

# MAGIC CORKS

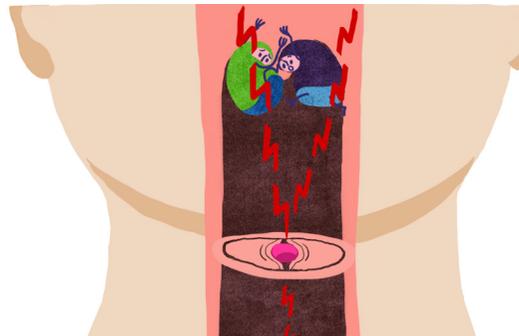
(noise reduction tool)



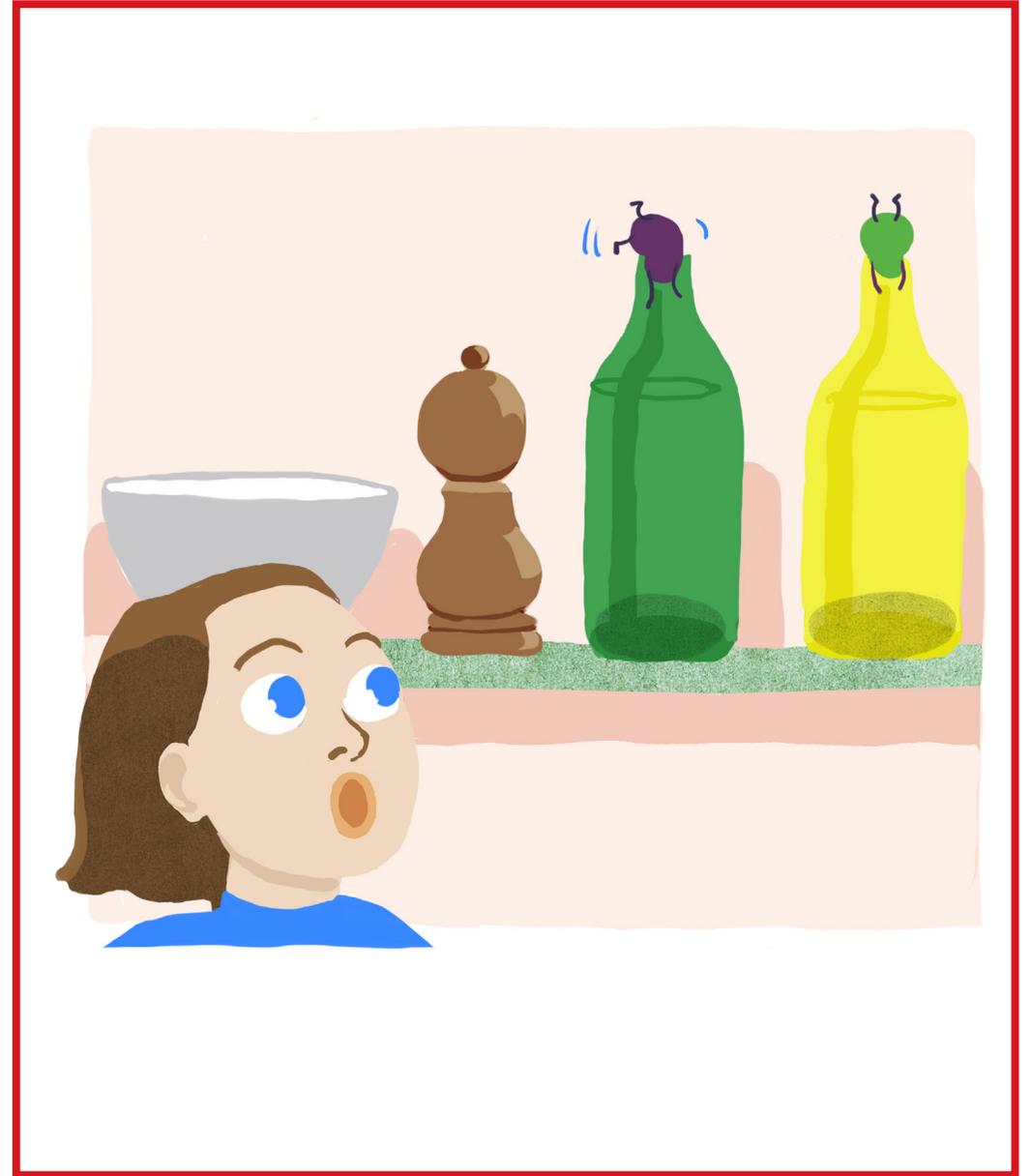
Special version for teachers and parents



**USE YOUR VOICE  
BUT DON'T MAKE NOISE**



The title: Use your voice but don't make noise  
Author: Valdís Ingibjörg Jónsdóttir PhD, Iceland  
Co-authors: Leena Rantala PhD, Finland and Anita McAllister PhD, Sweden  
Illustrations: Sallamari Rantala, Finland  
Graphic design: Guðrún Hrönn Jónsdóttir, Iceland  
Proofreading: Jon Godman, England  
Supported by a grant from NORDplus in 2016



# Chapter I: The magic corks Quirky Cork and Corky Cork get acquainted and meet a nice woman.

When reading aloud pay attention on how to use the tone of your voice for: **puffs - groans - surprise in her voice.**



A kind-looking woman walked into her kitchen.

She heard tiny strange *puffs* and *groans* coming from a kitchen shelf, like someone very small was struggling with something. What could it be? On the shelf, there was a sugar bowl, a box of pepper and two bottles.

The woman looked at the shelf in amazement. "What on earth is going on here?" she said, with *surprise in her voice*.



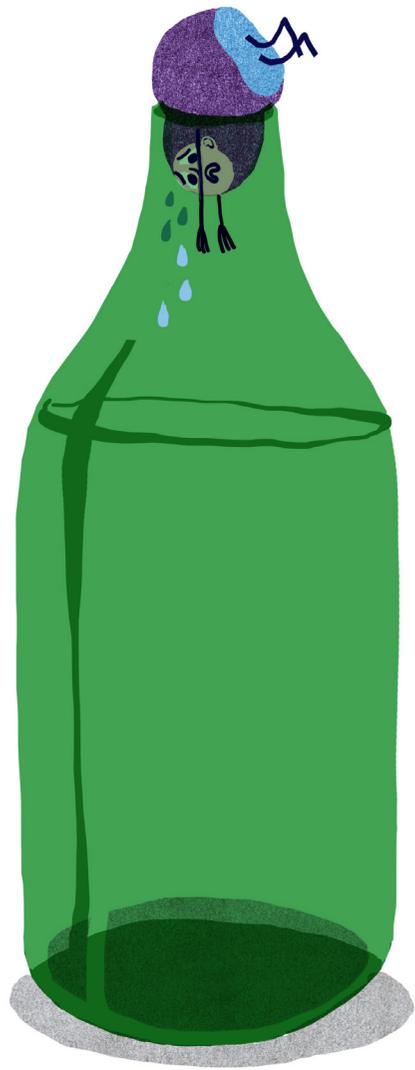
Ask the children to imitate **puffs** and **groans**.





The noises seemed to come from the bottles. Looking closely, it could be seen that the cork of one of the bottles was moving. The little cork had arms, legs and a face, and was clearly alive! The cork turned first to the right, then to the left, and then backwards and forwards.

Ask the children to **move to right, left, backwards** and **forwards**.



When reading aloud pay attention on how to use the tone of your voice for: **puffed**.



"Puff, puff, puff, this is awfully tight," the cork *puffed*. "Awfully tight, indeed."

Ask the children to do some **puffs**.



When reading aloud pay attention on how to use the tone of voice for: **a little voice - firmly - timidly.**



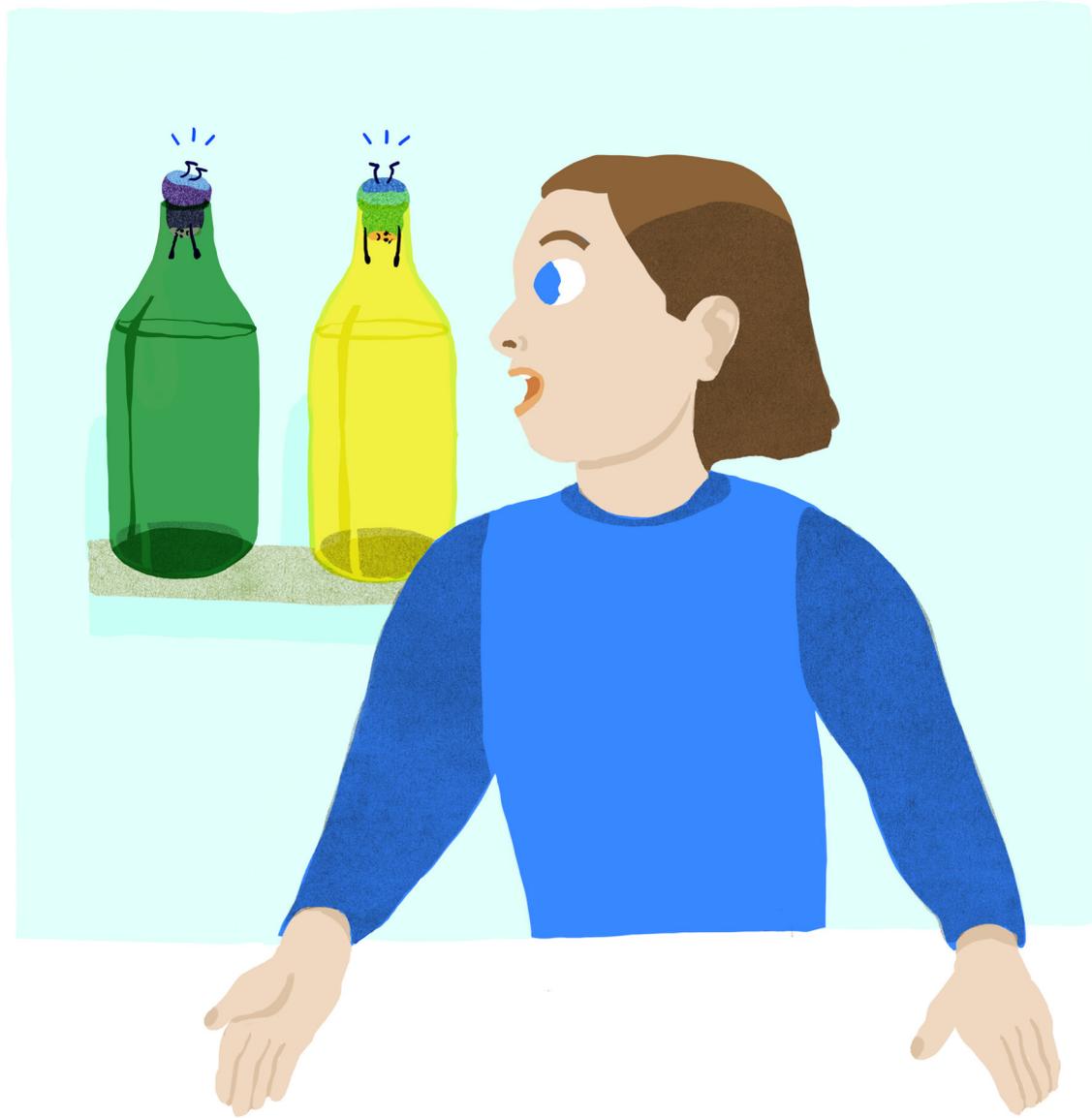
Then the woman heard another little voice from the other bottle. *The little voice* said: " I agree. What is your name?"

"My name is Quirky Cork and I am a magic cork!" Quirky Cork said *firmly*.

"And what is your name?"

"My name is Corky Cork and I am a magic cork too," said the other cork *timidly*.

Ask the children to say "good morning" with **a little voice**.



When reading aloud pay attention on how to use the tone of voice for: **in amazement.**



The woman said *in amazement*: "Oh dear, talking magic corks. This I have never seen before. But how come you haven't freed yourselves, since you are after all magic corks?"



When reading aloud pay attention on how to use the tone of voice for: **enraged** - **sadly** - **whimper** - **friendly** - **firmly**.



"Us magic corks, we have to be able to bounce around to be able to say the magic rhyme. Somebody thought I was just a plain ordinary cork and shoved me the wrong way into this bottle, so now I can't bounce about," Quirky Cork answered, *enraged*.

"Somebody also found me and did the same to me, and if I can't free myself then I can't do my magic and will have to stay here forever," said Corky Cork *sadly*, and he started to *whimper*.

"Shall I help to set you free?" said the *friendly* woman.

"No, thank you," said Quirky Cork *firmly*. "We must do this ourselves. Stop whimpering, my dear Corky Cork. We shall just try a bit harder to free ourselves."



Ask the children to do some **whimpering**.



When reading aloud pay attention on how to use the tone of voice for: **cry - hiccup - comfortingly**.



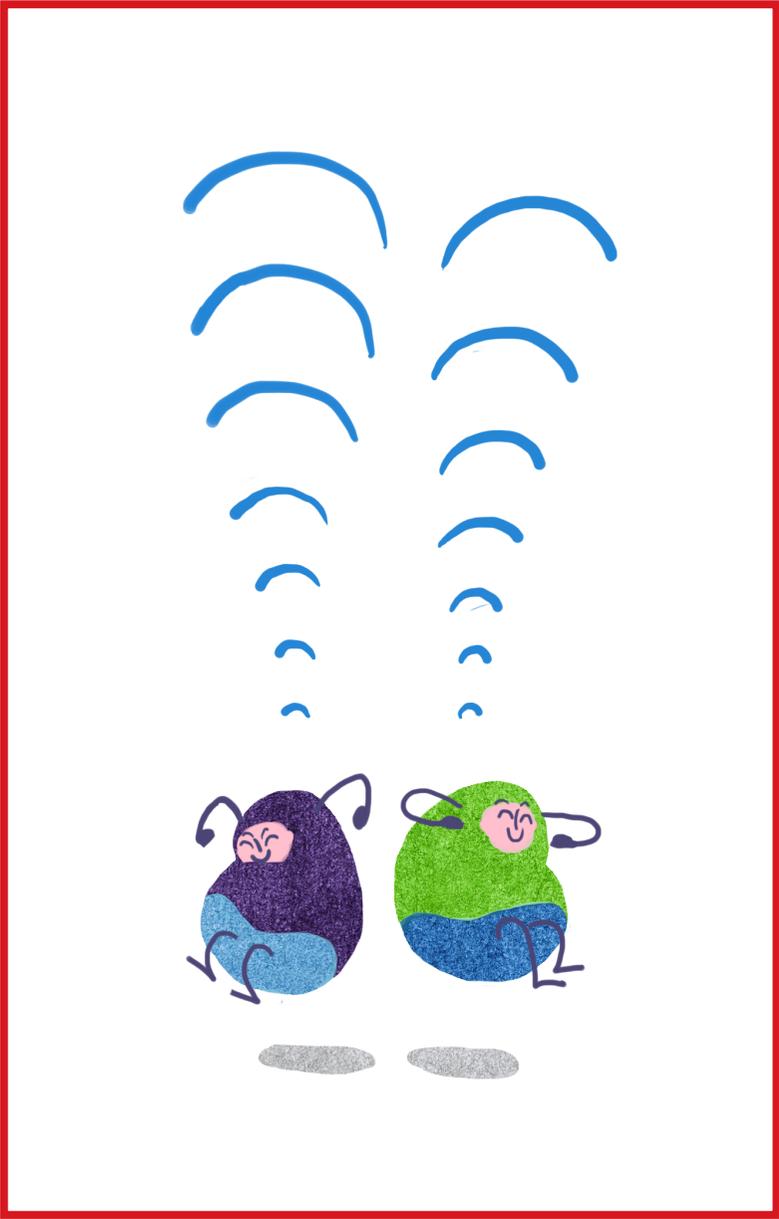
They struggled for a long time to get themselves free. "Oh," Corky Cork said, and he started to **cry** and **hiccup**. "We will never free ourselves."

"Please don't cry, my dear Corky Cork," said Quirky Cork **comfortingly**. "We can do this."

Then there was a "pop" sound and suddenly the two magic corks freed themselves from the bottles and landed on the table.



Ask the children to make "**pop**" sounds with their lips. Then ask them to do some **hiccups** and some **crying**.



When reading aloud pay attention on how to use the tone of voice for: **happily - surprise in her voice.**



"Wow, that's better," said Quirky Cork *happily*. "We are free from the bottles!  
Let's try some bouncing about and saying our magic rhyme:  
*"Bin, ban, bun. Life is such great fun. Shorter and shorter we will become."*

And all of a sudden, the corks became tiny, like little flies.

"Hey there," said the woman with *surprise in her voice*, "this is a surprise.  
You have become so very small I can hardly see you. Can you become bigger?"



Ask the children to say **the rhyme** and **sway from side to side** and **make themselves small.**



When reading aloud pay attention to how to use the tone of voice for: **happily - with fear in her voice - reassuringly - laughed - hesitantly**



"No problem," said Corky Cork *happily*.

*"Bin, ban, bun. Life is such great fun. Bigger, bigger, bigger we will become."*

And the corks grew bigger and bigger and became as tall as the woman.

"Oh, oh" said the poor woman, *with fear in her voice*. "Now I am starting to be a little afraid of you two."

"We don't want that," said the corks *reassuringly* and hurried to make themselves small again.

"Yes, this is better. Now you are once more just like regular corks," said the woman and *laughed*, "but where do you live?"

Quirky Cork and Corky Cork looked at each other. "Well, that is the problem," said Quirky Cork *hesitantly*. "We don't know."



Ask the children to say **the rhyme, rock themselves** and **make themselves big**.



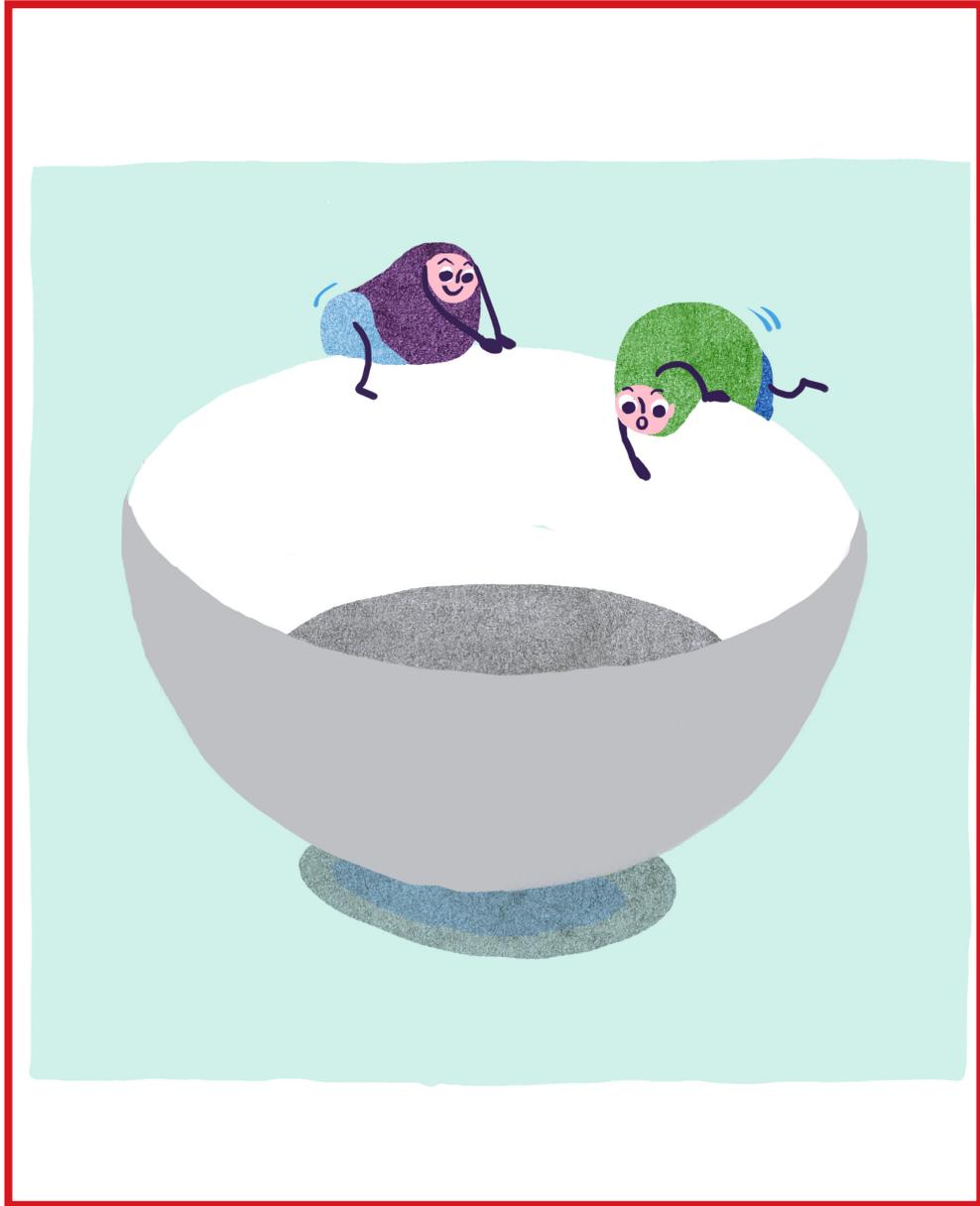
When reading aloud pay attention to how to use the tone of voice for: **friendly - relieved.**



"Do you maybe want to stay in my nice white bowl?" said the woman in a *friendly* voice.

