

5. Gemimates

1. Double Consonants

Out of the 34 consonants listed in Chapter 3, only $34 - 2 = 32$ can really have independent sounds. Theoretically each consonant can be made to combine with every consonant making it possible to create $32 \times 32 = 1024$ gemimates or two-consonant combinations. Stated differently, the consonant can combine with all the 32 consonants to yield 32 symbols.

Notice the orthography of these double consonants; they are placed one below the other. In this top-down positioning, the bottom consonant, called the secondary or intra-syllabic form, sometimes changes its shape. That is, an entirely new symbol is used to depict the secondary form. (This is analogous to the way the vowels change their shape in the intra-syllabic context.) To stretch the analogy in a different direction, this is somewhat analogous to the upper case and lower case characters of the Roman script used to write English.

For instance, the following equations are valid, where the intra-syllabic forms either appear below the main character or just to the right and below, like a mathematical subscript.

$$+ = \text{ś}$$

$$+ = \text{œ}$$

$$+ = \text{¢}$$

It is best to first learn the shapes of these intra-syllabic forms. The table below summarizes the orthography when the same consonant occurs in the "top" and "bottom" positions. Only the un-aspirated consonants are shown for illustrative purposes. A similar rule applies to aspirated consonants as well.

ś	œ	¢	ɹ	§	©	κ	⌊	°
kka	gga	cca	jja	Ta	DDa	NNa	tta	nna
±	³	μ	¶	»	½	¾	À	
ppa	bba	mma	yya	rra	lla	vva	SSa	ssa

Notice that the rule of transforming the shape of the syllabic form to the intra-syllabic form is not uniform. The consonants that assume a different shape as half-characters are , , , , , , and . For the others, the "head-band" is simply removed.

Now some of the more useful double consonants, especially those obtained by combining with some of the other consonants are listed below.

ś	›	¢	§	⌊	°	±
kka	kkha	kca	kTa	kta	kna	kpa

μ	¶	ì	»	½	À	
kma	kya	kra	kla	kva	ksha	ksa

The other combinations seldom occur.

2. Vocabulary Session

The following words are formed with a CV-CCV-x formation, where the CC in the second position stand for two repeating consonants, one appearing in the CV format and the other in the intra-syllabic format. Read them aloud.

tA-ta grandfather

mA-ma uncle, father-in-law

vA-na rain

pA-Ta song

bA-Ta path

u kA-ya unripe fruit

2.) The following words are of CA-Cu format, that is, a consonant + the long vowel A followed by consonant + the short vowel u.

A μ a-mma mother | š i-kka-Da mother

A ° a-nna brother | i-ppu-Du now

A ° ¶ a-nna-yya brother E š ? e-kka-Da where?

A š a-kka sister E ? e-ppu-Du when?

A š ¶ a-kka-yya sister - ° ka-nnu eye

A 7 a-tta aunt pš mu-kku nose

A ¶ a-yya father ° pa-nnu tooth

A ¶ a-vva grandma š go-TTaM tube

A ° a-nni all ½ pu-vvu flower

° ko-nni some A® a-ddaM mirror

ì gu-rraM horse μ bo-mma picture

¶ bi-yyaM rice À ba-ssu bus

A[Ⓜ] a-ddaM mirror **ᵑ ᵑ** »ku-kka-pi-lla puppy

₩ Da-bbu money **A[Ⓜ]ᵑ** a-ggi-pe-TTi matchbox

3. Simple Sentences

A simple sentence is a complete expression containing a noun or pronoun (or a complete noun phrase) and a verb (or a complete verb phrase). Either of these components can be explicitly expressed or implicitly understood. The nominal component forms the subject of the sentence. The verbal component may include non-verbal elements.

In simple sentences which are neutral (i.e., not emphatic or emotive) in style and emphasis, the subject, where expressed, usually comes first in the sentence:

Example 1

I ?

i-di E-mi-Ti?

This what? (What is this?)

Example 2.

A **ᵑ** E **ᵑ** U ?

