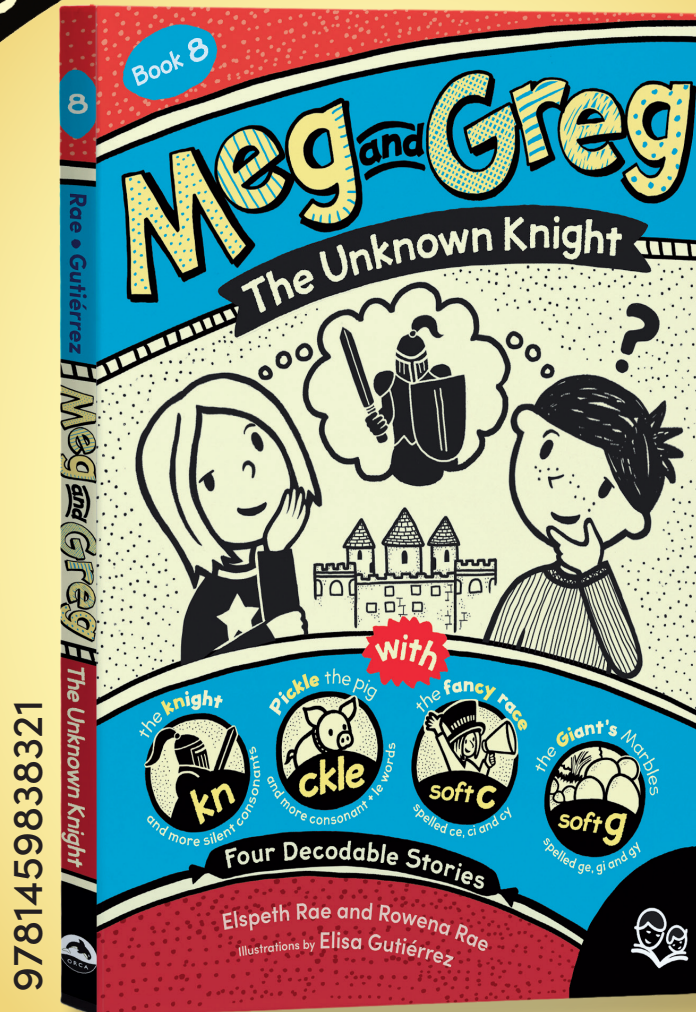


Meg and Greg

The Unknown Knight

Resource Pack



Specifically designed for shared reading, the Meg and Greg books help children of all abilities overcome language-based learning difficulties and achieve reading success.



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megandgregbooks.com

How to read the stories in this book

Adult
or buddy
reader's
text



Kid's
text



Chapter 1

Hidden Under the Rhodo

"Here we are!" Greg's uncle **John** announced as they drove through a set of ornate gates.

Meg read out the **sign** above the gate.

"King's Tower Hostel. Greg, look how amazing this place is!" She poked him in the side.

"Wake up!"

Greg rubbed his eyes. "What? Are we there yet?"

Uncle **John** laughed. "Yes, we are here. Our home for the next few weeks!"

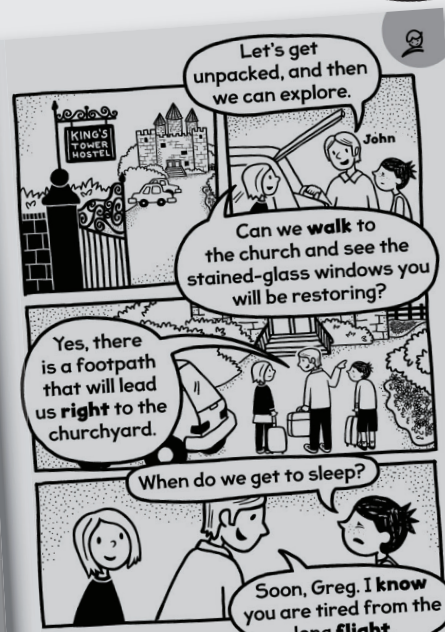
Meg stuck her head out the car window.

"I didn't **know** it would be a real **castle**!"

"We have lots of real **castles** here in England," **John** said, pulling into a parking spot.

12

kn...



13

kn...

Meg and Greg is a series of **decodable** phonics storybooks for children ages 6 to 9 who are learning to read. The stories are designed for shared reading between an experienced reader and a learning reader. This is especially helpful for children learning to read with the added challenge of **dyslexia** or another language-based learning difficulty.

Who are these stories decodable for?

The kid's text in this book is **decodable** by a child who knows:

- basic consonant sounds
- consonant blends
- **short vowels**
- digraphs: *ck, sh, ch, th, nk, ng*
- trigraphs: *tch, dge*
- **r-controlled vowels**: /ar/, /or/, /er/, /air/ sounds
- consonant suffixes: *-ful, -ly, -ment, -s*
- vowel suffixes: *-ed, -en, -er, -es, -est, -ing, -y*
- prefixes: *de-, dis-, ex-, in-, pre-, re-, un-*
- **long vowels**: long *ā*, long *ē*, long *ī*, long *ō*, long *ū* sounds
- gliding vowels: long /oo/, short /oo/, /ow/, /aw/, /oy/ sounds

The stories in this book focus on words with:

- **silent consonants**: *gh, kn, wr* and more
- **consonant+le**: *cle, stle, zle* and more
- **soft c**: *ce, ci* and *cy*
- **soft g**: *ge, gi* and *gy*

The stories also use a few common words that can be tricky to sound out, listed on the right.