"Oh, yes," said Corky Cork and you could hear in his voice how *relieved* he was.

"Thank you ever so much, kind woman."



When reading aloud pay attention on how to use the tone of voice for: **happily - sleepily - snore.**



The little corks climbed into the bowl. "This is a lovely home, my dear Quirky Cork," said Corky Cork *happily*. "We shall stay here forever."

"Yes" said Quirky Cork *sleepily*. "But now we shall get some sleep as this has been so very tiring."



And the little corks fell sound asleep in their new home and soon started to *snore*.

Ask the children do some **snoring**.



## Chapter II: The voice in a naughty boy.

When reading aloud pay attention on how to use the tone of voice for: **shouting aggressively - shouting - hoarse - shouting - scream - in an upset voice - curious.**



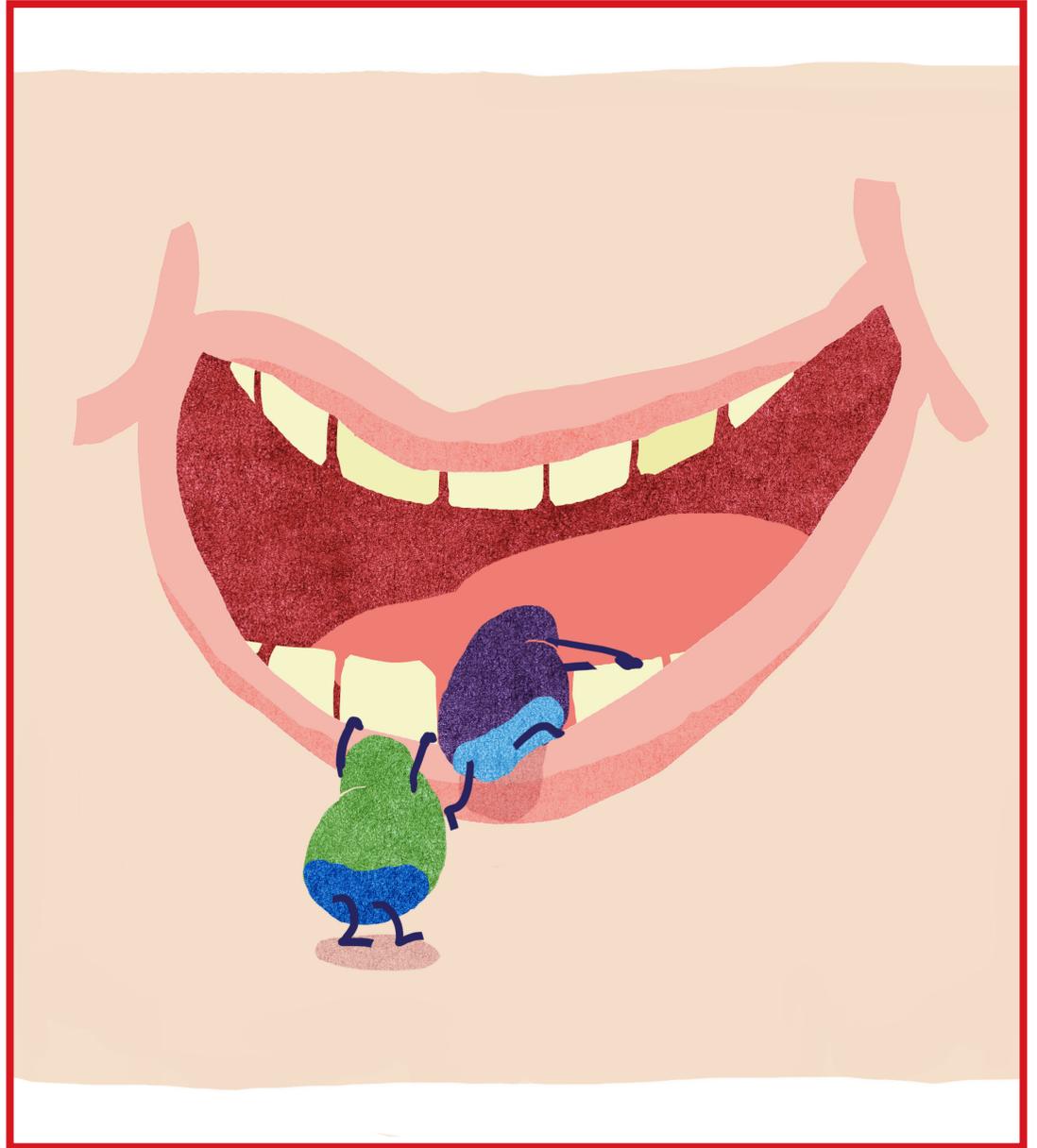
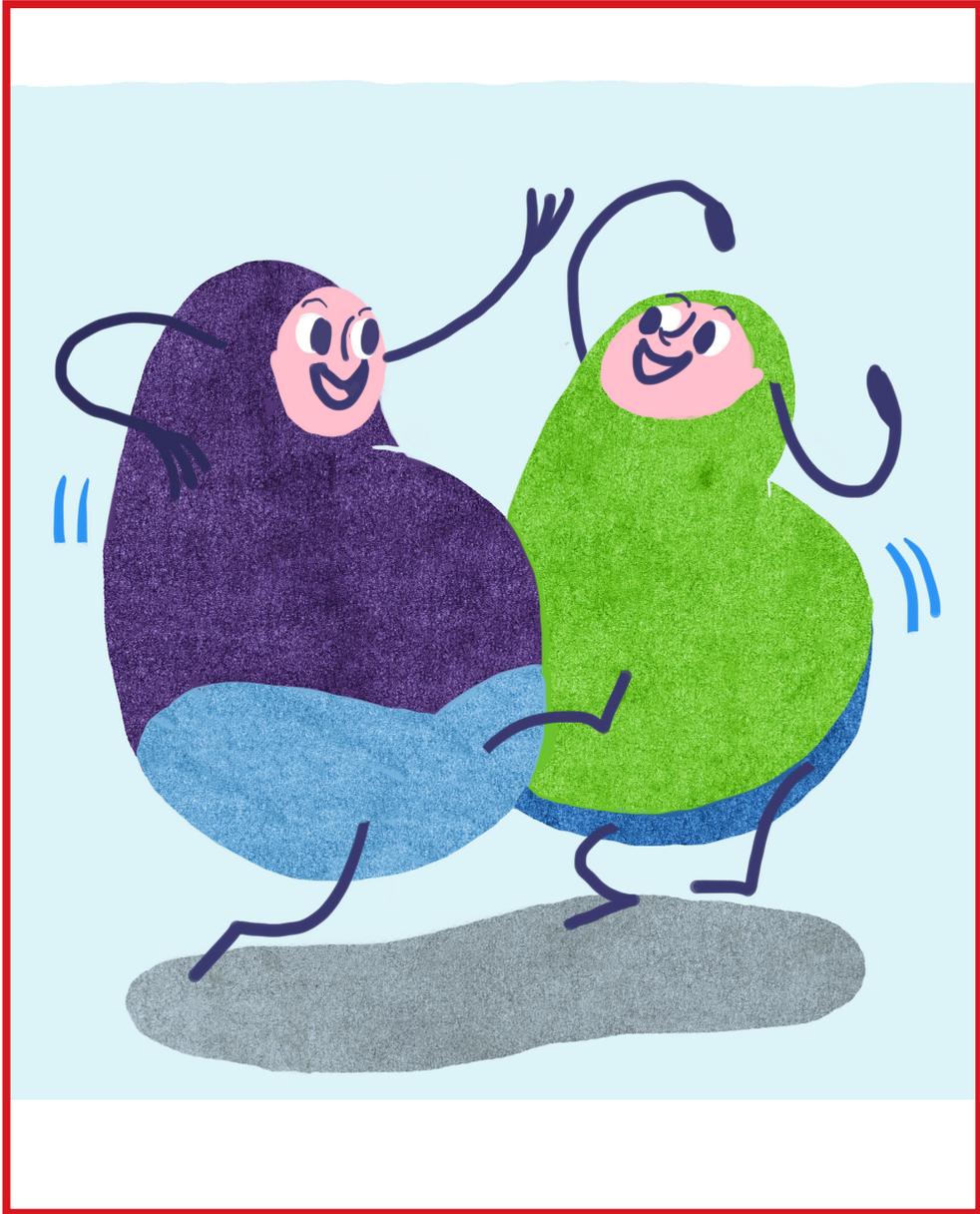
The next morning the little corks were woken up by a lot of noise. They took a peek over the brim of the bowl and saw a boy *shouting aggressively*: "I do not want to eat healthy food, I don't like it, and I don't want to brush my teeth either, I can't be bothered." He kept on *shouting* and *shouting*.



"Look at the boy there. Can you hear how *hoarse* he is, and now he starts to *shout* and *shout*. I wonder why he is doing that. He doesn't need to *scream*, nobody is doing anything to him," said Corky Cork *in an upset voice*.

"Let's make ourselves small and climb up into his mouth and see why he is so *hoarse*. There must be something wrong with his sound machine," Quirky Cork said, and you could hear from his voice how *curious* he was.

Ask the children to say "good morning" with a **hoarse voice** and then with a **normal voice**.



When reading aloud pay attention on how to use the tone of voice for: **shouted - cheerfully.**



The little corks said their magic rhyme.

*"Bin, ban, bun. Life is such great fun. Smaller, smaller, smaller we will become".*

The corks danced and rocked themselves and became tiny like flies.

"Look, the boy is missing a front tooth so it should be easy to get into his mouth."

**shouted** Corky Cork **cheerfully.**



And the little corks hurriedly climbed into the boy's mouth when he had finally quietened down.

Ask the children to say **the magic rhyme** and do some **dancing** or **swaying from side to side** and **make themselves small.**



When reading aloud pay attention on how to use the tone of voice for: **annoyed - curiously - wisely - harrumphed.**



"Yuck, it smells horrible in here," Quirky Cork said. His voice sounded *annoyed*.

"Do you know why that is?" Corky Cork said *curiously*.

"Yes, I think I do know," Quirky Cork said *wisely*. "This boy doesn't brush his teeth, and look, there's some food stuck between his teeth."

"And that's not all, two of his molars are starting to rot! That's awful."  
Corky Cork *harrumphed*.

Ask the children do some **harrumphing** sounds.



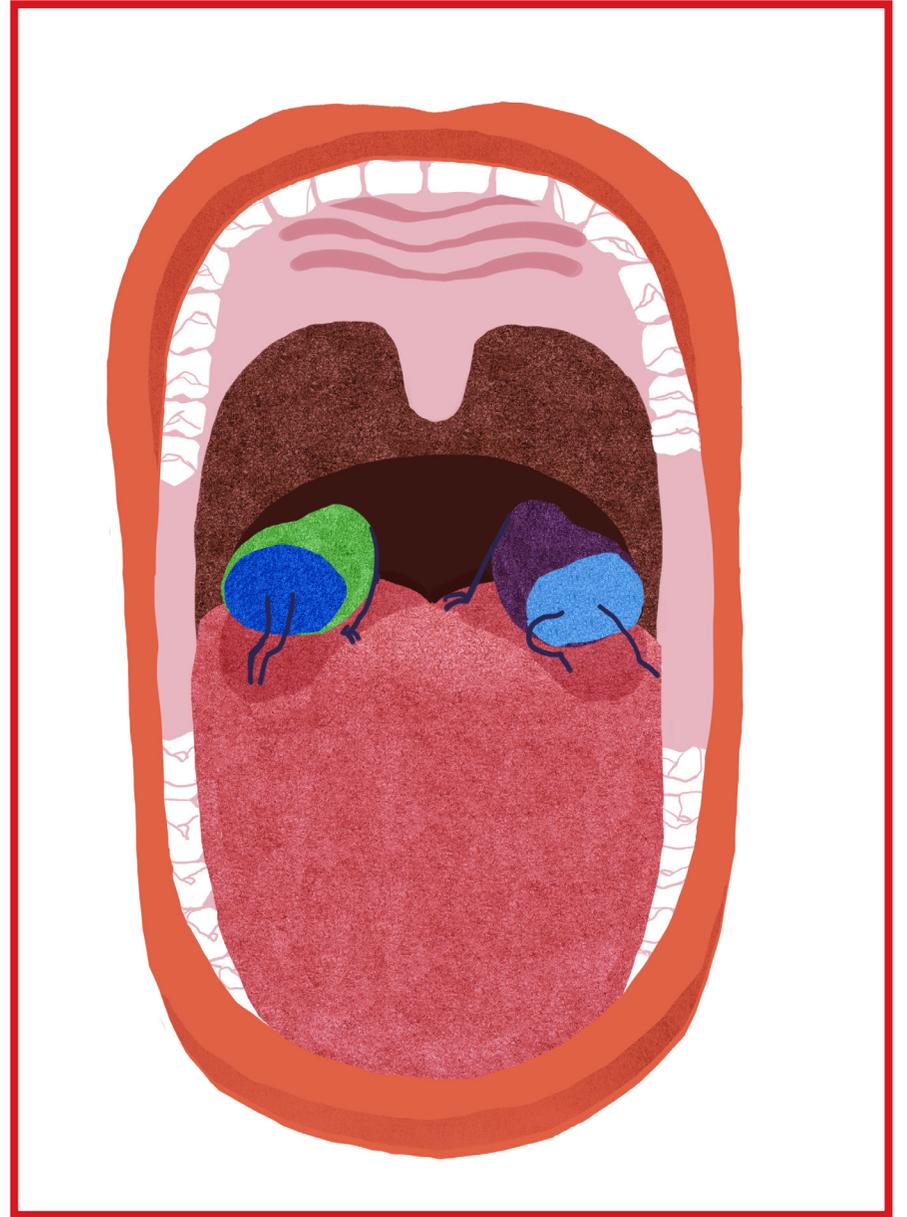
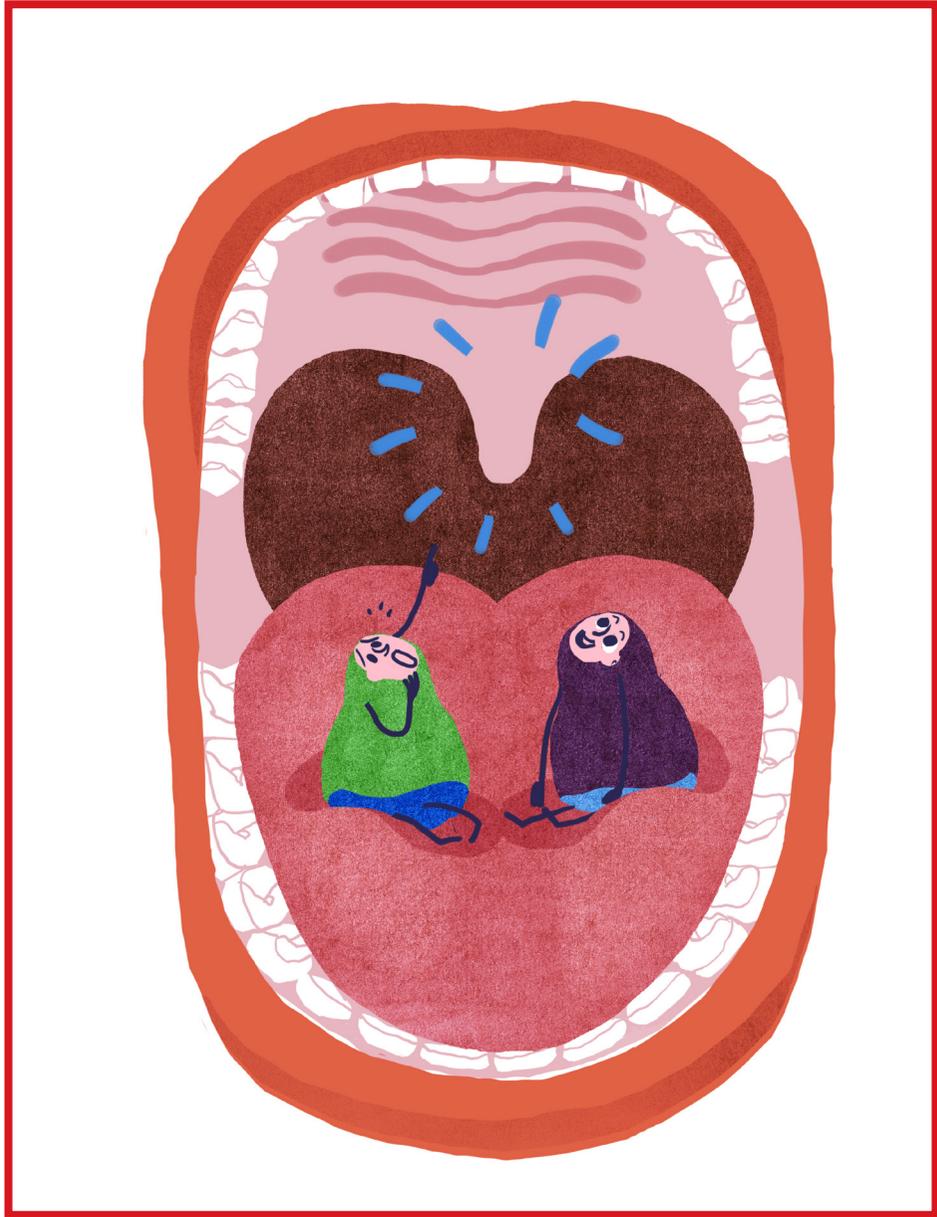
## Chapter III: Quirky Cork and Corky Cork examine the damaged vocal cords in the naughty boy.

When reading aloud pay attention on how to use the tone of voice for: **wisely**.



"You see, Corky Cork," Quirky Cork said *wisely*, "I know a lot about the Soundland because once I was a magic cork in a bottle in a dentist's clinic. I often saw into open mouths but I have never entered one to take a look at the noise machine inside. We have to find the noise machine that creates these screams. They clearly come from this boy's mouth."

Ask the children to say "good morning" **wisely**.



When reading aloud pay attention on how to use the tone of voice for: **excitedly** - **wisely** - **frightened** - **curiously**.



The little corks sat down on the tongue and looked deep into the mouth.

"Look, Quirky Cork," Corky Cork said *excitedly*, "there deep in his mouth is something hanging down."

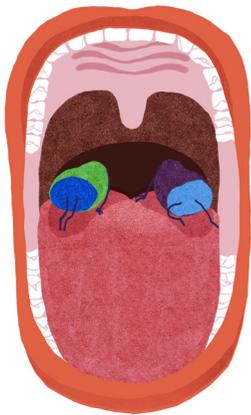
"Yes, that thing is called the uvula." Quirky Cork said *wisely* (**ask the children if they know where the uvula is, use drawing or mirrors to show it to them**).

The little corks stood up and hopped along (**how do we hop along?**) the tongue (**where is our tongue?**) until they reached the uvula.

