style="list-style-type: none"> <li>someone who has a teacher</li> <li>the black spot at the centre of the eye</li> </ol>	<b>puzzle</b>	<ol style="list-style-type: none"> <li>a game or question that is difficult to work out and makes you think a lot</li> <li>to make someone think very hard to find the answer</li> </ol> <p><i>a puzzling question</i></p>																								
<b>puppet</b>	<ol style="list-style-type: none"> <li>a kind of doll whose head and limbs can be moved by strings and rods</li> <li>a kind of doll with a body like a glove, so that you can move its head and arms with your fingers</li> </ol>	<b>pylon</b>	a metal tower that holds up high electric cables																								
<b>puppy</b>	a very young dog	<b>pyramid</b>	<ol style="list-style-type: none"> <li>a large, stone building made by the ancient Egyptians to hold the body of a dead king or queen. Pyramids have sloping sides that meet in a point at the top.</li> <li>the shape of a pyramid (see the list of shapes on p. 208.)</li> </ol>																								
<b>purchase</b>	to buy	<b>python</b>	a very large snake																								
<b>pure</b>	with nothing else mixed with it <i>pure water</i>																										
<b>puri-puri</b>	sorcery		<b>quality</b>	how good or bad something is																							
<b>purpose</b>	what someone means to do	<b>quantity</b>	an amount																								
<b>purse</b>	a small bag for holding money	<b>quarrel</b>	to speak angrily to someone or fight with him, because he does not agree with you																								
<b>push</b>	to use your hands to move something away from you																										
<b>put</b>	to move something into place <i>I put everything away yesterday.</i>																										

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1 *Author's note: Addition. Specific to PNG*

1994. Bonifacio Sibayan & Leonard E. Newell, eds. Papers from the First Asia International Lexicography Conference, Manila, Philippines, 1992. LSP Special Monograph Issue, 35. Manila: Linguistic Society of the Philippines. pp. 161-177

3.2 PNG High School Dictionary (PNGHigh), p. 258

**sincere**

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**sincere** *adjective* (*sincerer, sincerest*)  
truly felt or meant; genuine, *sincere good wishes*

*sincerely* *adverb*, *sincerely* *noun*

**sinew** *noun*

1 strong tissue that join a muscle to a bone.  
2 *sinews*, strength; muscles.

*sinewy* *adjective*

**sinful** *adjective*

wicked; very bad.

*sinfully* *adverb*, *sinfulness* *noun*

**sing** *verb* (*past tense sang*; *past participle sung*;  
*present participle singing*)

1 to make music with your voice.  
2 to make a humming or whistling sound.

*singer* *noun*

**singe** *verb* (*singed, singeing*)

(*say sinj*)  
to burn something slightly; to burn the edge of something.

**single** *adjective*

1 only one; separate. 2 designed for one person. *a single bed*. 3 not married. 4 for the journey to a place but not back again. *a single ticket*. 5 single file, a line of people one behind the other.

*singly* *adverb*

**single** *noun*

1 a single person or thing. 2 a single ticket. 3 a record played at 45 revolutions per minute, usually with one tune on each side. 4 singles, a game with one player on each side.

**single** *verb* (*singled, singling*)

*single out*, to pick out or distinguish from other people or things.

**singlet** *noun*

a piece of underwear worn on the top half of the body.

**sing-sing** *noun*

1 any festival where people dance or sing. They hold a sing-sing at the same time every year. 2 a song or singing. 3 *sing-sing ground*, the place where people traditionally gather to dance and sing.

**singular** *noun*

the form of a word that refers to only one person or thing. *The singular of 'children' is 'child'*.

**singular** *adjective*

1 of the singular; referring to only one. 2 extraordinary. *a woman of singular courage*.

*singularly* *adverb*

**sinister** *adjective*

that looks or seems evil; wicked.

**sink** *noun*

a large basin with taps where you do the washing-up.

**sink** *verb* (*past tense sank or sunk*; *past participle sunk*; *present participle sinking*)

1 to go under water. *The liner has sunk*. 2 to make something go under water. *They sank the ship*. 3 to go or fall down. *He sank to his knees*. 4 *sink in*, to penetrate; to become understood.

**sinus** *noun* (*sinuses*)

(*say sy-nus*)

a hollow in the bones of the skull, connected with the nose. *My sinuses are blocked*.

**sip** *verb* (*sipped, sipping*) to drink a very small amount at a time.

**sir** *noun*

1 a word sometimes used when speaking or writing politely to a man. *Please may I leave sir?* 2 *Sir*, the title given to a knight.

*Sir Kingsford Dibela*.

**siren** *noun*

a device that makes a loud hooting or screaming sound, usually to warn people about something.

**sister** *noun*

1 a woman or girl who has the same parents as another person. 2 a senior nurse in a hospital. 3 a nun.

*sisterly* *adjective*

**sit** *verb* (*sat, sitting*)

1 to rest on your buttocks, as you do when you are on a chair. 2 to seat; to put somebody in a sitting position. 3 to be a candidate for an examination, etc. 4 to be situated; to stay. 5 to act as a baby-sitter. 6 to occupy an official position. *He sits on the Finance Committee*.

**site** *noun*

1 the place where something has been built or will be built, a building site. 2 the place where something happens or happened. *a camping site*.

**sit-in** *noun*

a protest in which people stay in a building.

**sitting-room** *noun*

a room with comfortable chairs for sitting in.

**situated** *adjective*

in a particular place or situation. *The town is situated in a valley*.

**situation** *noun*

1 a place or position; where something is.  
2 the conditions affecting a person or thing.  
3 a job; employment.

**six** *noun* (*sixes*)

1 the number 6, one more than five. 2 *six to six*, an all night party.

*sixth* *adjective* and *noun*

**sixteen** *noun*

the number 16, one more than fifteen.

*sixteenth* *adjective* and *noun*

*Authors Notes:*

1 Addition. Specific to PNG

2 Original: Sir Francis Bacon

3 Sense 2 added

4 Deleted entry: *sixpence*



3.4 My First Thesaurus (FTM), p. 90

like 90

<p style="text-align: center;"><b>admire</b> <b>respect</b></p> <p><i>I <b>admire</b> people who are brave enough to be astronauts.</i></p>	<p style="text-align: center;"><b>love</b> <b>adore</b> <b>be mad about</b> <b>be crazy about</b> <b>be fond of</b></p> <p><i>I'm going to be a nurse because I know I will always <b>love</b> caring for people.</i></p>
<h1>like</h1>	
<p style="text-align: center;"><b>enjoy</b></p> <p><i>The film was long and boring so we didn't really <b>enjoy</b> it.</i></p>	<p style="text-align: center;"><b>prefer</b> <b>want</b> <b>wish for</b> <b>fancy</b></p> <p><i>Do you <b>prefer</b> plain or flavoured ice-cream?</i></p>
	<p style="text-align: center;"><b>value</b> <b>appreciate</b> <b>treasure</b> <b>cherish</b></p> <p><i>Dad lives in Madang, so I really <b>value</b> the time I spend with him when he visits us.</i></p>

a b c d e f g h i j k l m n o p q r s t u v w x y z

Author's Notes:

- |  |   |
|--|---|
| <p><b>1</b> Deleted: have a soft spot for</p> <p><b>2</b> Original: I'm going to be a vet because I know I will always love animals.</p> | <p><b>3</b> Original: yoghurt</p> <p><b>4</b> Original: Singapore</p> |
|--|---|

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