Warning!

These little words can be tricky to read.

were

they, their

here, said, your

pull, push, put

Mr., Mrs., Ms.

"scribal o"

New for this book

any, many

one, two

won't, don't

would, could, should

"wa" family
(want, water, etc.)



Some oddities of English explained

Do you know what's tricky about these words?

any, many In these words the vowel *a* has a short ɛ sound, which is unexpected. This pronunciation seems to have started with the local accent in the English Midlands, and it stuck.

here This word is pronounced /hee-er/, which is unexpected. Some people think this word and others like it (*fire, sphere*) are a mixture of a **magic e** and an **r-controlled vowel**.

Mr., Mrs., Ms.

The first two abbreviations are for *mister* and *missus*. The Mr. abbreviation is logical, but the Mrs. abbreviation seems odd because there's no *r* in *missus*. However, *missus* is a contraction of *mistress*, and around 1600 it was abbreviated to Mrs. to refer to a married woman. Many women now prefer to use Ms., which is pronounced /mizz/, as it doesn't indicate their marital status.

one This word is part of the family that includes *only, lonely, alone, none* and *once*. Only *one* and *once* have the /w/ sound, which was introduced in the late Middle Ages and stuck. However, the spelling stayed the same and shows the connection to the rest of the family.

pull, push, put In these words the letter *u* is pronounced like the short /oo/ in *book*. It is unexpected, and learners might need help to remember it.

said This common word is pronounced /sed/. It is the past tense of *say*, but the pronunciation of the vowel team *ai* is unexpected. The expected way would be a long ā sound, as in *pay* → *paid*.

"scribal o" and other short ʊ words. In many words, the letter *o* can be pronounced with a short ʊ sound (*love, son, come*). Some of these words originally had a letter *u* that got changed to the letter *o* by scribes, but not all short ʊ words have this "scribal o" history. We wrote more about these words in Book 7.

their This word is pronounced /th-air/, which is unexpected for this combination of letters.

they This word uses the uncommon **vowel team** *ey*, which in this case is pronounced with a long ā sound. In other cases, *ey* is pronounced with a long ē sound (*key*).



two This word is tricky for new spellers and readers. Apart from the first letter, it doesn't seem to make phonetic sense. But the root of the word *two* is connected to *twelve*, *twenty*, *twin* and *twine*, so the letter *w* stays in the spelling to show this connection and differentiate it from the words *to* and *too*.

"wa" family Words in the "wa" family are pronounced with a short ō sound, which is an unexpected and uncommon pronunciation for the vowel *a* (*water*, *walk*, *want*). Not all *wa* words fit this family (*wag*, *swam*). Also, pronunciation varies depending on your accent, so some readers might be scratching their heads!

were This word is pronounced /wer/. The final silent *e* sometimes

confuses new readers, who treat it as a magic *e*.

won't, don't These words are common contractions for "will not" and "do not." Unlike other contractions, their spelling and pronunciation change in unexpected ways from the uncontracted forms. They are pronounced with a long ō sound.

would, could, should These words have a silent consonant *L* and an unexpected pronunciation for *ou*. It makes the short /oo/ sound as in *book*.

your This word has the three-letter **r-controlled vowel** *our* making the sound /or/. There are only a few words that use *our* in this way (*four*, *pour*).

Tricky words introduced in Books 1-4

a	do, to	of	when
"all" family (ball, small, etc.)	go, no, so	OK	where
as, has	have, give	the	which
be, he, me, we, she	I	was	why
	is, his	what	you

Please refer to megandgregbooks.com for explanations of these tricky words.

Why does English have silent letters?

A silent letter is—as the name suggests—unpronounced when spoken. Silent letters are often present in words for historical or etymological reasons.

The most common silent letter is the vowel *e* at the end of a word, as in *made*, *have*, *please* and *dance*. We wrote about the many different jobs of silent *e* in *Meg and Greg: The Bake Sale* (Book 3).

Silent consonants are much less frequent than the silent *e*. The point of children learning about silent consonants isn't to use any rules or generalizations for reading and spelling them, but to become familiar with the idea of silent consonants and of exploring a word's history. Here are some interesting things about silent consonants:

Some used to have a voice. This is true of many consonant clusters, such as *gn* (*gnat*), *kn* (*knife*), *mb* (*lamb*), *mn* (*mnemonic*), *pb* (*raspberry*), *pn* (*pneumonia*) and *ps* (*psychic*). Linguists theorize that one consonant sound got dropped over time because it's hard to pronounce both of them.

Some give clues to word origin. When scribes started writing down words, there weren't any standard spellings. They simply wrote the sounds people said, so different accents resulted in multiple spellings for the same word. Linguists in the 1500s and 1600s reformed these unpredictable spellings (sometimes incorrectly) by adding letters to link words with their Latin or Greek origin. (At the time, educated people knew these languages.) For example, the word meaning "something that is owed to somebody" is *debt*. "To owe someone" is to be indebted. *Debt* was spelled at least four ways: *det*, *dett*, *dette*, *dyett*. The Latin origin of the word is *debitum*, so linguists added the letter *b* to make the spelling we use today: *debt*.