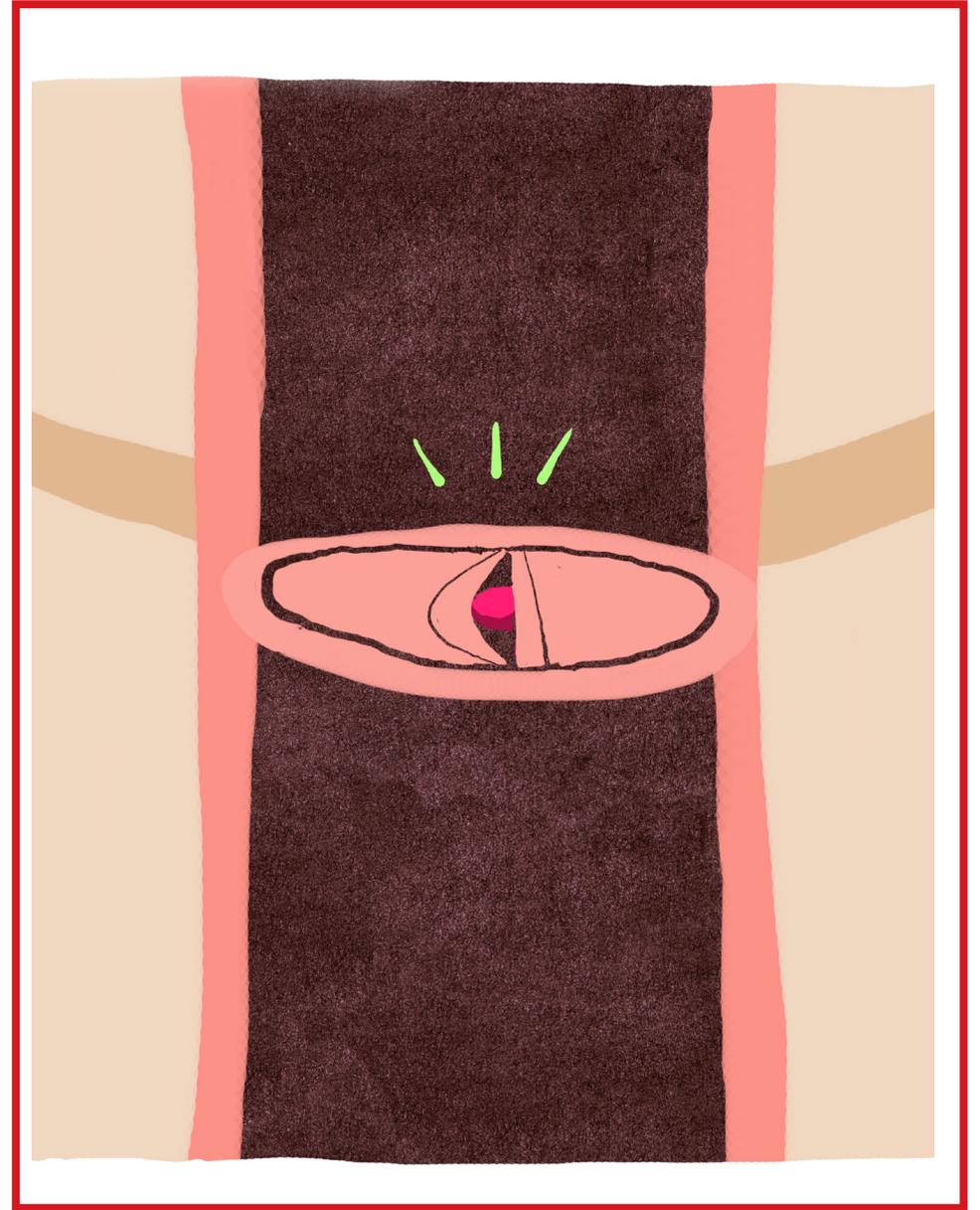
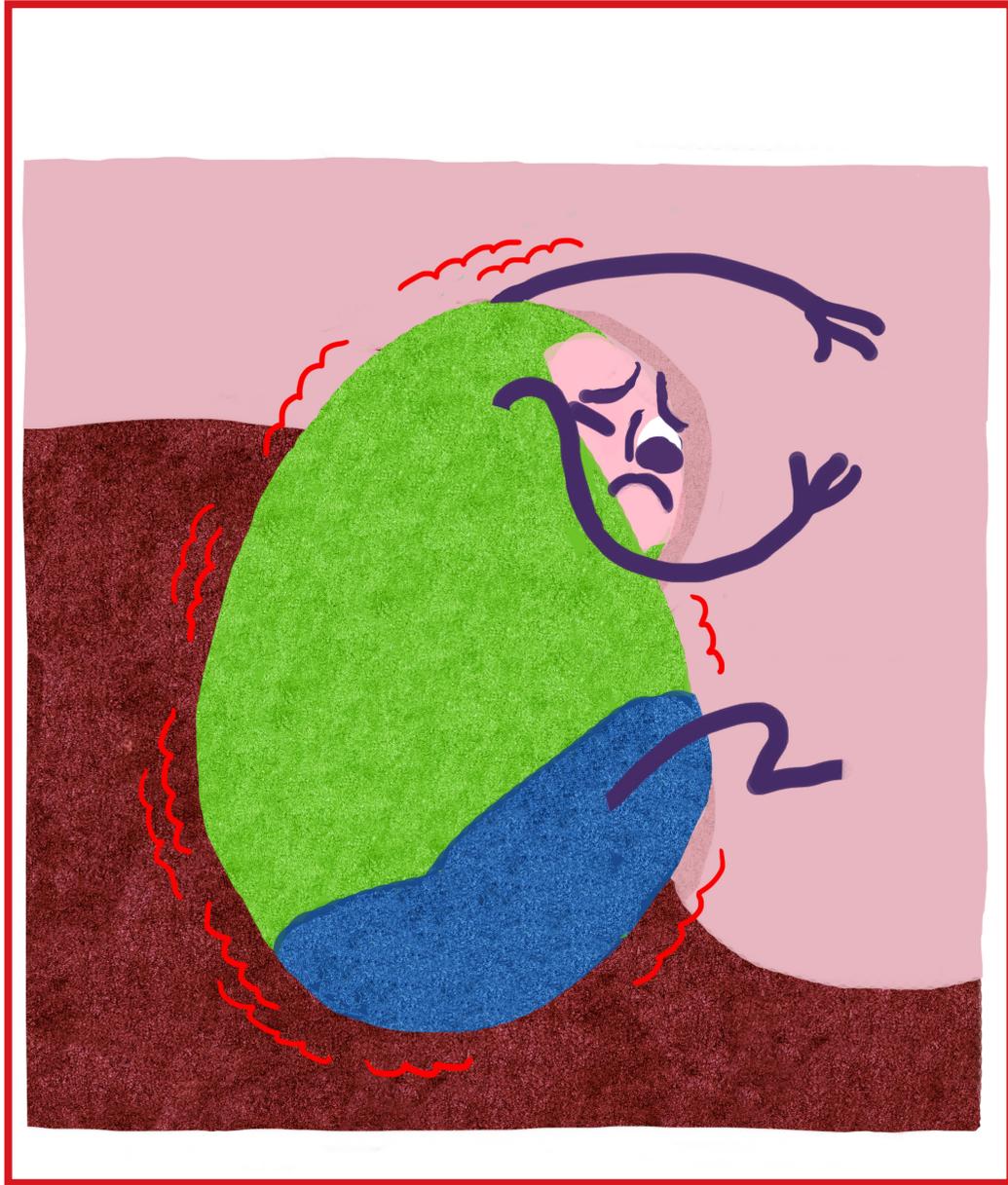
"Look out Quirky Cork, don't fall! This is very dangerous!" said Corky Cork in a *frightened* voice.

"There's a very dark hole here behind the uvula and a tunnel going way down."

"The noise that comes out of the boy's mouth must certainly come from this tunnel. Can you take a look, Corky Cork?" said Quirky Cork *curiously*.



Ask the children to find their **tongue** and **uvula**.



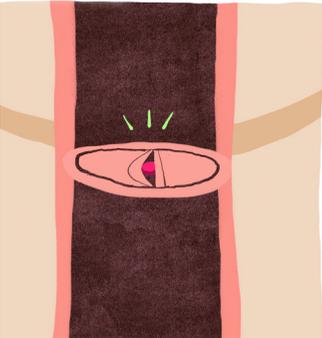
When reading aloud pay attention on how to use the tone of voice for: **voice trembled - still trembling.**



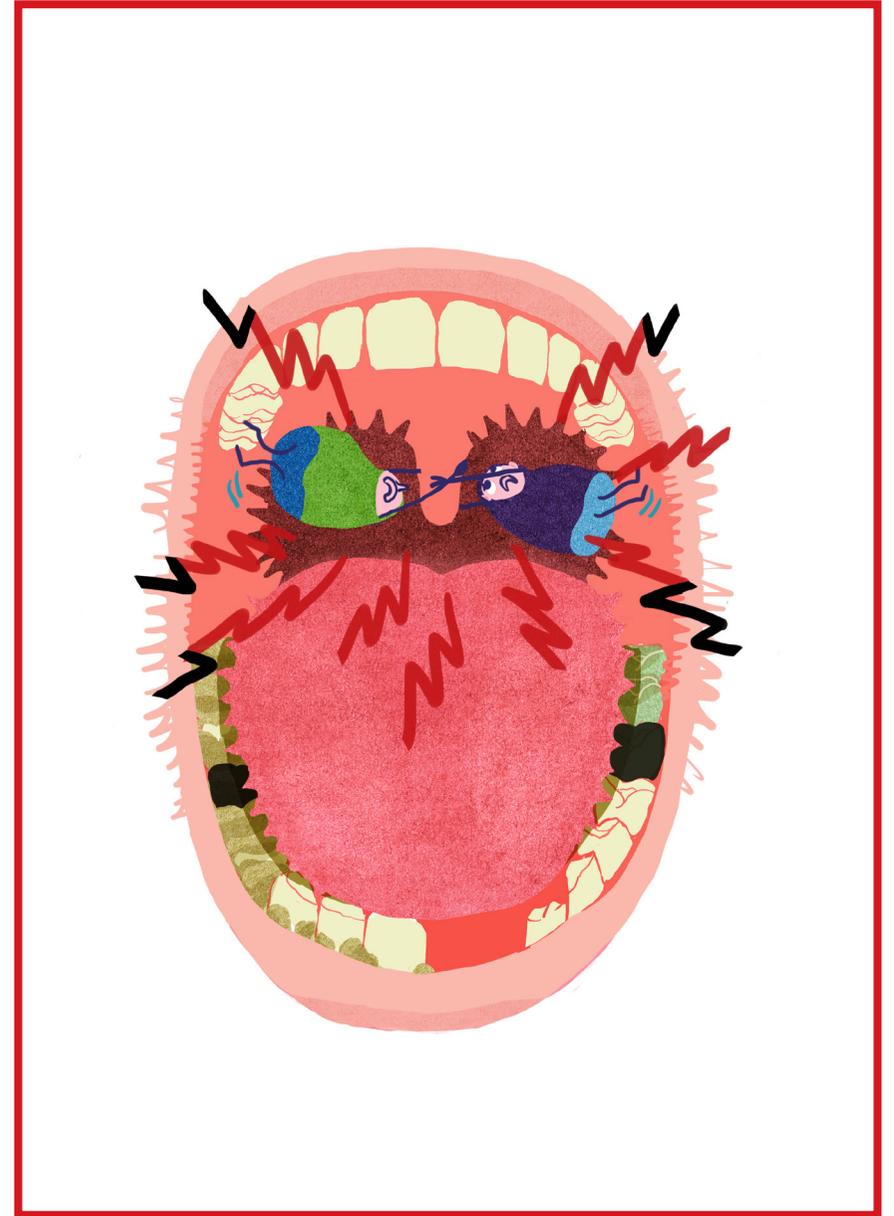
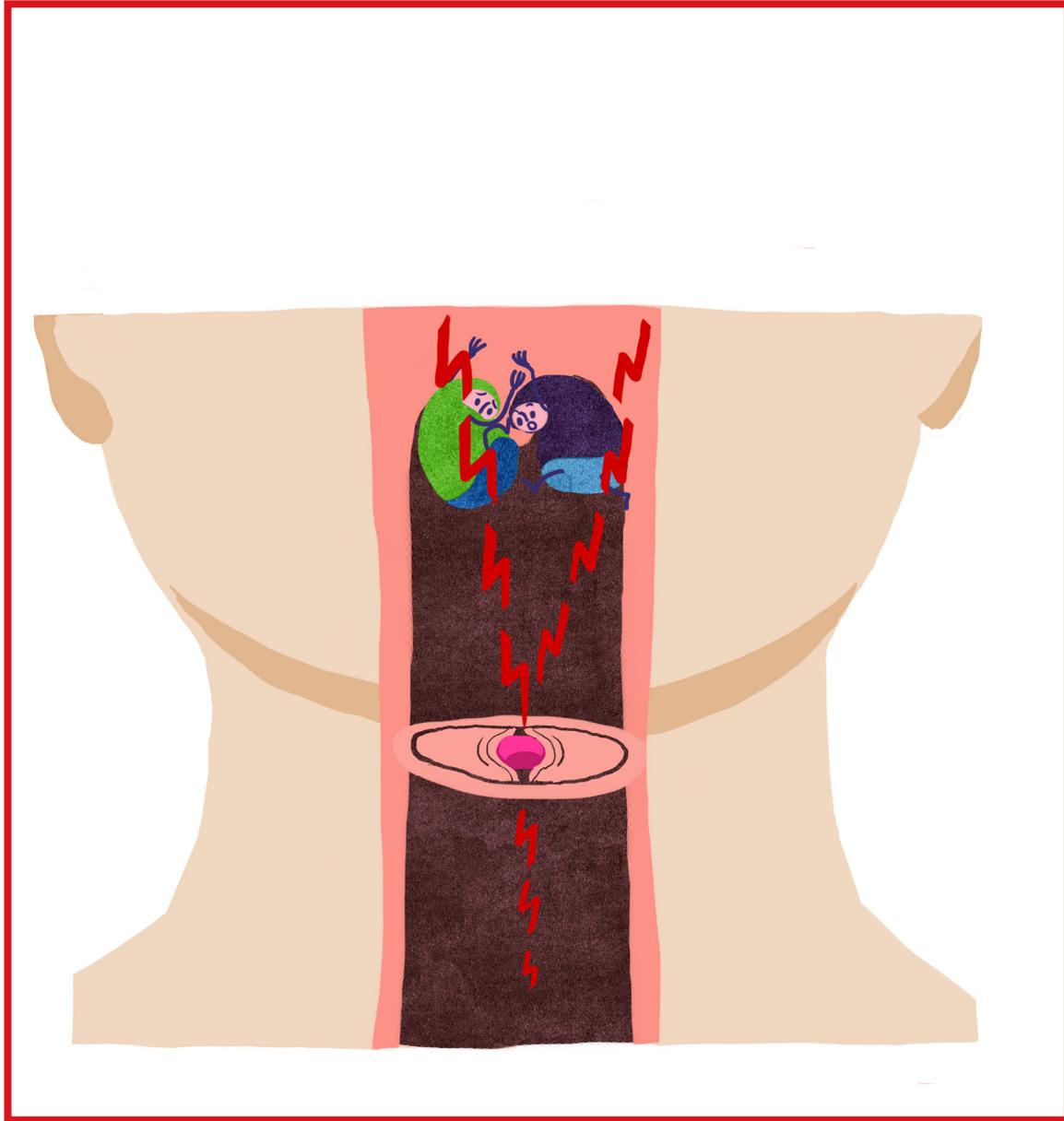
Corky Cork grabbed the uvula and looked down. "I can see a trampoline thing with a hole in the middle and air coming through that hole. I am terrified to fall down there," he said, and *his voice trembled*.

"Don't be afraid, dear Corky Cork," said Quirky Cork. "Those must be the vocal cords that create the sounds. What do they look like?" Quirky Cork asked.

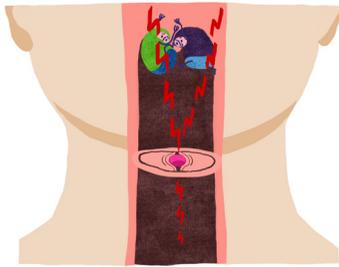
"Soft and red, but there's a pimple on them so that the hole can't shut properly," poor Corky Cork said. His voice was *still trembling*.



Ask the children to say "**I am so afraid**" in **a trembling voice**.



When reading aloud pay attention on how to use the tone of voice for: **called - screaming - fear in his voice - shouted - hoarse.**



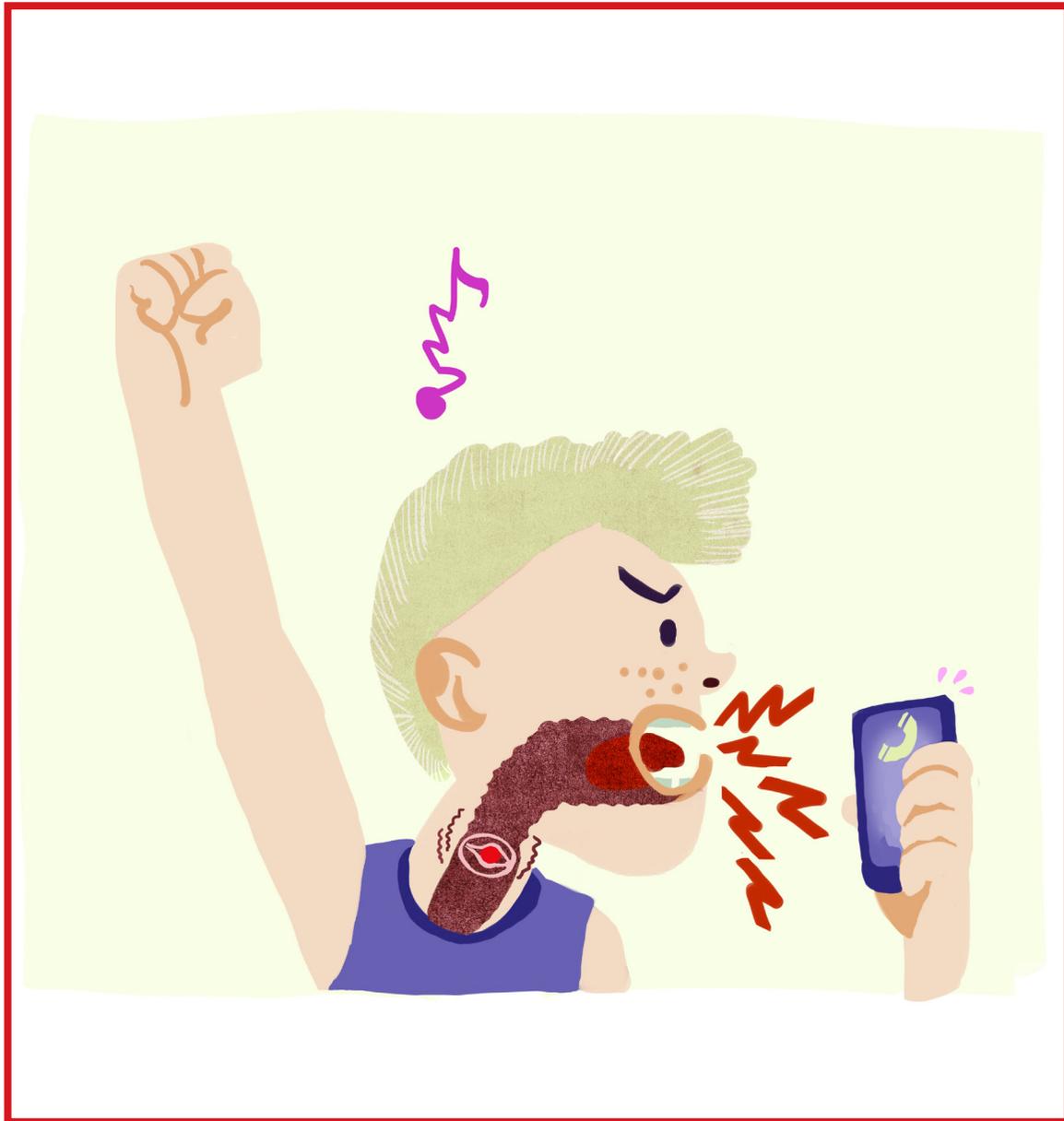
"Wait," *called* Quirky Cork. "I'm also going to grab the uvula and have a look with you."