A a-mmA-yi e-kka-Da uM-di?

That girl where exists? (Where is that girl?)

Example 3.

ᵑ » U .

pu-sta-kaM ba-lla mI-da uM-di

Book table on exists. (The book is on the table.)

Example 4.

» **ᵑ** U

ba-lla mI-da pu-sta-kaM uM-di

Table on book exists (Book is on the table.)

Example 5.

| š

I rO-ju bA-lu-Du I-kka-Da IE-Du

This day boy here not (Today the boy is not here.)

Example 6.

| š

bA-lu-Du I rO-ju I-kka-Da IE-Du

boy this day here not (The boy is not here today.)

Exercises

1. The following words have “twin-consonants.” Read them aloud and ask an associate to help correct the pronunciation.

- | | | | |
|-----------|--------------|-----------|----------------|
| » ka-lla | falsehood | » ka-llu | palm liquor |
| š ka-TTa | bundle | » pi-lli | cat |
| 𑀓 ka-mma | leaf | » ba-lli | lizard |
| ° ka-nnaM | hole | -» na-lli | bedbug |
| ° ve-nna | butter | » ce-lli | younger sister |
| ° pe-nnu | pen | » ta-lli | mother |
| š pa-kka | bed | 𑀓 mu-kku | nose |
| A š a-kka | elder sister | 𑀓 ce-kku | check |
| š pi-kka | nut | 𑀓 go-yyi | hole |
| š na-kka | fox | 𑀓 nu-yyi | well |
| A 𑀓 a-tta | aunt | 𑀓 ce-tta | rubbish |

2. The following words have non-identical double consonants. Read them aloud and ask an associate to help correct the pronunciation.

- | | | | |
|-----------|-------------|------------|---------|
| 𑀓 ka-rma | fate | 𑀓 rA-jyaM | kingdom |
| œ mA-rgaM | way | » A-mlaM | acid |
| ½ pU-rvaM | a while ago | ī taMDri | father |
| ☛ kha-rcu | expense | 𑀓 dha-rmaM | duty |

A- a-rthaM meaning । sa-mu-draM sea

3. The following sentences have identical double consonants. Read them aloud and ask an associate to help correct the pronunciation.

° nA pe-nnu = My pen

A ॡ ॢ ? a-mma e-kka-Da? = Where (is) mother?

Ū E ॢ ? nA kA-ru e-kka-Da? = Where is my car?

A ॢI-me nA a-kka = She is my sister.

l » ॢ i-llu ka-Tti cU-Du = Build a house and see!

4. Write the following on a ruled paper.

» » » » » »

A» , » , »

l » , » , » , » A»

» » , » , »

E® , ® , ®, A®

l ® , œ

A ½ ½ ½

5. *Toward the end of Section I, the combination of (ka) with some of the other consonants was given. Using that table as a guide, write down the corresponding sequence for the consonants , , and . Make sure you also update the RTS representations in the table.

6. *Write in Telugu script the following verbs shown in RTS.

(a) va-ccu (b) i-ccu (c) te-ccu (d) ti-nu (e) lA-gu (f) cU-cu (g) pA-Du (h) vi-nu (i) a-mmu (j) ko-nu

Appendix

Note on Multi-Consonant Combinations

Combinations of more than two consonants do occur, particularly in Sanskrit words. Words such as ॢ (nishkRti) are sometimes rewritten as ÷ (nish^kRti). This may appear odd at first, but this is more a norm than an exception in other Indian languages. Indeed, Telugu is an exception. For instance, the Telugu word A ॡamma) transliterated into Tamil looks like, in equivalent Telugu, AĪ

(am^{ma}). That is, in Tamil - perhaps to achieve a linear presentation for left-to-right writing convenience - the pure consonant form is placed immediately before the CV form rather than to create a new intra-syllabic form for the consonants. An identical statement holds good for Hindi also. This scheme has an advantage; it is much easier to decide on the position of the word \div in an alphabetical order than that of š .

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