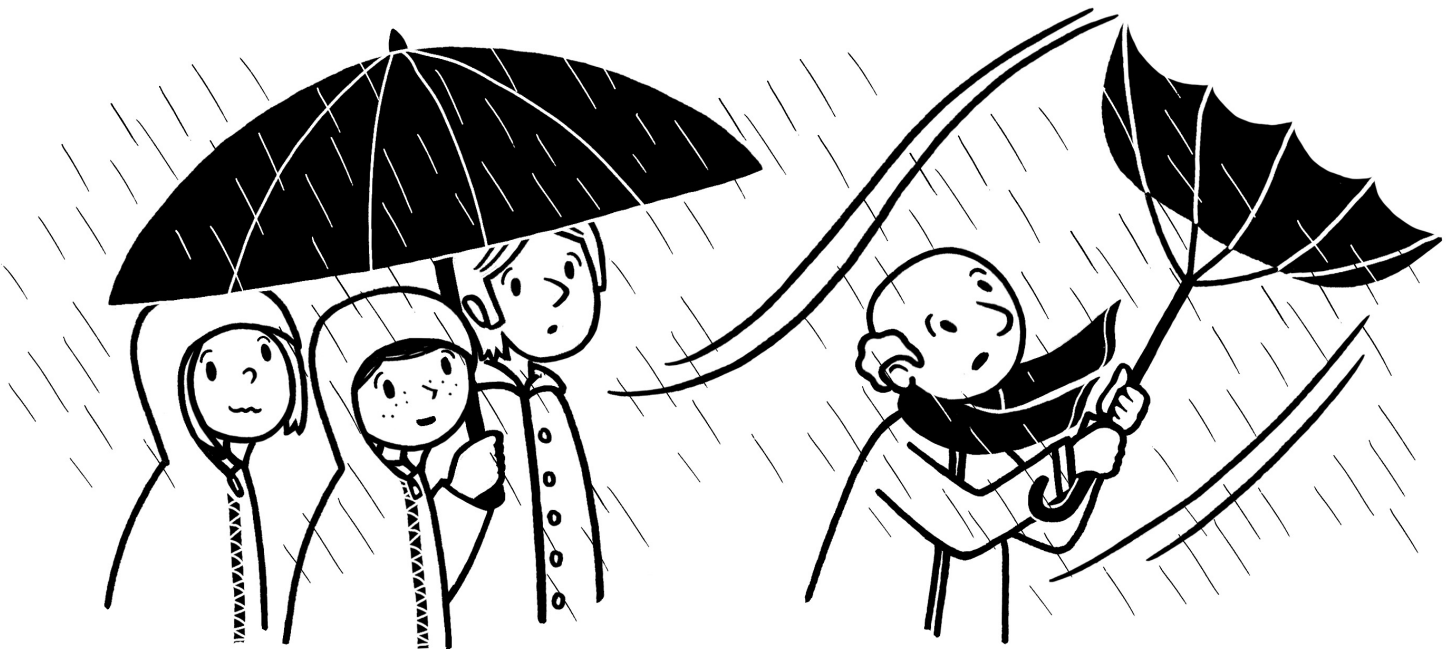
Some show word relationships. Silent consonants can show links between words that share a root. For example, the word *sign* has a silent *g*, but we pronounce the /g/ sound in related words like *signal* and *signature*. The same happens with the word *two* and its relatives *twin*, *twelve* and *twist*.



Some come from other languages. English has borrowed many words from other languages. Italian contributed *ghetto* and *spaghetti*, and Japanese gave us *tsunami*.

Some are just odd! The letters *gh* get a lot of ridicule for their many pronunciations. Think of *ghost*, *rough*, *night* and *hiccough*. Some have explanations: *ghost* had an *h* added to the existing *g* by William Caxton, the first English printer (though it's not clear why he did this). Others stem from linguists trying to put letters to the various sounds made as we force air through different mouth shapes. Over time, some became the /f/ sound while others went silent. *Hiccough* seems to come from the original *hiccup* being associated with *cough*.

Some are protectors. This one isn't a consonant. The vowel *u* appears in words like *guess*, *guest*, *guide*, *guitar*, *disguise* and *guy* as a silent letter. It protects the letter *g* from being pronounced with a /j/ sound dictated by the following vowel—an *e*, *i* or *y*—that often indicates a **soft g**. The soft *g* sound is the focus of story four in this book.



What is the Consonant+le Doubling Rule?

Many **consonant+le** words have a double consonant, like *pebble*, *bottle* and *snuggle*. Others don't, like *stable*, *eagle* and *noodle*. The Consonant+le Doubling Rule helps a child figure out when a word ending with *le* needs a double consonant.

Whether the double consonant is needed or not depends on the sound of the vowel in the syllable prior to the consonant+*le* syllable. If it's a **short vowel**, the syllable needs to have a consonant at the end to make it a **closed syllable**. So it's *mid-dle*, not *mi-dle*. If there's already a consonant, leave it be: *jun-gle*. And if the syllable's sound is a **long vowel**, an **r-controlled vowel** or a **vowel team**, it doesn't need the doubling either. Think of *tri-fle*, *pur-ple* and *stee-ple*.