All of a sudden the boy started *screaming*. The vocal cords started to vibrate and the little corks got blown about because there was so much air coming up through the vocal cords.

"Why is it so windy here?" Corky Cork said. There was *fear in his voice* and he held on tight to the uvula. "We're almost getting blown away!"

"I know!" Quirky Cork *shouted*. "The pimple on the vocal cords is to blame! It's stopping the vocal cords from shutting properly, so all this air is coming up when the boy uses his voice. I think this is what it means to be *hoarse*, when so much air comes with the voice."





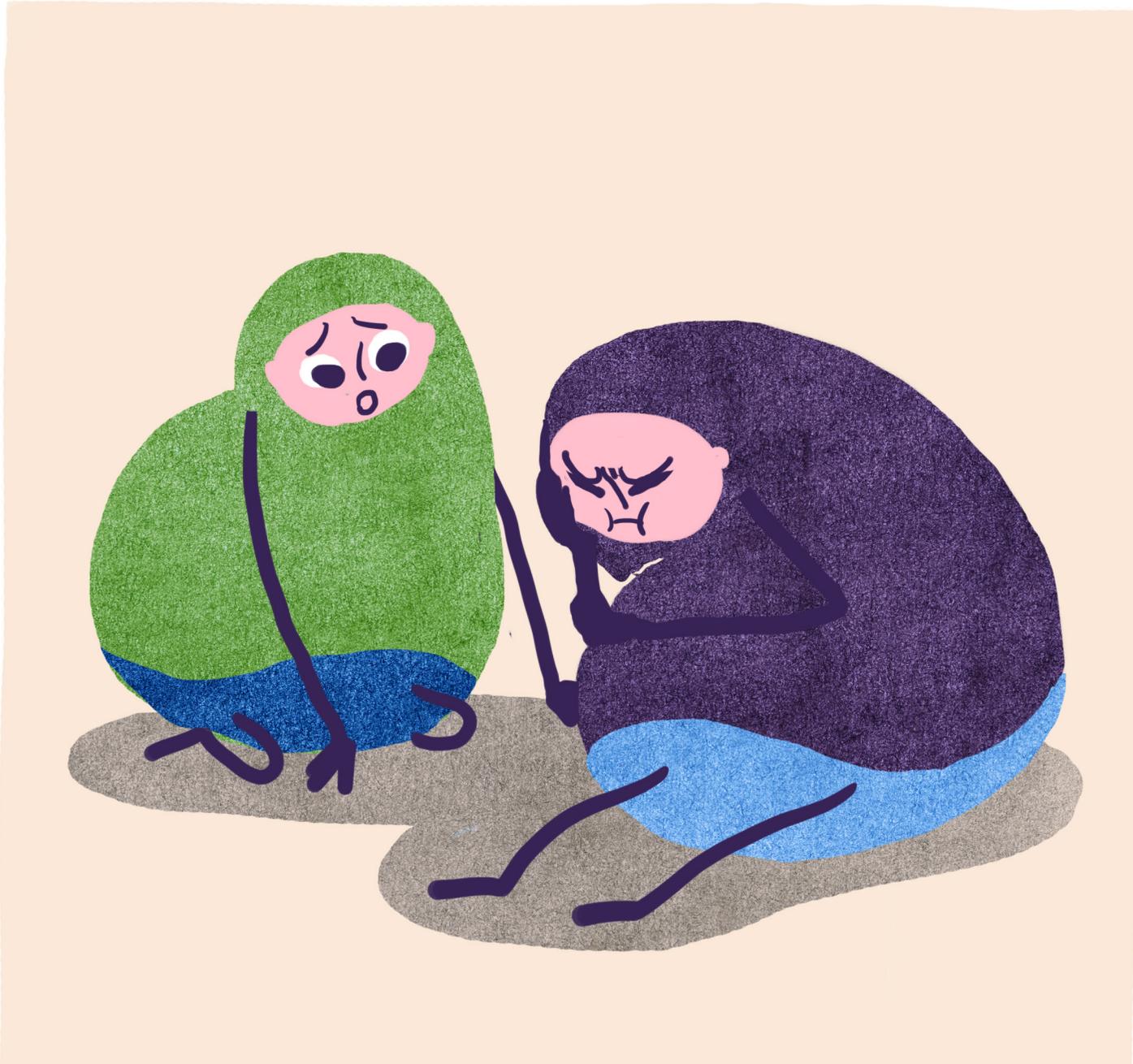
When reading aloud pay attention on how to use the tone of voice for: **wisely - thoughtfully.**



"You know, Quirky Cork," Corky Cork said *wisely*. "I once heard that if you scream a lot, then you can damage your vocal cords. That's bad because when you damage your vocal cords you must get really tired speaking and singing, and also people can't hear you properly. You can't even call someone! The voice explodes!"



"Yes, that's true," Quirky Cork said *thoughtfully*. "The boy must stop shouting like this. Shall we leave? I cannot stand this bad smell of rotten food. It can't be good staying here in all this noise and wind, we've seen enough." So the little corks made their way quickly out of the of the boy's mouth.



## Chapter IV: The corks speak about bad noise.

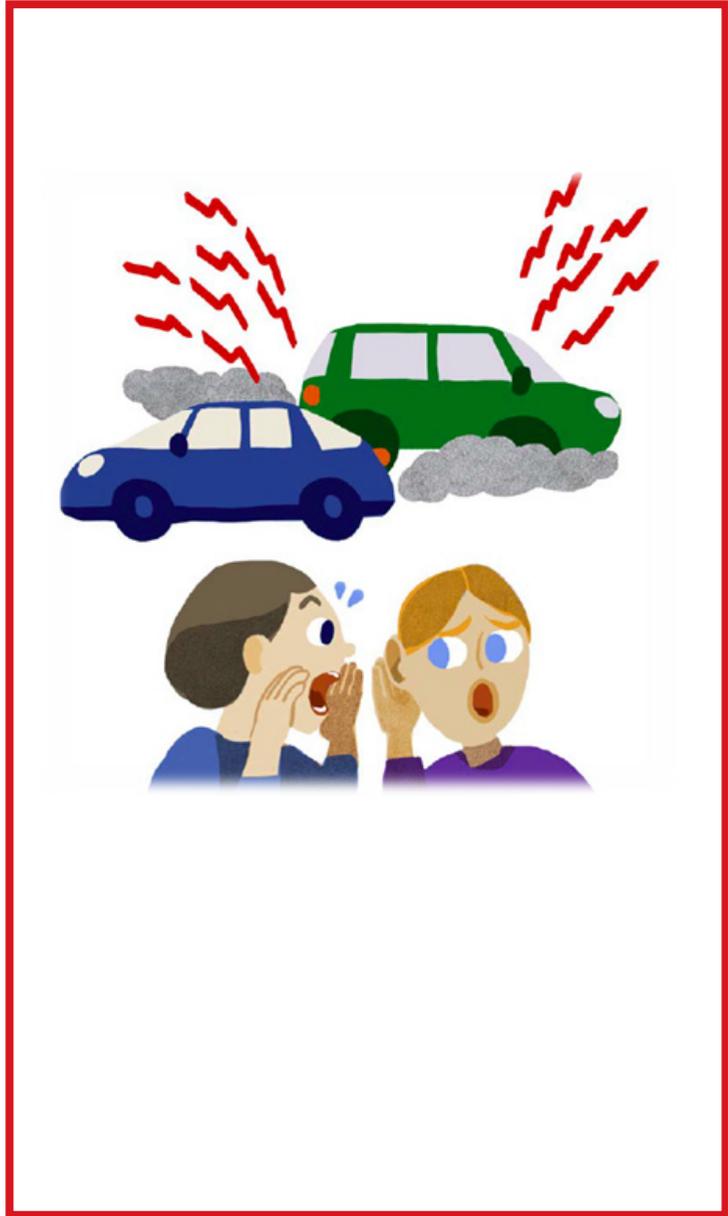
When reading aloud pay attention on how to use the tone of voice for: **concern - gravely**.



When the little corks emerged from the boy's mouth again, they sat down.

"Quirky Cork dear, are you worried? Your face looks like a squeezed orange," Corky Cork asked with **concern**.

"Yes," Quirky Cork answered **gravely**, "I am worried over all this noise that we keep creating!"



When reading aloud pay attention on how to use the tone of voice for: **worried** - **agreeably** - **concern** - **a low voice**.



"We are making way too much noise by shouting or having the TV or radio on too loudly or throwing things on the floor and slamming doors," said Corky Cork and you could hear from his voice how *worried* he was.



"That's true," Quirky Cork said *agreeably* and nodded. "There's even a lot of noise out in the streets."

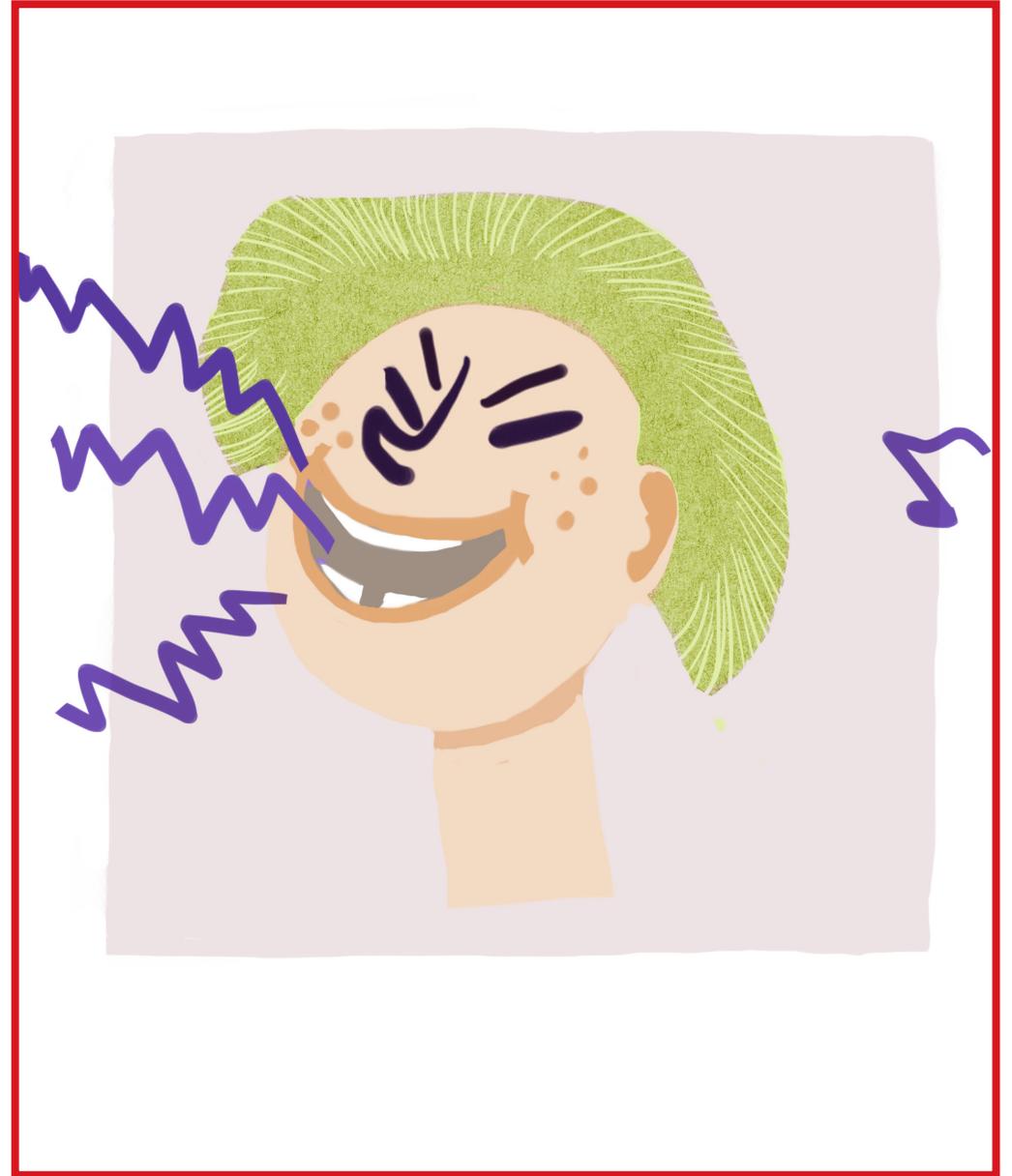
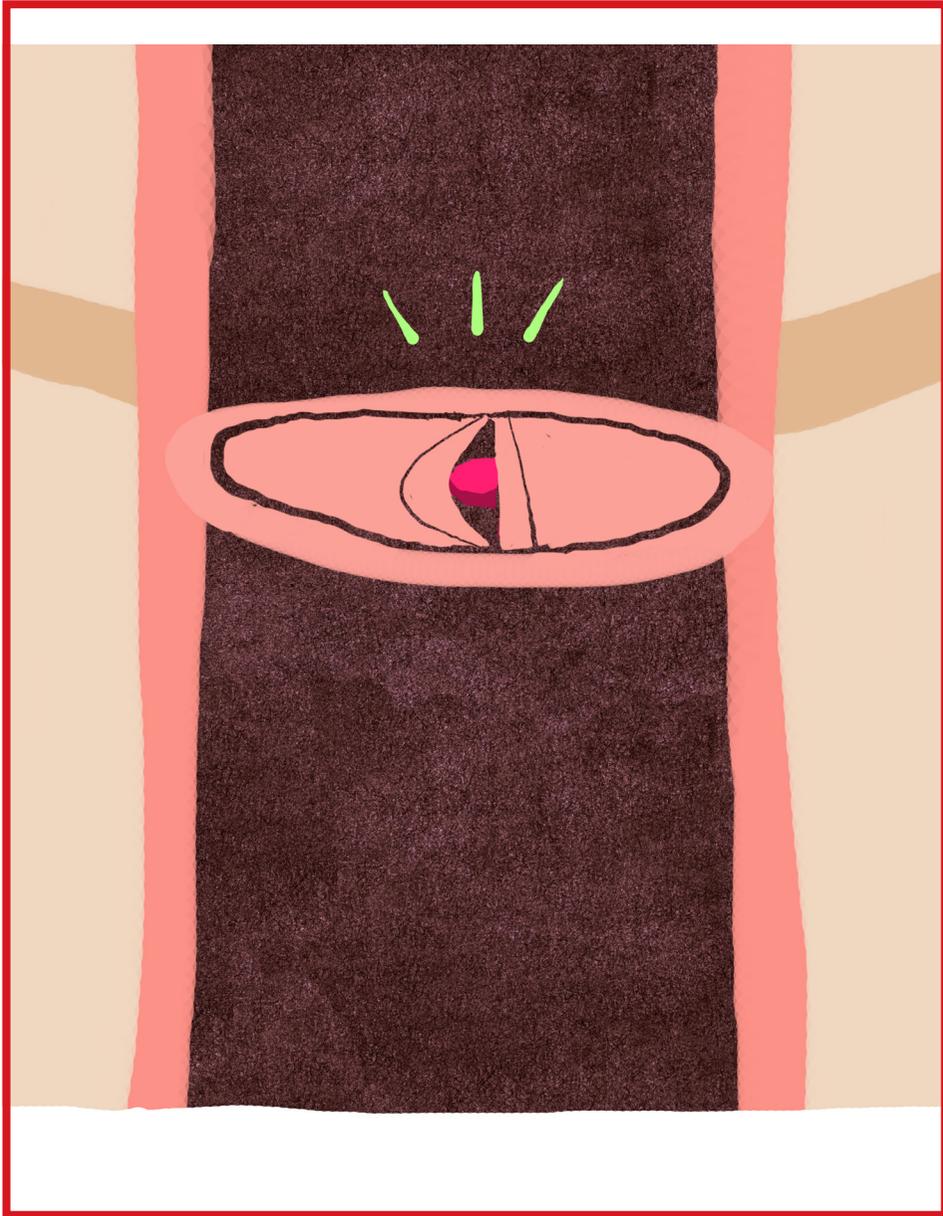
"Yes, even when we are playing we create way too much noise," said Corky Cork with *concern*.

"We can get earaches and then others need to shout in order for us to hear them."

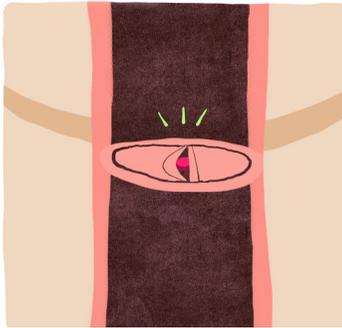


"I was also thinking about all the noise we're often surrounded by when we speak. Then we have to raise our voices to be heard. It cannot be good for our vocal cords to speak in a noisy environment," Quirky Cork said in *a low voice* and shook his head.

Ask the children to **shake** their heads.



When reading aloud pay attention on how to use the tone of voice for: **wisely - shouting - hoarse.**



Quirky Cork said *wisely*: "Noise is so bad for both our voices and our ears. Remember how the boy's vocal cords had grown a pimple because he kept *shouting*, and how he was *hoarse* as well. It's no fun not being able to call out or sing because you've gone all hoarse. Also, other people don't like hearing people shout."





When reading aloud pay attention on how to use the tone of voice for: **firmly - shout - scream - sighed.**



"Shouting is a very uncomfortable noise. We cover our ears when someone is shouting close to us," Corky Cork said *firmly*.

"What's more, our vocal cords cannot tolerate it when we *shout* and *shout* and *shout*."

"Yes, it's awful to create all this noise! Why do we *scream* and *shout*? It's ridiculous," Quirky Cork said, and he *sighed*.



Ask the children to do some **sighing**.

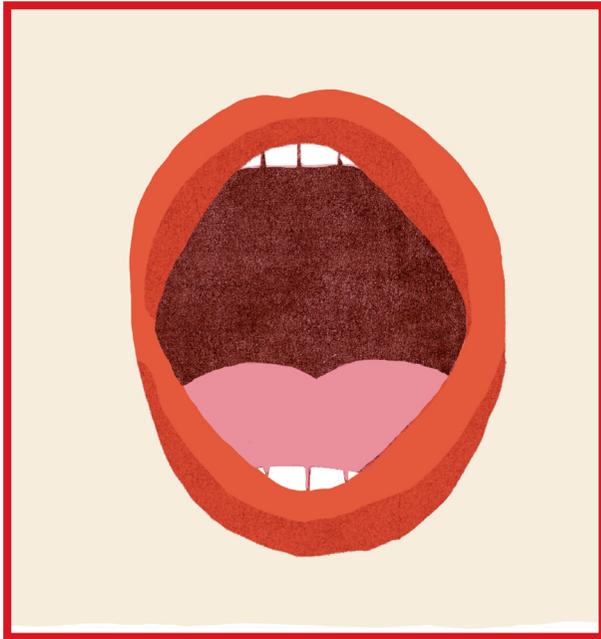


## Chapter V: Quirky Cork and Corky Cork explore the nice woman's mouth.

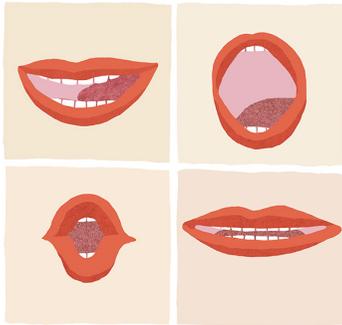
When reading aloud pay attention on how to use the tone of voice for: **tenderly**.



When the magic corks woke up the next day in their comfy little white bowl, they saw the nice woman looking at them. She opened her mouth and said *tenderly*: "What cute little magic corks are in my bowl."

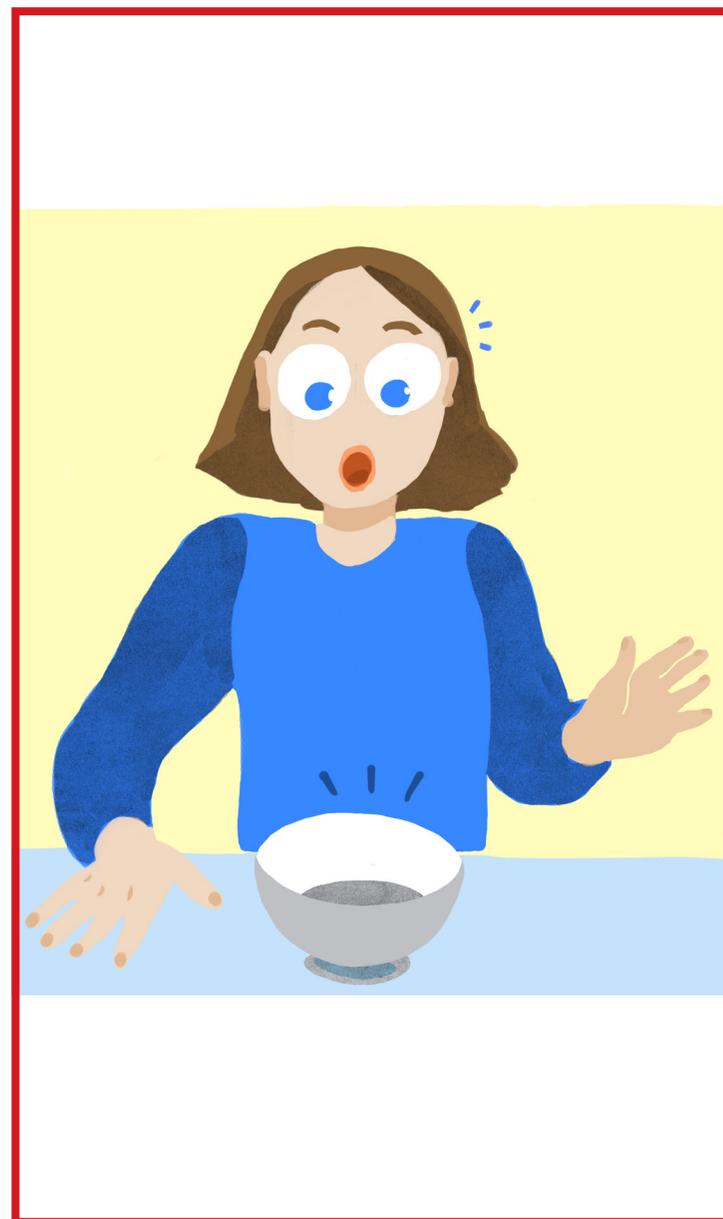
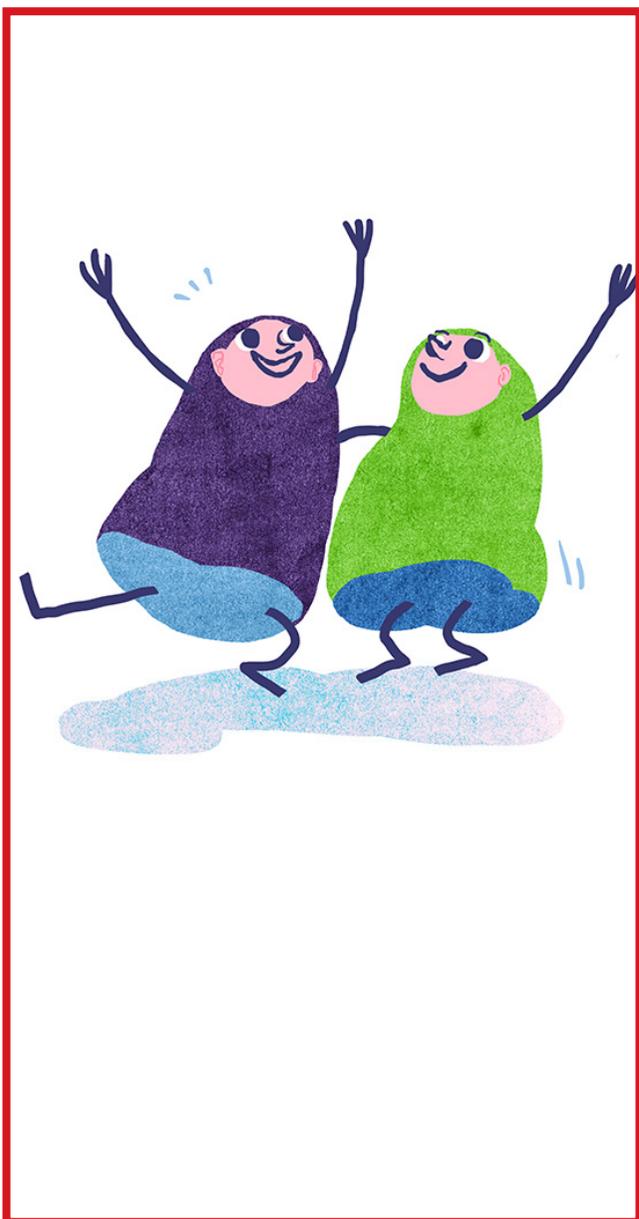


When reading aloud pay attention on how to use the tone of voice for: **whispered**.



The little corks stared curiously at this big mouth which moved to and fro. Quirky Cork *whispered* to Corky Cork: "Let's take a look at the woman's sound machine. Her voice is not as hoarse as the boy's, so maybe her vocal cords are different."

Ask the children to **whisper "good morning"**. Then ask them to **move their mouth e.g. open it, say "u" and "i", and "a"**.



When reading aloud pay attention on how to use the tone of voice for: **in amazement.**



Quirky Cork and Corky Cork started to bounce about and said their magic rhyme:  
*"Bin, ban, bun, life is such great fun. Small like flies we will become."*

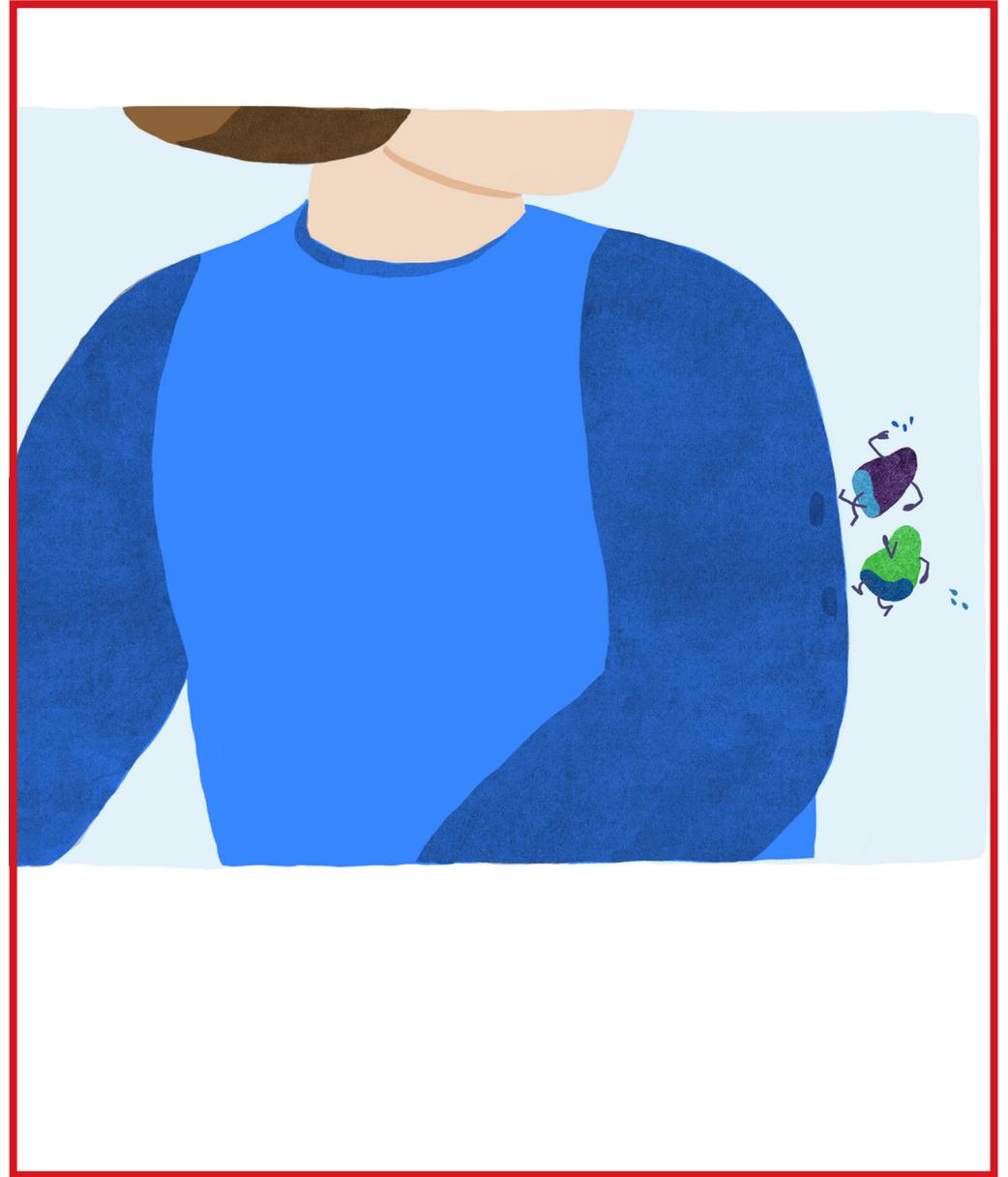
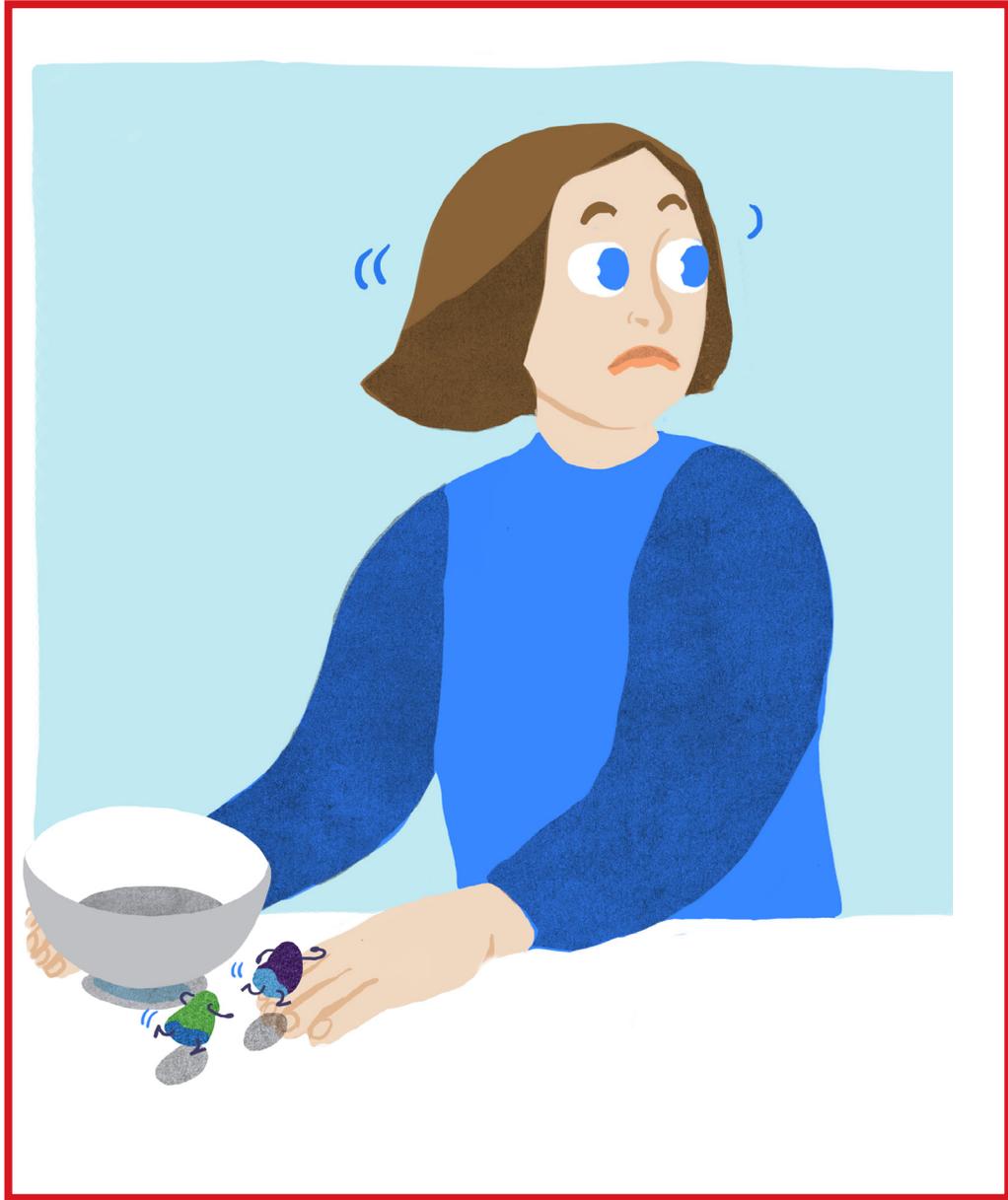


All of sudden the little corks shrunk to the size of tiny flies and hurriedly crawled out of the bowl.



The nice woman's eyes widened in surprise. "Well, well, well," she said ***in amazement.*** "What has become of the corks? They just disappeared."

Ask the children to **do the rhyme** and **do some dancing** or **swaying from side to side.**



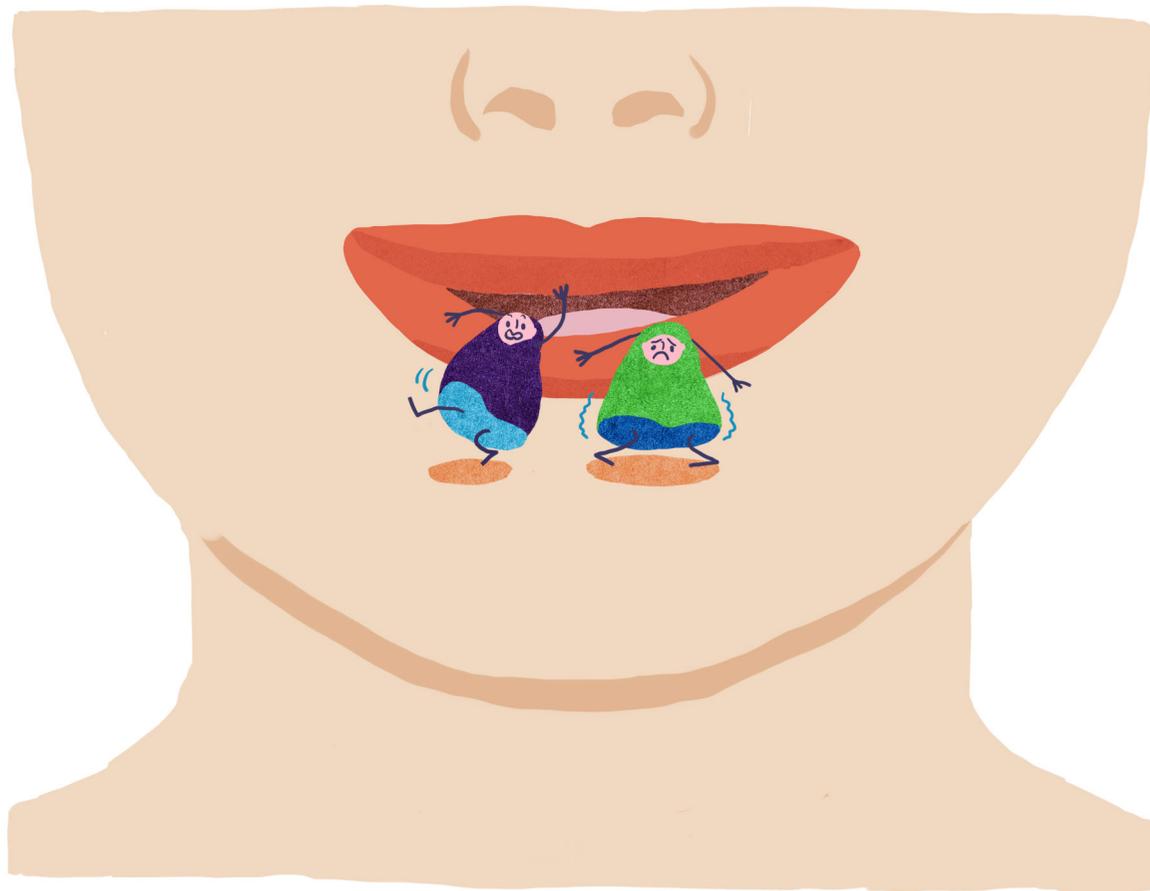


The woman did not notice when the little corks jumped onto the back of her hand  
**(where is the back of the hand?).**



The little corks ran along her arm **(where is the arm?)** and up to her shoulder **(where is the shoulder?)**. Then they took a big, big jump and .....

Ask the children to find their **hands, arms** and **shoulders**.



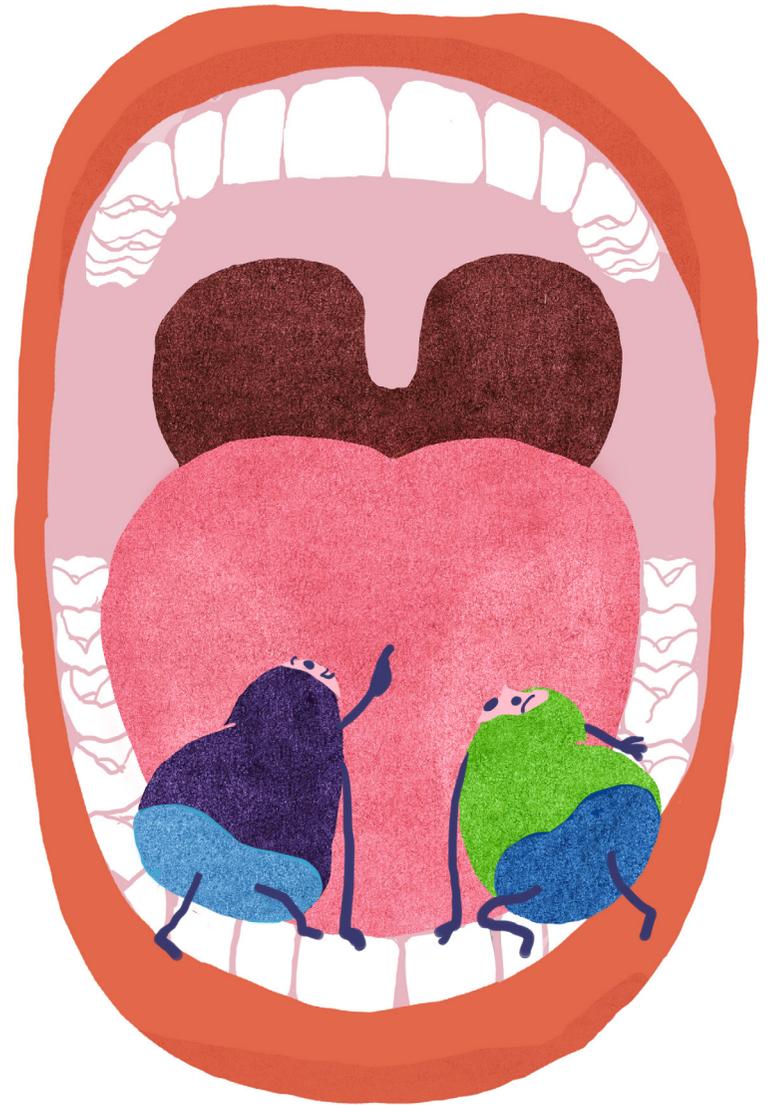
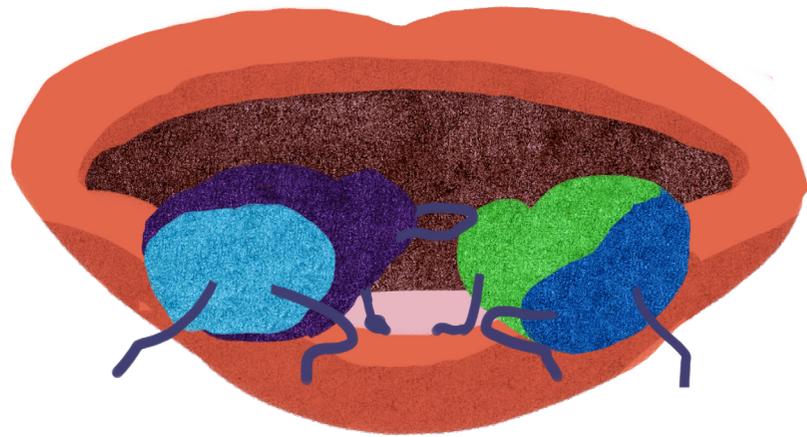
When reading aloud pay attention on how to use the tone of voice for: **startled - gasped**.