You can help a child figure out whether or not to double the consonant by counting back three letters from the end of the word and examining the prior syllable. For example, if a child is trying to write *cattle* and they spell it *catle*, get them to count back three letters to isolate the first syllable, *ca-*. That's an **open syllable**, so it would be pronounced /cay/. Is the word said "cay-tle"? No, but add an extra *t* to that first syllable to make it a closed syllable, and the word becomes *cat-tle*.



About the *Meg and Greg* stories

Who are the *Meg and Greg* stories for?

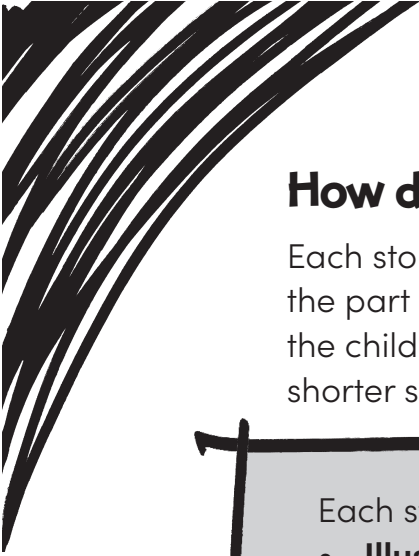
These **decodable** stories are for all children who are learning how to read, and they are especially helpful for children who have **dyslexia** or another language-based learning difficulty. All children benefit from learning English incrementally, so the *Meg and Greg* stories introduce one concept at a time, with each story building on the previous ones.

We wrote the stories for learning readers who are ages 6 to 9 (approximately grades 2 to 4), which is a little older than when many kids start learning to read. These slightly older learners can understand and appreciate more complex content, but they often need it written at a lower reading level. You might see this concept described with the term *hi-lo*.

To make a hi-lo concept work for children who are emerging readers, we designed the *Meg and Greg* stories for shared reading. A buddy reader—an adult or other confident reader—shares the reading with the child who is learning. Each story has five short chapters and is ideal for use in one-on-one or small-group reading sessions.

In this book, the eighth in the *Meg and Greg* series, the learning reader continues to read some of the story text in prose instead of speech bubbles so they can practice reading longer passages. The text for the learning reader continues to be decodable for a child who has learned and practiced the concepts introduced in the first seven *Meg and Greg* books.





How does shared reading work?

Each story has several layers of text so that an adult or buddy reads the part of the story with more complex words and sentences, and the child reads the part of the story with carefully selected words and shorter sentences.

Each story has:

- **Illustration labels** for a child just starting to read or feeling overwhelmed at reading sentences. The labels are single words or short phrases and contain the story's target letters as often as possible.
- **Kid's text** for a child who has mastered the basic consonant sounds (including consonant blends), **short vowel** sounds and the concepts introduced in the seven previous books (Book 1: *ck, sh, ch, th*; Book 2: *nk, ng, tch, dge*; Book 3: *a-e, e-e, i-e, o-e, u-e*; Book 4: */ar/, /or/, /er/, /air/*; Book 5: suffixes *-ed, -en, -er, -es, -est, -ful, -ing, -ly, -ment, -s*; and prefixes *de-, dis-, ex-, in-, pre-, re-, un-*; Book 6: long *ā, long ē, long ī, long ō, long ū*; Book 7: long */oo/, /ow/, /oy/, /aw/*, short */oo/*).
- **Kid's text** that always appears on the right-hand page when the book is open to a story. We also used kid's text for all story and chapter titles. As we created the stories, we bound ourselves to a set of rules that controlled the words we were "allowed" to use in the kid's text to make it **decodable**. If you're interested in these rules, they are listed on our website (megandgregbooks.com).
- **Adult or buddy reader's text** that always appears on the left-hand page when the book is open to a story. The buddy text uses longer sentences, a wider vocabulary and some letter combinations that the beginning reader has likely not yet learned, but it avoids very difficult words.

A child who is a more advanced reader and needs practice with the target concept can try reading all three layers of text in the story.



Are there any tips for buddy readers?

Yes! Try these ideas to help the child you're reading with:

- Keep the list of tricky words handy for the child to refer to when reading. Be patient! The child may need help each time they encounter a tricky word, even if they just read the word in the previous line of text.
- Before starting a story, have the child read the story title and each chapter title (in the table of contents). Ask them to predict what the story might be about.
- Before starting a story, write down a list of all the words the child might not be familiar with and review them together.
- Before you read a page of buddy text, have the child point out all the words with the target concept on the left-hand page of the open book.
- After reading each chapter, have the child speak or write one sentence that uses some of the words from the chapter. Some children might like to draw a picture.

Do the stories use “dyslexia-friendly” features?

Yes. As well as the language features throughout the story, we used design features that some people find helpful for reading:

- The font mimics as closely as possible the shapes of handprinted letters. Children begin by learning to print letters, so we think it is important for the letter shapes to be familiar. For example, a child learns to print *a* not *ɑ* and *g* not *g̃*.
 - The illustration labels are printed in lowercase letters as much as possible because children often learn to recognize and write the lowercase alphabet first. A beginning reader may be less familiar with the uppercase letter shapes.
 - The spaces between lines of text and between certain letters are larger than you might see in other books.
 - The kid's text is printed on shaded paper to reduce the contrast between text and paper.
-
-
-
-

silent consonants pictogram

Use the code to figure out the answer to this joke.