...Bump! They landed on the woman's chin (**where is the chin?**).

"Careful, Corky Cork, it is slippery here," said Querky Cork in a *startled* voice. He *gasped* as he almost lost his balance. "Whoa, that was close, I almost fell."

Ask the children to do some **gasping**. Where is the **chin?**



When reading aloud pay attention on how to use the tone of voice for: **a low voice - excited.**



"Listen, Corky Cork," Quirky Cork said in *a low voice*, "you remember that behind this opening is the sound machine."

"Come on! Let's climb up to the lower lip and see what's inside the mouth."

**(Where is the lower lip? Ask the children to find their lower lips and make some funny sounds there e.g. with their fingers).**



The little corks climbed up onto the teeth **(where are our teeth?)** and looked into the mouth.

"Look, there's the tongue" **(where is the tongue?)**. "Shall we go inside and lay down on it? It looks like a comfy bed," Corky Cork said and you could hear how *excited* he was.

Ask the children to find their lower lips and make some **funny sounds.**

Find the **lips**, the **teeth**, and the **tongue.**



When reading aloud pay attention on how to use the tone of voice for: **wisely - cheerfully**.

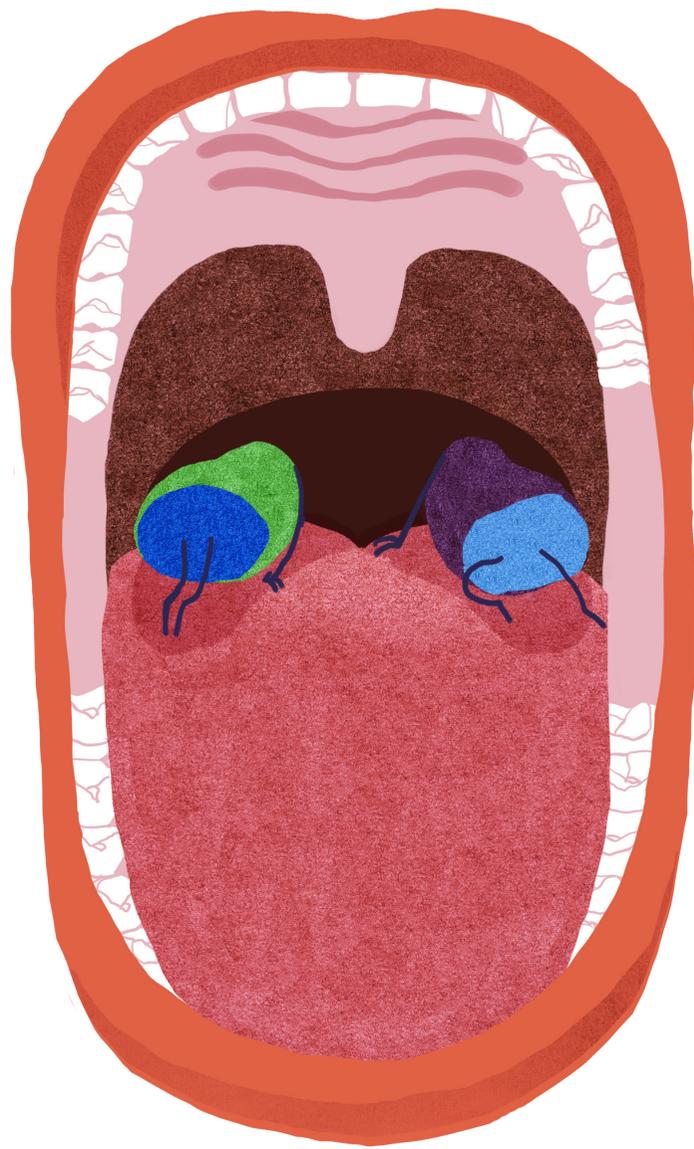


The little corks lay down on the tongue and looked up. "What we see there is called the roof of the mouth or palate," Quirky Cork said *wisely*. (**Where is the palate? Ask the children to click their tongues on their palettes**).

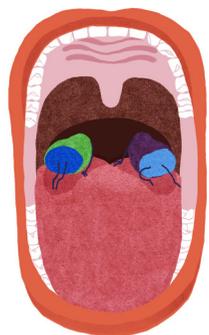
"Look Corky Cork that's the uvula hanging down back there, like we saw in the boy's mouth," Quirky Cork said *cheerfully*. (**Where is the uvula?**).



Where is our **palate** and our **uvula**?



When reading aloud pay attention on how to use the tone of voice for: **a high - pitched voice, - wisely.**



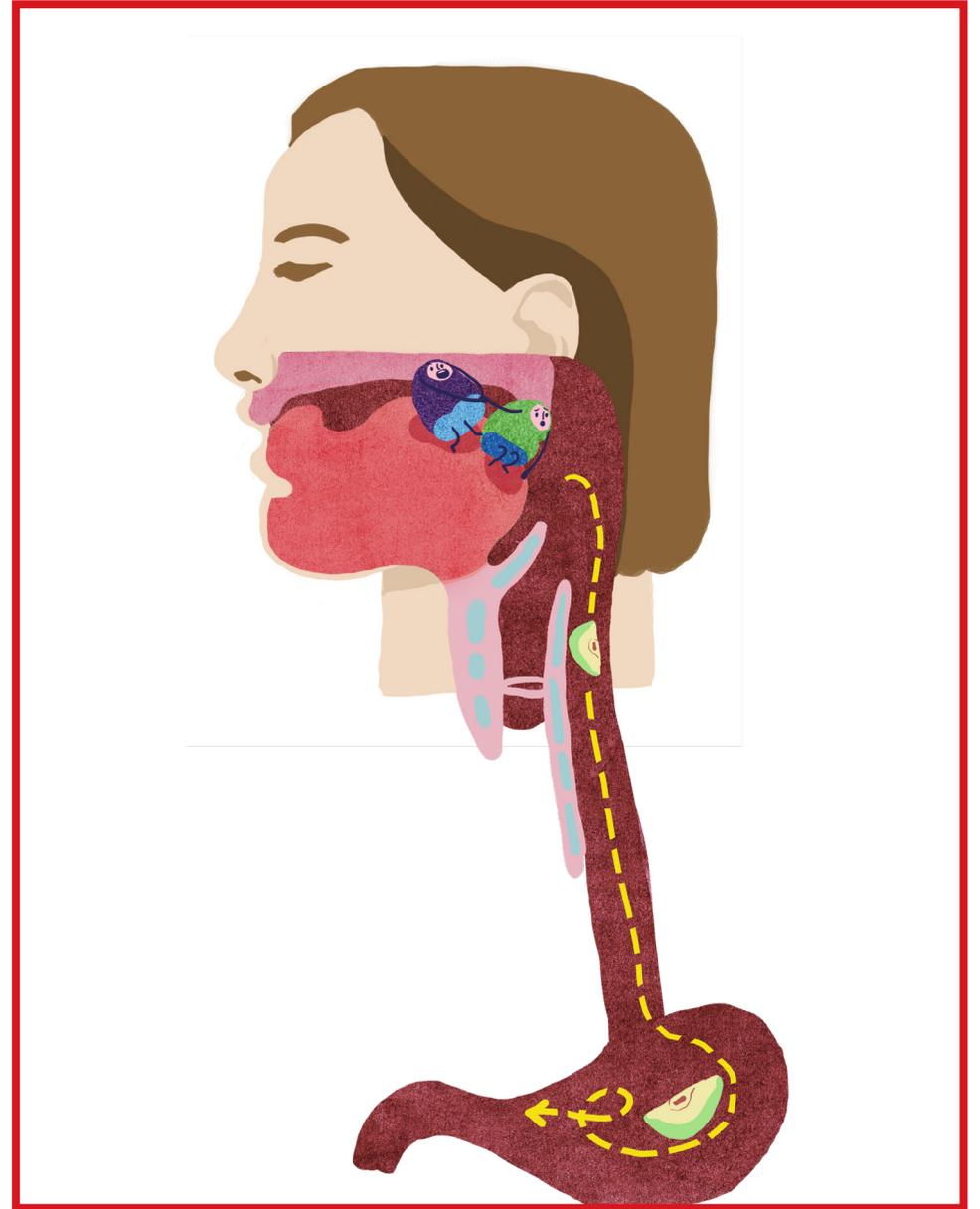
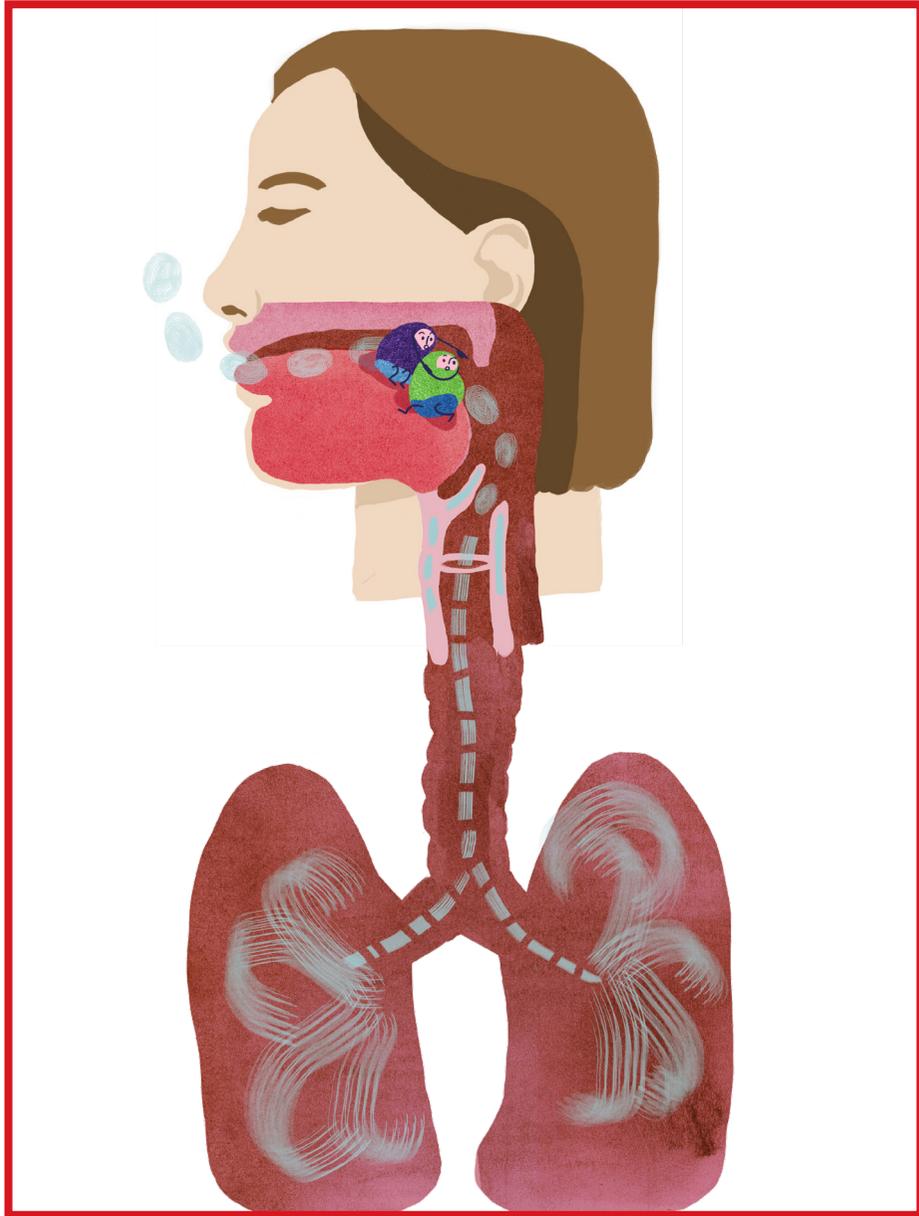
The little corks stood up and skipped along the tongue until they reached the uvula.

"Watch out, Quirky Cork, there's a massive and dangerous hole behind the uvula and a tunnel going town," Corky Cork said in *a high-pitched voice*. He was so excited.

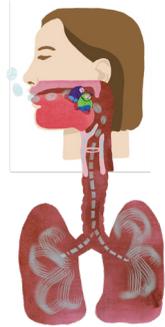
"Yes," Quirky Cork said *wisely*. "We are at the back of the mouth." **(Make the children find the throat either by using mirrors or looking into each other's mouths).**

Ask the children to say "good morning" in a **high-pitched** voice and then in a **low - pitched** voice.

Where are our **throats** and **mouths**?

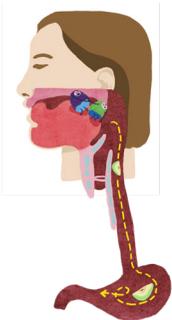


When reading aloud pay attention on how to use the tone of voice for: **mysteriously - called out - voice trembled.**



"Do you know what I have heard?" said Quirky Cork *mysteriously*. "That there are two tunnels going down from the back of the mouth" (**explain to the children where the throat is**).

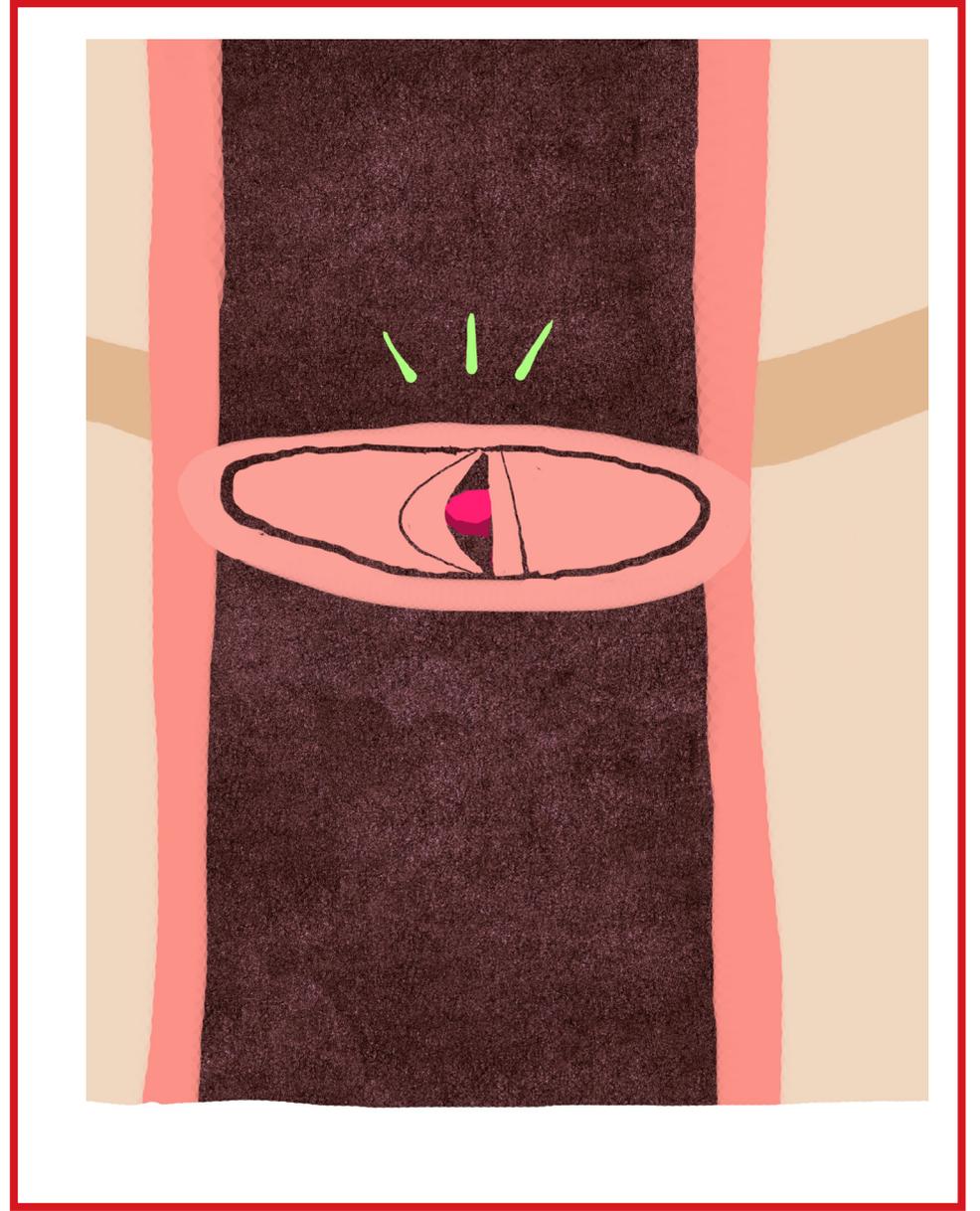
"One ends in the lungs (**where are the lungs?**) which we are always filling with air (**how do we fill our lungs with air?**), and the other one leads all the way down to the stomach. You know, when we swallow (**make the children do some swallowing**), the food goes down there."



"For heaven's sake, be careful. We don't want to fall down into the stomach. We'd never get out again," Quirky Cork *called out*, and he grabbed Corky Cork. "I'll be careful," Corky Cork said, and his *voice trembled* a little. He was a bit frightened.

Ask the children to say **"hello"** with **a trembling voice.**

Where are our **throats** and **lungs**. How do we **swallow?**



## Chapter VI: Quirky Cork and Corky Cork explore the vocal cords of the nice woman.

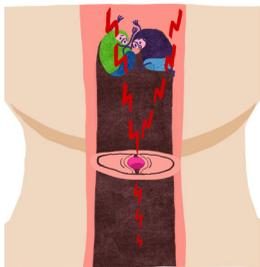
When reading aloud pay attention on how to use the tone of voice for: **nervously**.