Why didn't the knight know
the **ghost** was at the **castle** door?

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

☯ ☺ ◐ ▯ ▸ ▹ ⊗ ▽ ○ ⌵ △ ♥ ≋

◻ ◼ ★ ◊ ▽ ▹ ◼ ⊗ ♀ ◼ ,

⊙ ♀ ☺ ▹ ⊗ ◀ ↑ ◀ ☯ ⊗

♀ ◊ ○ ◼ ● ☯ ▽ ★ ● ✱ ◼ ▹

⊗ ☺ ● ☯ ☺ ★ ● ⌵ ↑ ⊗ ♀ !

silent consonants **word search**

Find the words listed below in the puzzle.

Words are hidden → and ↓.

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

autumn

crumb

design

gnash

gnome

honest

kneel

knife

lamb

rhinoceros

rhubarb

spaghetti

thumb

wrap

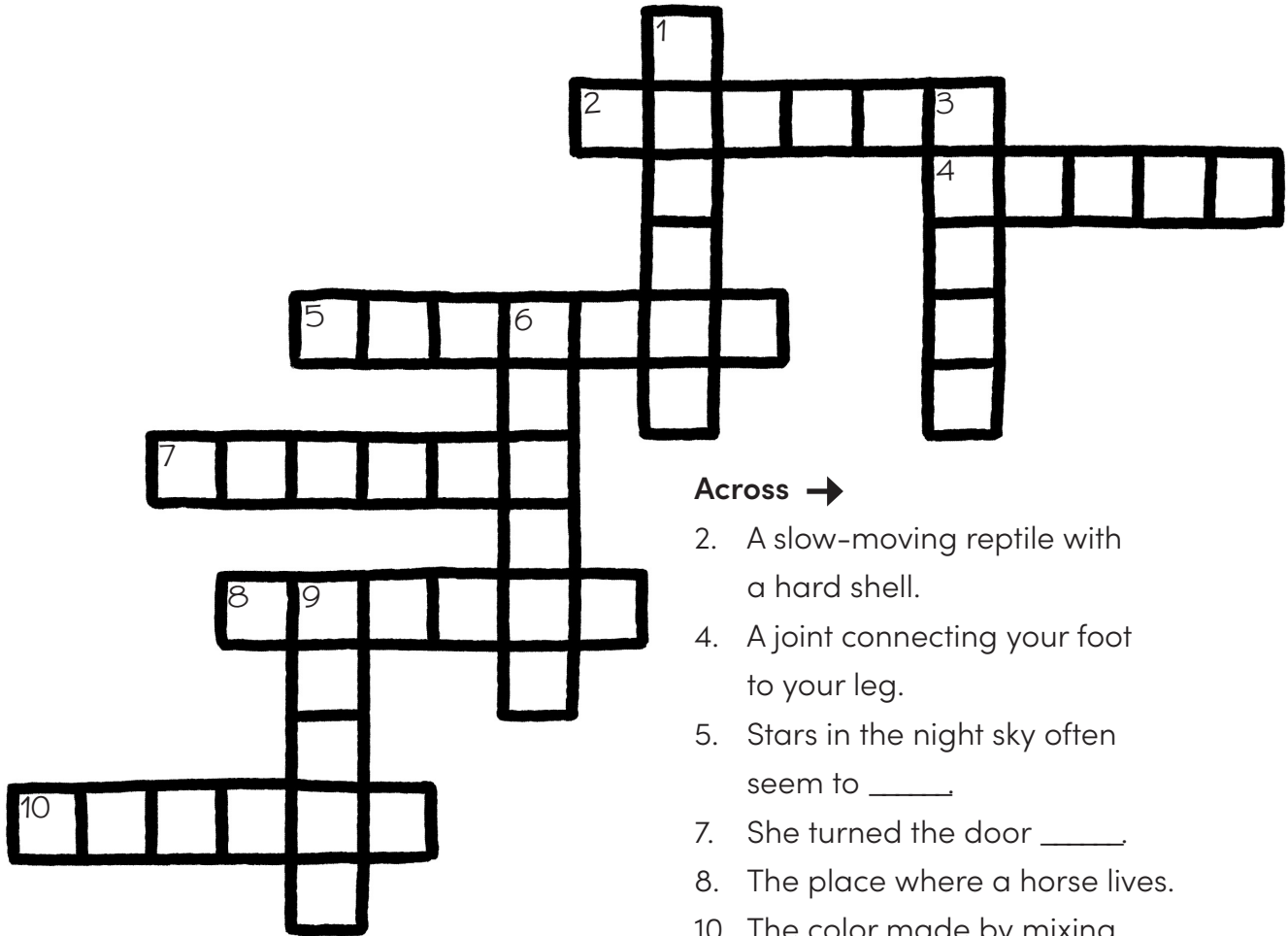
wring

wrist

wrong

wrote

consonant+le crossword



Across →

2. A slow-moving reptile with a hard shell.
4. A joint connecting your foot to your leg.
5. Stars in the night sky often seem to ____.
7. She turned the door ____.
8. The place where a horse lives.
10. The color made by mixing red and blue.

Down ↓

1. A forest with jaguars, toucans and monkeys.
3. A large, strong bird of prey.
6. To sew, use a ____ and thread.
9. He set the dinner ____ for ten people.

consonant+le single or double?