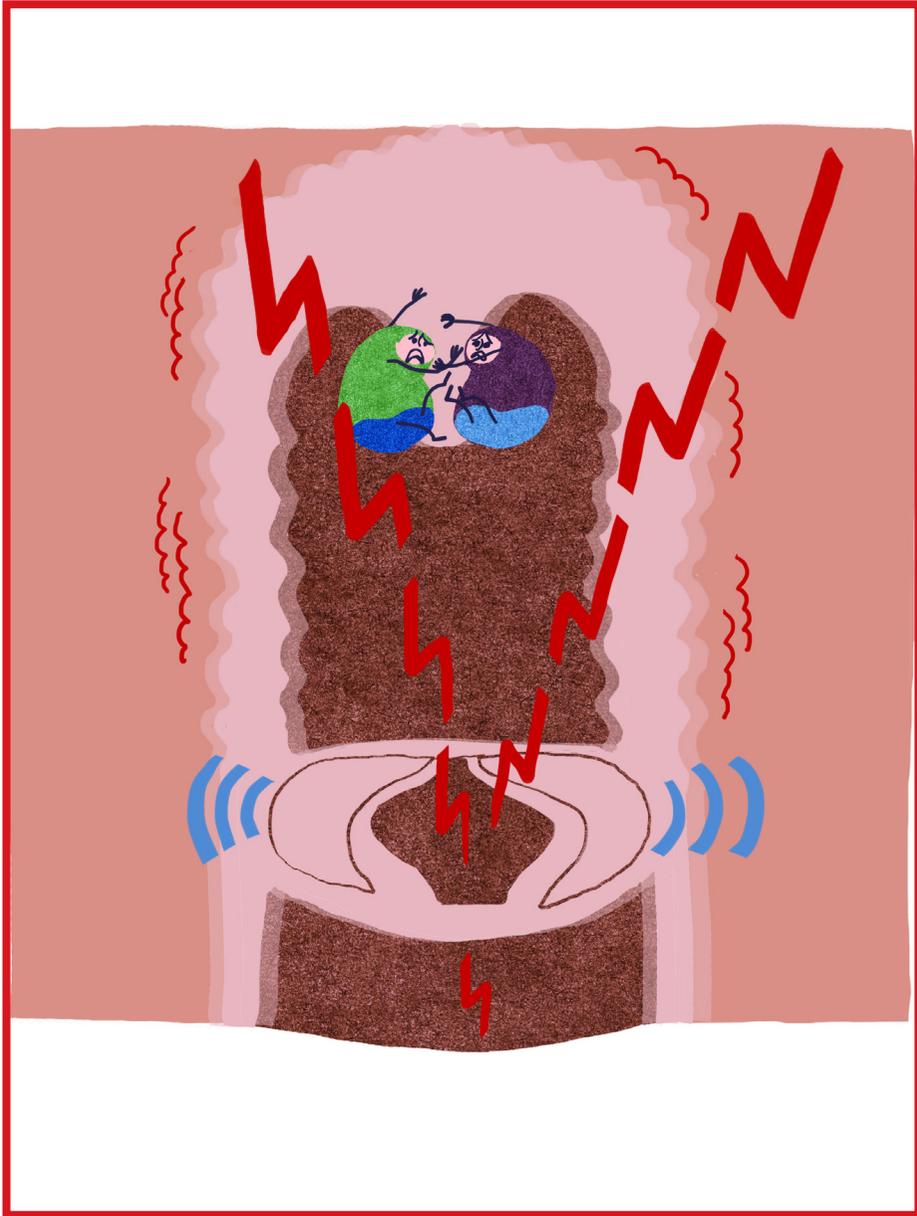
"Let's take a better look at these vocal cords, but we'll have to hang on tight to this uvula so that we don't fall down into the lungs or the stomach," Quirky Cork said *nervously*.

The corks held tight to the uvula and had a look down.

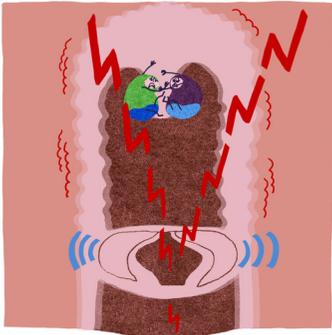
"Look, these vocal cords don't have any pimples like the hoarse boy's vocal cords," Corky Cork whispered.



Ask the children to **whisper "good morning"** and then to say the **words loudly**.



When reading aloud pay attention on how to use the tone of voice for: **whispered - hushed - booming - cleared her throat - whined - comfortingly.**



All of a sudden, the vocal cords started moving so rapidly that the little corks jumped. They held on tight to the uvula.

"What was that?" Corky Cork *whispered*.

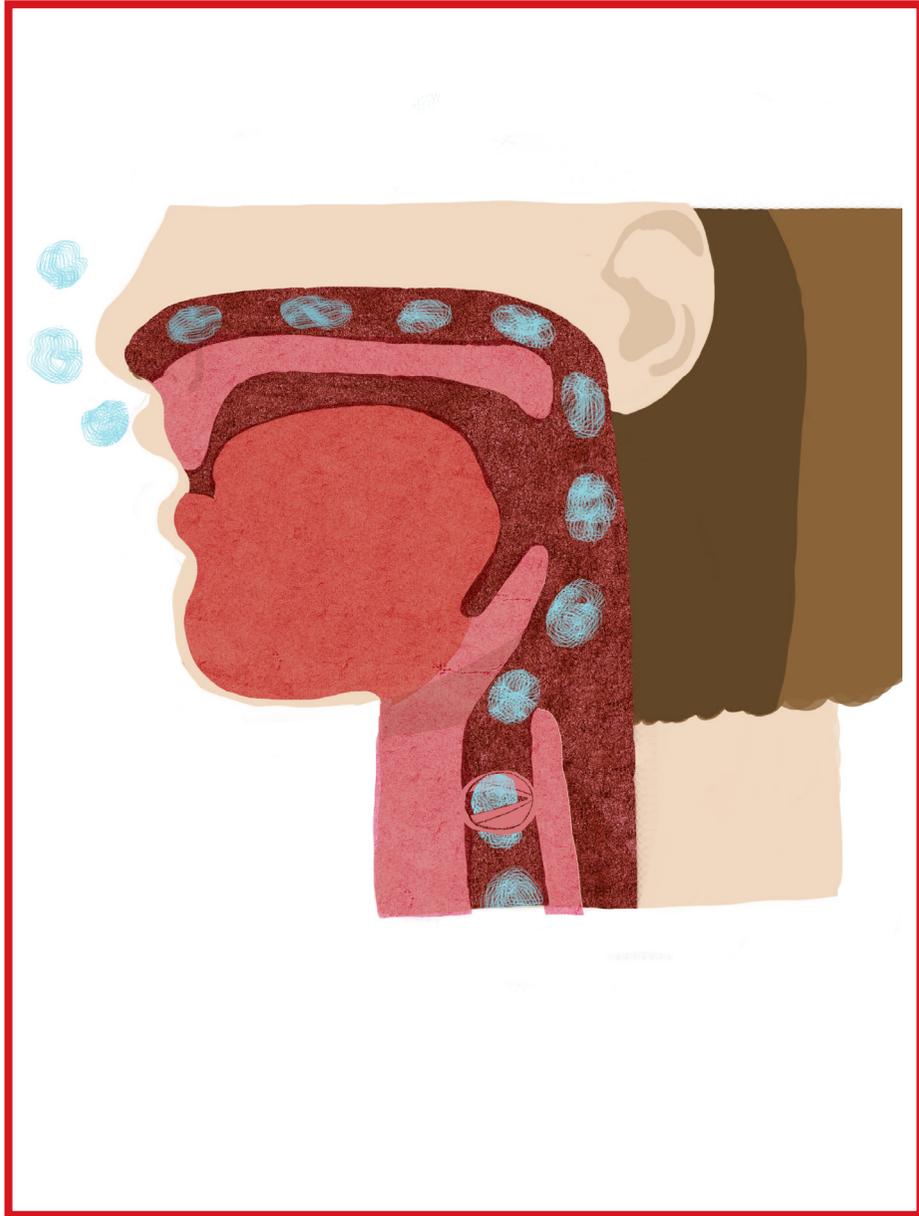
"Listen," Quirky Cork said, and *hushed* his friend. "The woman is saying something." There was a terrible noise in the throat. "My throat is really tickling. I must have swallowed a fly," the little corks heard the woman's *booming* voice say as she *cleared her throat* (show the children how we clear our throats).



"I am so scared Quirky Cork," Corky Cork *whined*.

"Don't be afraid," Quirky Cork said *comfortingly*. "The vocal cords stop vibrating when the woman stops talking. Listen, she's not as hoarse as the boy was."

Ask the children to do some **hushing** and **clearing their throats**.



When reading aloud pay attention on how to use the tone of voice for: **with surprise - shocked**.

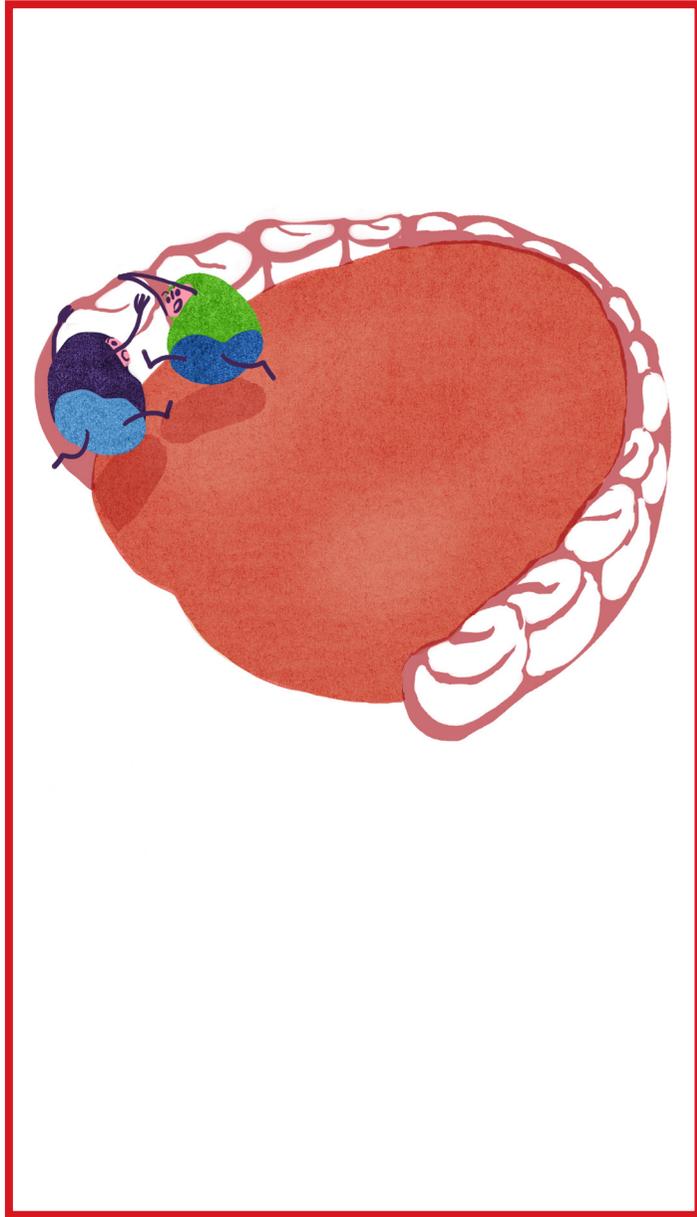
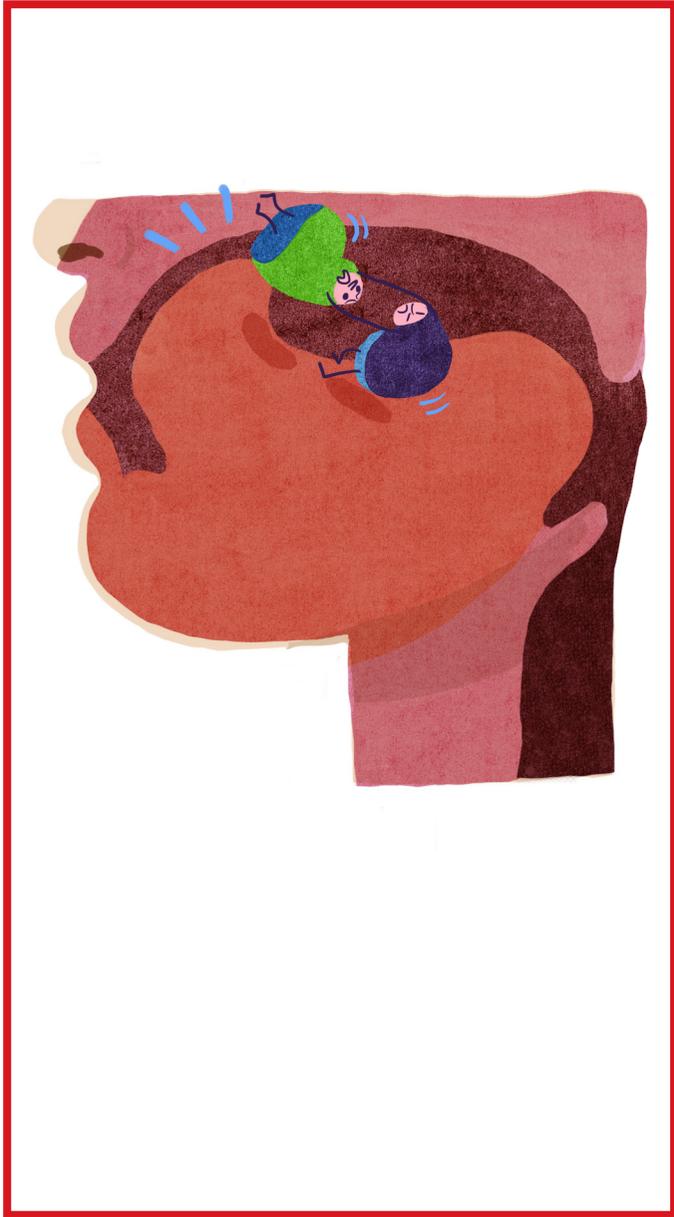
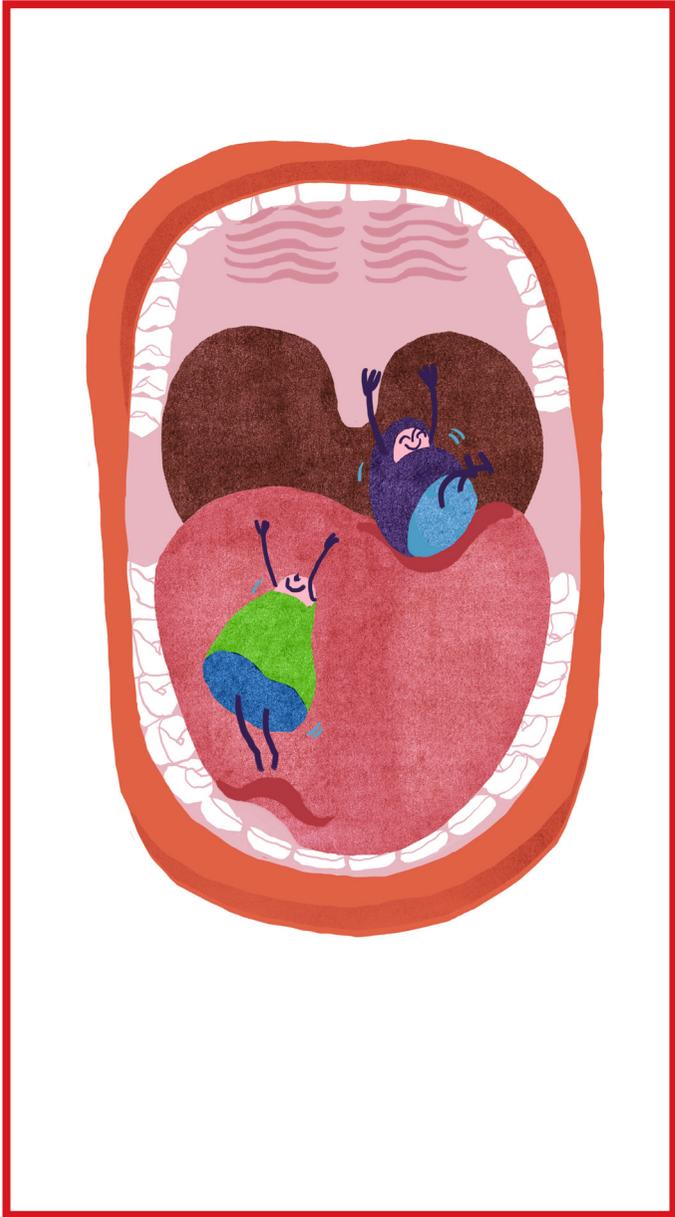


When the woman became silent, the little corks looked back down at the vocal cords. "Why is it that air comes up between the vocal cords?" Corky Cork asked *with surprise*.

"Corky Cork, are you being a silly Billy?" Quirky Cork said in a *shocked* voice. "What do you think would happen to us if that gap wasn't there? Then people wouldn't be able to breathe at all. There has to be a gap between the vocal cords for air to travel through so that people can breathe."

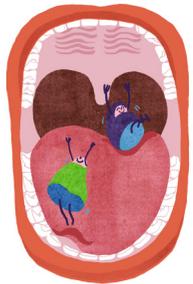
"Oh, I understand," said Corky Cork, and he nodded and looked a bit embarrassed.

Ask the children to do some **nodding**.



# Chapter VII: The poor little corks in great danger. Uh-oh!

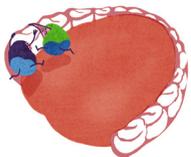
When reading aloud pay attention on how to use the tone of voice for: **excitedly**.



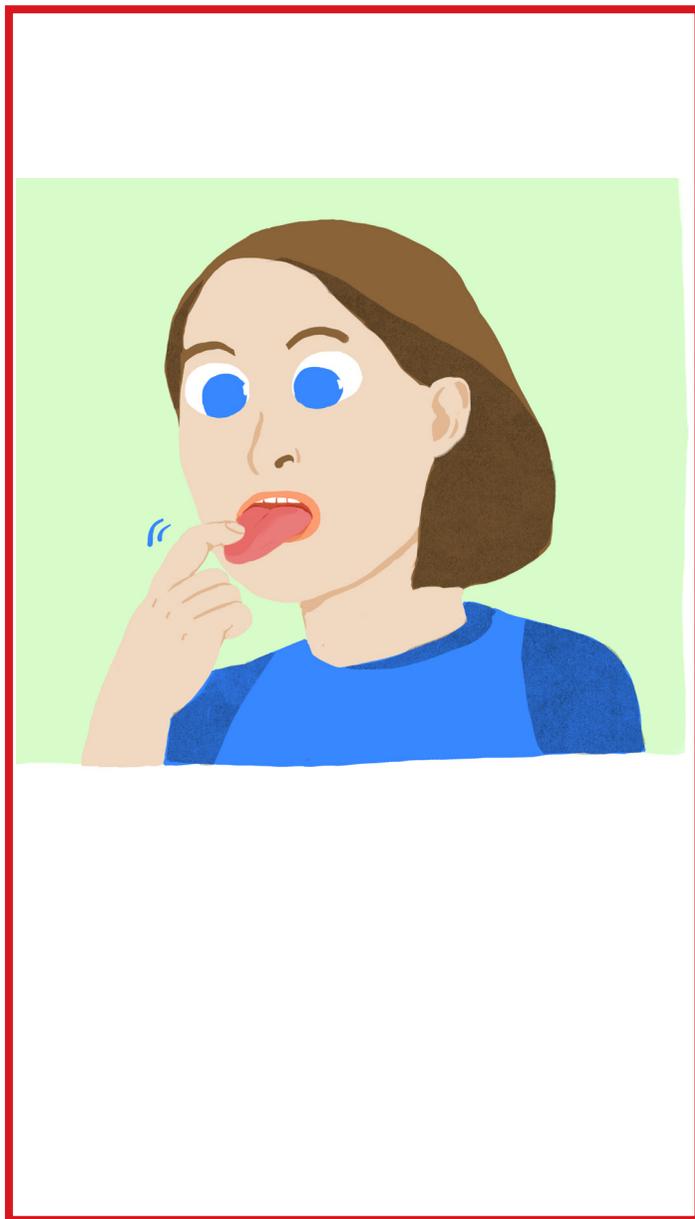
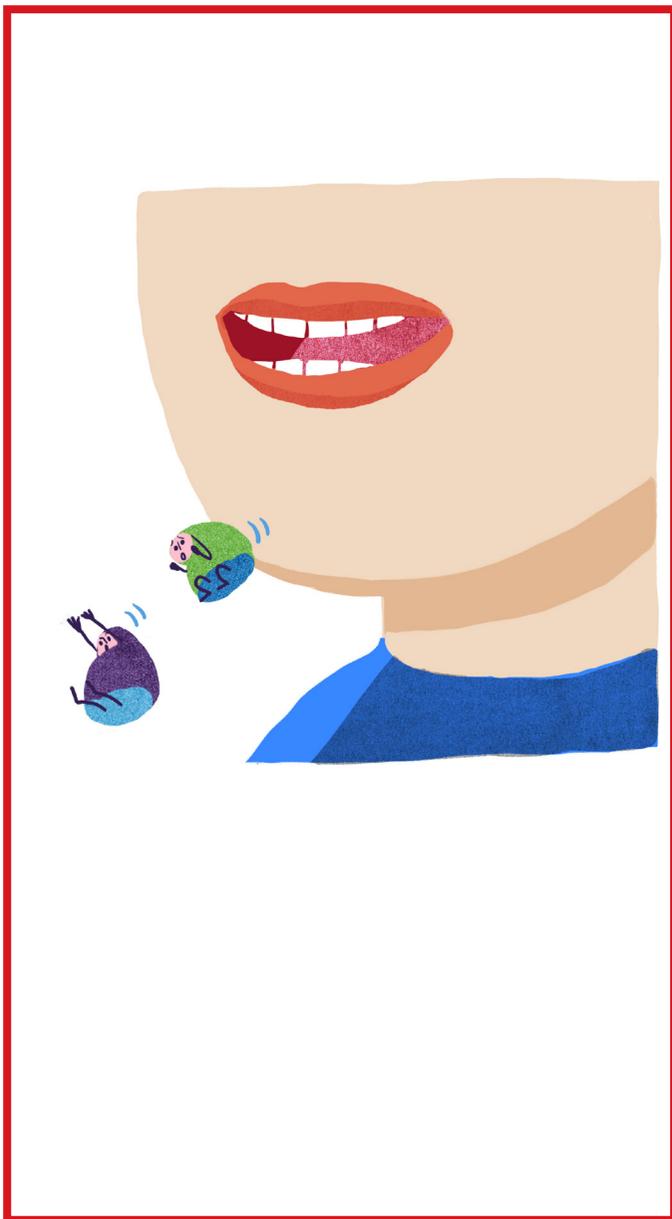
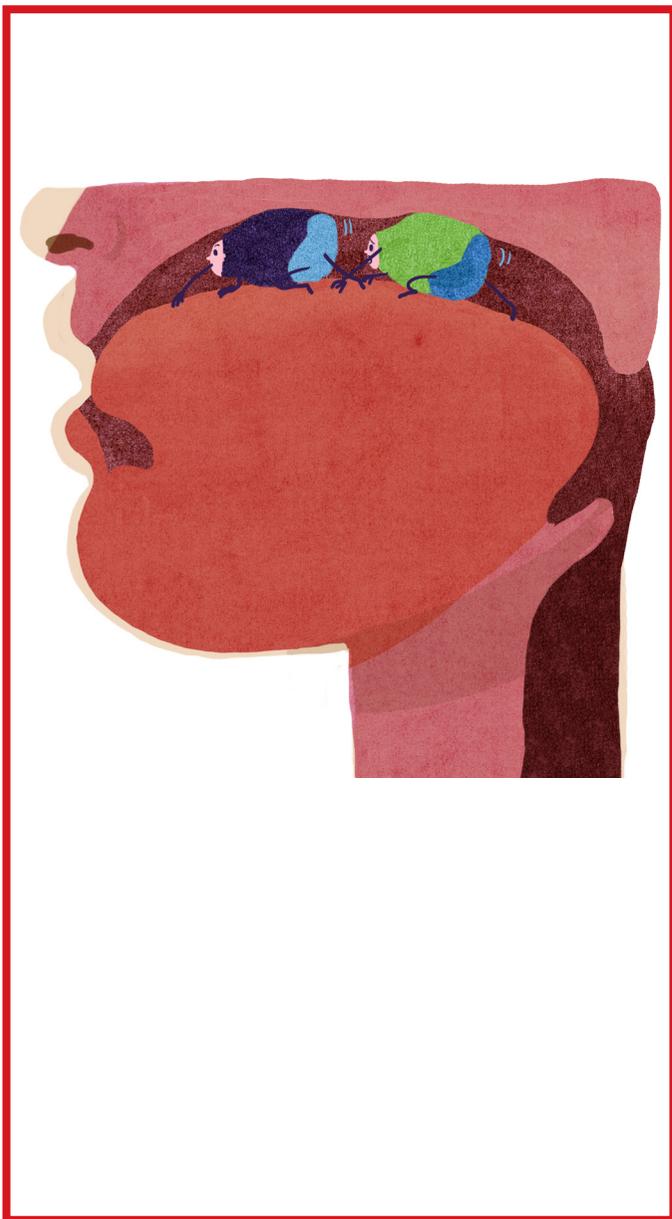
When the woman had gone quiet, the little corks let go of the uvula and jumped down onto the tongue.