Spell the word for each picture.

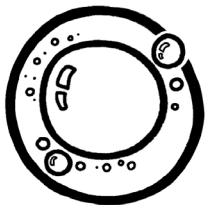
Hint: Don't forget the Consonant+le Doubling Rule.







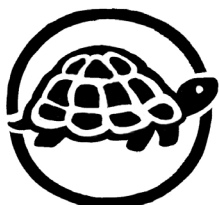














soft c

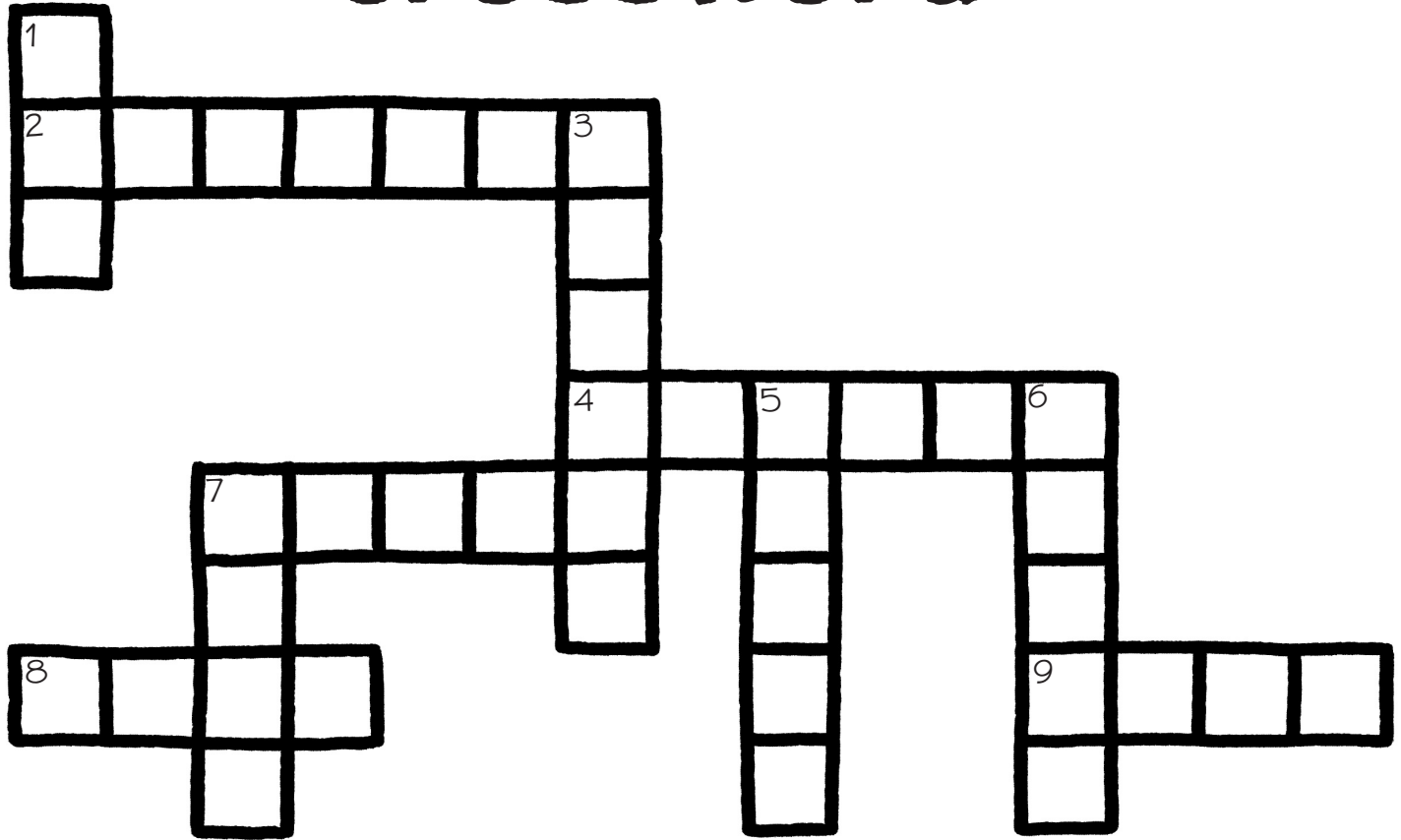
which sound is it?

Spell the words on this page. Make sure you spell them in the correct column. Some have a hard c (*cat*) and some have a soft c (*centipede*).



hard c	soft c
	

soft c crossword



Across →

2. What giant has a single round eye?
4. Oranges, lemons and limes are all _____ fruits.
7. To move in time with the music.
8. Where are your eyes, nose and mouth?
9. A word for a very big town.

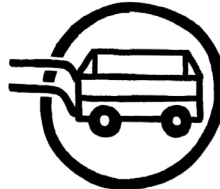
Down ↓

1. When water freezes, it turns to _____.
3. Cinnamon and nutmeg are both _____.
5. To do something two times is to do it _____.
6. The rocket flew into outer _____.
7. Six-sided cubes used for games.

soft g

which sound is it?

Spell the words on this page. Make sure you write them
in the correct column. Some have a hard *g* (*goat*)
and some have a soft *g* (*giraffe*).



hard g	soft g
	

soft g

fill in the blanks

Complete these sentences by filling in the blanks with a soft g word.

1. If animals make you sneeze, you might be _____ to them.
2. A formal way of saying sorry is to _____.
3. A box holding something delicate has _____ written on it.
4. _____ is a country famous for its pyramids.
5. Something very, very large or huge is also called _____.
6. It's fun to make and decorate a _____ bread house.
7. A scientist who studies prehistoric times is a _____.
8. Pulling a rabbit out of a hat is a _____ trick.
9. A tall, strong person, often in fairy tales, is a _____.
10. A person you don't know is a _____.
11. Meg, Greg and Lizzy climb a spiral staircase on _____ 64 of this book.
12. To put something under water is to _____ it.



List of words containing silent consonants

This list has words with a consonant cluster where one of the two consonants is silent. We also include the consonant *h*, which isn't part of a cluster, but is silent in words like *honest*.

* The starred words appear in *The Unknown Knight*, the first story in Book 8 of the Meg and Greg series.

gh

aghast
dinghy
Ghana
ghastly*
ghee
gherkin
ghetto
ghost*
ghoul
spaghetti*

gn

align
assign
benign
campaign
cologne
consignment
cosign
design*
designer
foreign
gnarl
gnash*
gnat
gnaw*
gnocchi
gnome*
reign
resign
sign*

kn

doorknob*
knack
knapsack
knave
knead
knee
kneel*
knelt*
knew*
knickers
knickknack
knife*
knight*
knit
knives
knob
knock*
knoll
knot
know*
knowledge
known
knuckle*
unknown*

lk

balk
chalk
stalk
talk
walk*

mb

bomb
climb*
comb*
crumb*
dumb
lamb*
limb*
numb
plumber
thumb*
tomb*
womb

mn

autumn*
column*
condemn
hymn*
solemn*
solemnly

rh

rhinestone
rhinoceros*
rhizome
Rhode Island
Rhodes*
rhododendron*
rhubarb*
rhyme
rhythm
rhetoric

wr

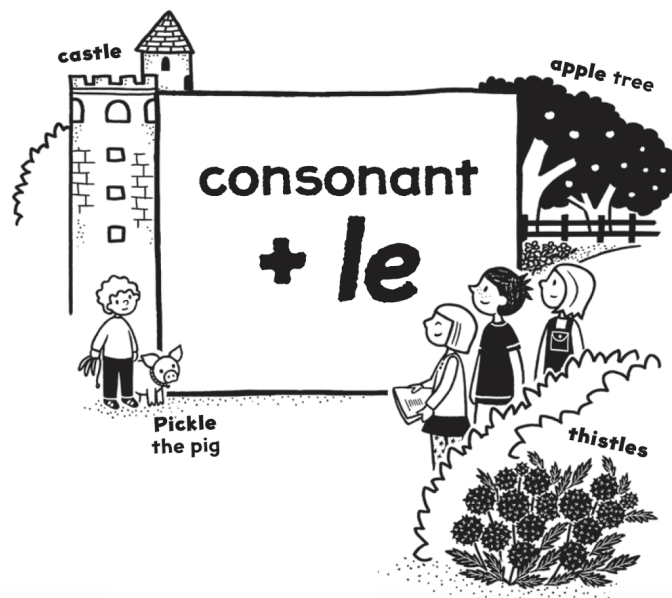
wrack
wrangle
wrap*
wrath
wreath
wreck
wren*
wrench
wrestle
wretch
wriggle
wring
wrinkle*
wrist*
write*
written*
wrong*
wrote*
wrung*

st

bustle
castle*
fasten
hasten
listen*
moisten
often
rustle
soften
thistle
whistle

h

heir
heirloom
honest*
honor
hour
John*
oh*
silhouette
herb
vehicle



List of words ending with a consonant+le syllable

This list has words in which the final syllable is spelled with one or two consonants plus the letters /e. This is called a consonant+le syllable or a CLE syllable.

* The starred words appear in *A Puzzle, a Riddle and a Pickle in a Castle*, the second story in Book 8 of the Meg and Greg series.

b+le	c+le	ck+le	d+le	f+le	g+le	k+le	p+le	st+le	t+le	z+le
able*	article	buckle	bundle	baffle*	angle	ankle*	apple*	bristle	battle	bedazzle
amble*	barnacle	cackle	candle*	muffle*	beagle	crinkle	couple*	bustle	beetle	dazzle
babble	bicycle	chuckle*	cradle	raffle	bugle	sprinkle	crumple	castle*	bottle*	drizzle*
bramble	circle	crackle	cuddle*	rifle	bungle	tinkle	dimple	hustle	brittle	fizzle
bubble*	cubicle	fickle*	dawdle	ruffle	dangle	twinkle*	example*	jostle	cattle	frazzle
crumble*	cuticle	freckle	doodle*	scuffle	eagle*	wrinkle*	grapple	mistletoe	chortle	frizzle
dabble	icicle	heckle	dwindle	shuffle*	gaggle		maple*	nestle	fettle	grizzle
double*	miracle	knuckle*	fiddle*	sniffle	gargle		people	rustle	hurtle	guzzle
fable	motorcycle*	pickle*	handle*	stifle	giggle*		pimple	thistle*	kettle*	muzzle
feeble	obstacle	pickleball	huddle*	trifle	gurgle		purple*	whistle	little*	nozzle
fumble	oracle	prickle*	kindle	waffle	haggle		ripple	wrestle	mettle	nuzzle
gobble	particle	shackle	meddle		jingle		rumple		nettle	puzzle*
grumble*	pinnacle	sickle	middle*		joggle		sample		rattle*	razzle
hobble	recycle	speckle	muddle		jungle*		simple*		settle	sizzle
jumble	spectacle	tackle	needle*		mingle		staple		shuttle	swizzle
marble*	tentacle	tickle*	pooodle*		niggle		steeple		skittle	
mumble*	treacle	trickle	puddle*		rectangle*		supple		spittle	
nimble	uncle*		riddle*		snuggle*		temple		startle*	
possible*	vehicle		saddle		squiggle*		topple		throttle	
ramble*			straddle		straggle		trample		turtle*	
scramble*			swaddle		struggle*		triple		whittle	
scribble					tangle*					
stable*					toggle					
stumble					triangle					
table*					waggle					
tremble*					wiggle*					
tumble					wriggle					
wobble*										



List of words with a soft c

This list has words with the consonant c pronounced with a /s/ sound.

* The starred words appear in *The Fancy-Dress Race*, the third story in Book 8 of the Meg and Greg series.

ce

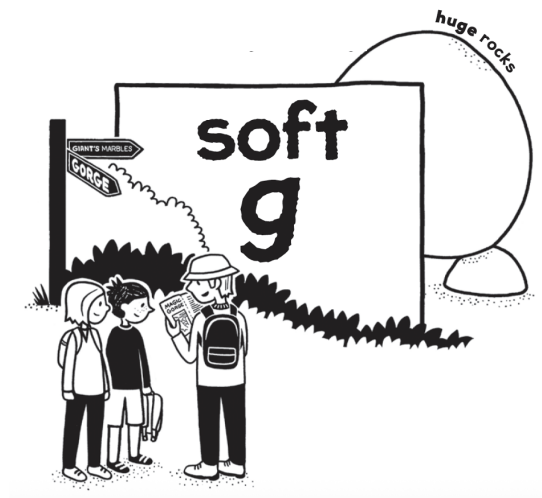
absence	nice*	scene
accept	notice	scenic*
access	office*	scent
ace	once*	science
adjacent	ounce	sentence
adolescent	pace*	service
advance	parcel	silence*
advice	peace	since
Alice*	place*	sincere
announce*	pounce	slice
announcer*	practice*	solstice
balance*	price	sorcery
bounce	prince	space*
brace	princess	spice*
cancel	procedure	splice
Cecil*	proceed	spruce
cedar	pronounce	succeed
celebrate	race*	success*
celery	receive*	surface*
cell	recent	tolerance
cellular	recess	trace
cement	reference	transcend
cemetery	residence	triceps
census	retrace*	truce
licence	rhinoceros*	twice*
magnificent*	rice	vacancy
mice*	romance	vaccinate
mince	scenario	voice*
miscellaneous		wince*

ci

accident	encyclopedia
acid	excite*
anticipate	exercise*
biceps	fascinate
bicycle	icicle
Cecil*	incident
cider*	merciful
cigar	pencil*
cilantro	placid
Cindy	precipitation
cinnamon	precise
circle*	racism
circus*	racist
citizen	reciprocate
citric	recite
citrus*	science
city*	scissors
civic	specific
civilize	stencil
coincide	
concise	
decide	
disciple	
discipline	

cy

advocacy
agency
bicycle*
cycle
cyclist
cyclone*
cyclops*
Cypress
democracy
fancy*
infancy
Lucy
mercy
Nancy*
policy
pregnancy
privacy
recycle*
Tracy
tricycle*
unicycle*



List of words with a soft g

This list has words with the consonant g pronounced with a /j/ sound.

* The starred words appear in *A Day at Magic Gorge*, the fourth story in Book 8 of the Meg and Greg series.

ge

agent	energetic	German	refuge
angel*	engage	germinate	revenge
arrange	enlarge	gorge*	Roger*
binge	enrage	gouge	scavenge
bulge	exchange	hinge	siege
cage*	forge	huge*	singe
challenge*	fridge*	indulge	splurge
change*	fringe	knowledge	stage*
charge	gauge	large*	strange*
congest	gel	ledge*	stranger*
cringe	gelatin	legend*	submerge*
danger*	gender	lounge	suggest
derange	general*	manage	syringe
digest	generate	merge	tinge
diligent	genius	orange*	tragedy
discharge	gentle*	oxygen	twinge
disengage	genuine*	page*	urge
diverge	geography	plunge	urgent*
edge*	geologist	rage	verge
emerge	George	range*	wage
emergency*			

gi

agile	giraffe*
agility	hygiene
allergic *	imagine*
apologize*	logic*
bungie	magic*
contagious	margin
digit	origin
digitize	original*
eligible	paleontologist*
engine	regiment
engineer	region
fragile*	religion
fugitive	strategic
giant*	surgical
gibberish*	tragic
gigantic*	vigilant
ginger*	

gy

allergy
biology
clergy
Egypt
Egyptian*
energy*
geology*
gym*
gymnast
gypsy
stingy
synergy
trilogy
zoology