"Let's try jumping up and down on the tongue. It's just like a trampoline," Quirky Cork said *excitedly*.

While they were jumping, the woman started to speak again, and so her tongue started moving up and down very fast. The poor little corks got thrown back and forth like little balls! They hurried to climb behind the nearest molar (**where are our molars?**).



Ask the children to **find their molars**.



When reading aloud pay attention on how to use the tone of voice for: **quickly - sharply- with surprise.**



"Woah, this tongue is crazy! It's dangerous to stay in this mouth any longer. Let's hurry up and leave," said Corky Cork *quickly*.

"But we have to wait until the woman stops talking, because right now the tongue is moving at top speed and that is very dangerous for us," said Quirky Cork. "We could end up between her teeth!"

They waited for a moment, and then suddenly the woman was quiet. "Ok! Let's get out right now!" said Quirky Cork *sharply*.

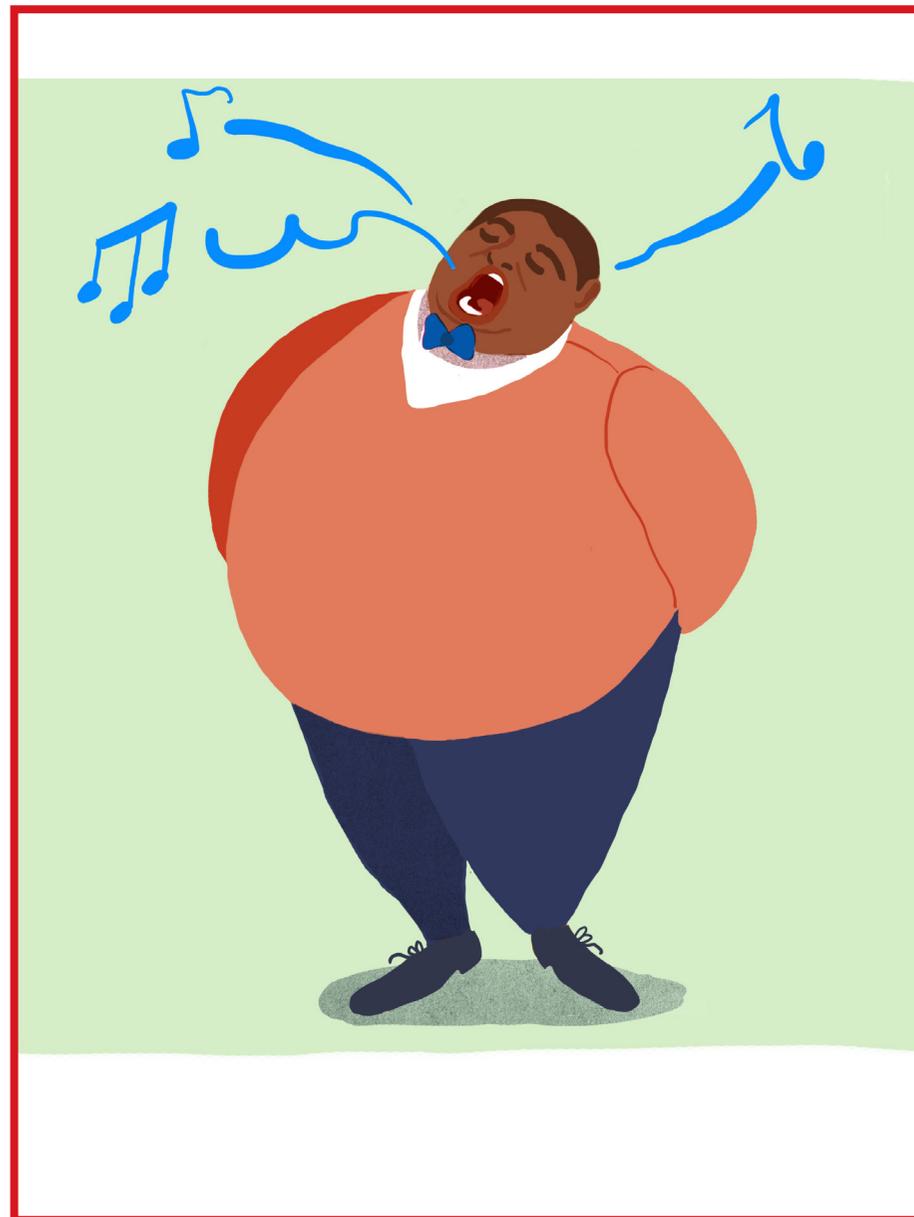
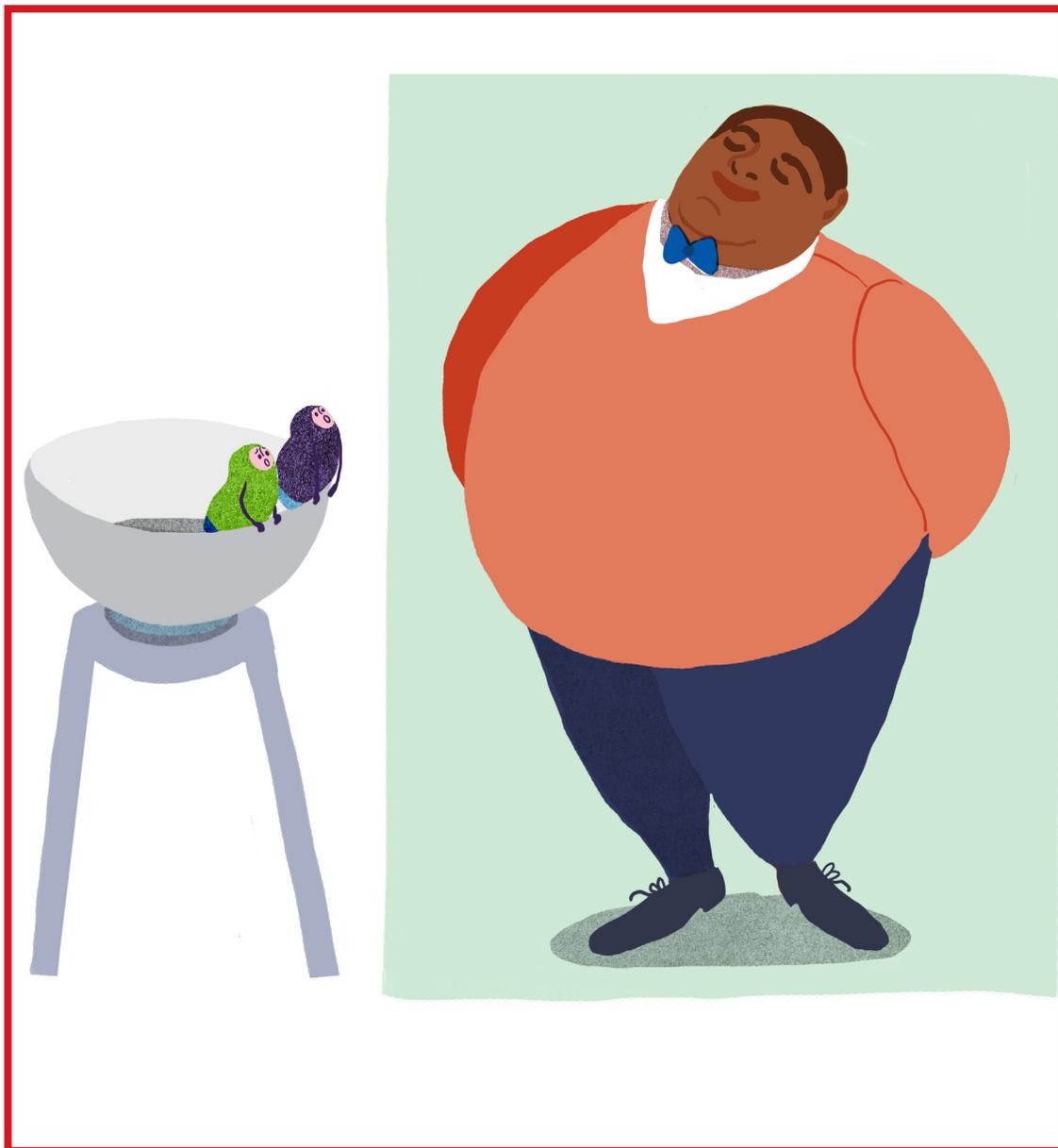


The little corks hurried to crawl along the woman's tongue, clambered over the bottom lip, and jumped off her chin and down onto the desk.



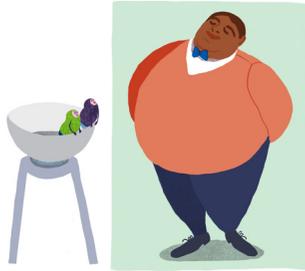
"That's odd," said the woman *with surprise*. "My tongue just tickled."

Ask the children to **move their tongues quickly in and out of their mouths.** Then ask them to **find the tip of their tongues.**



## Chapter VIII: Quirky Cork and Corky Cork explore the vocal cords of a huge man.

When reading aloud pay attention on how to use the tone of voice for: **excitedly**.

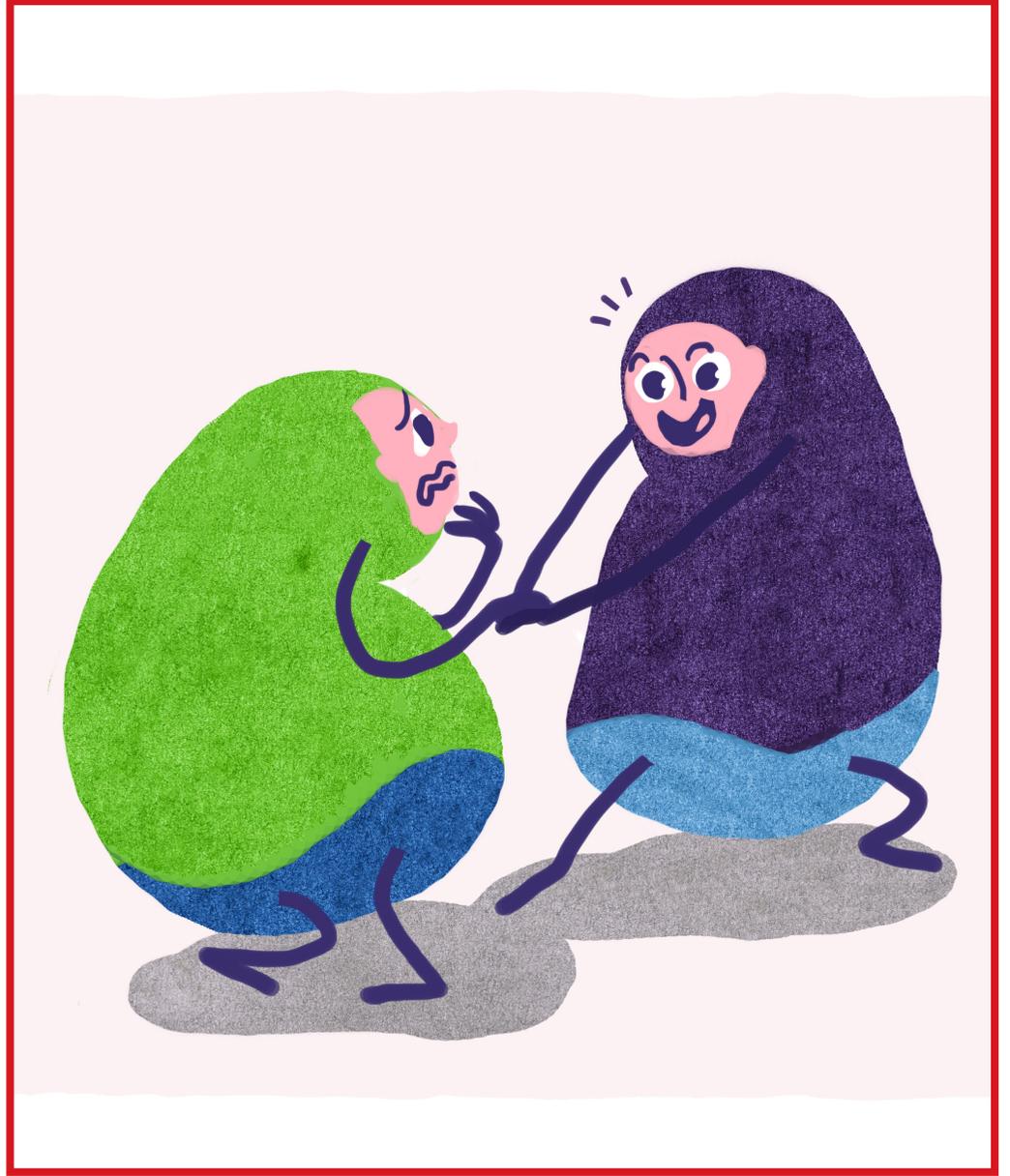


A huge man was visiting the woman. The corks stood up in their bowl and stared nervously at the man as he started singing to the woman in a deep voice (**how does a deep voice sound?**).

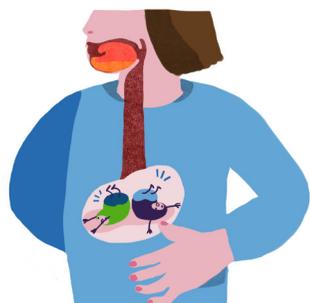


"Listen, Corky Cork. I bet this man has very big vocal cords, because he is so large, and his voice is way deeper than the woman's and the boy's," Quirky Cork said **excitedly**. "I think I get it! Maybe if the vocal cords are long then the voice is deep, and if they are short then the voice is high. Wow, how clever I am! Let's take a look at his vocal cords to check whether I'm right."

Ask the children to **imitate a deep voice** and **a high-pitched voice** to feel the difference.



When reading aloud pay attention on how to use the tone of voice for: **shocked - teasingly - whined - comfortingly.**



"Are you nuts?!" Corky Cork said *shocked*. "It's very dangerous! What are we supposed to do if the vocal cords start vibrating? Just fall down into the lungs or the stomach?"

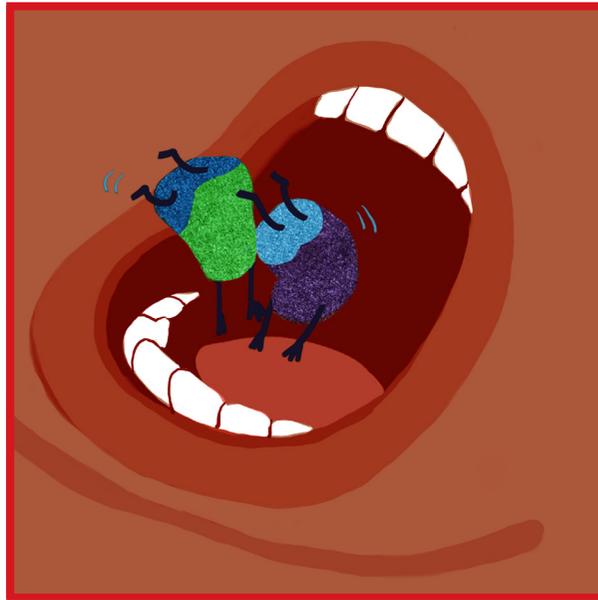
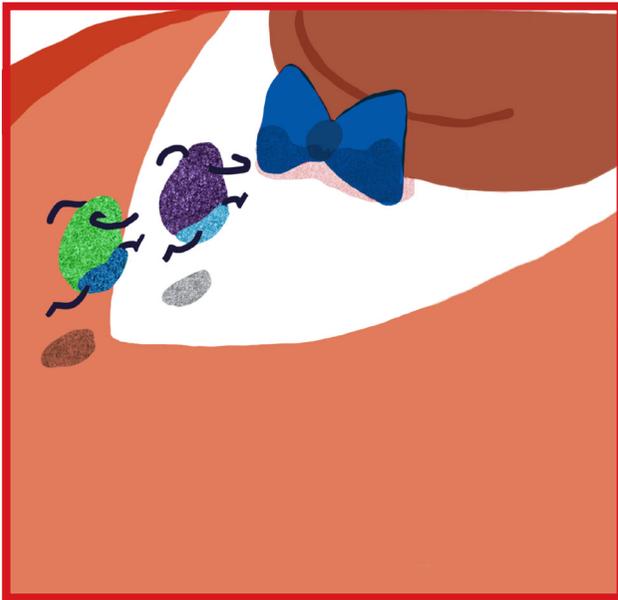
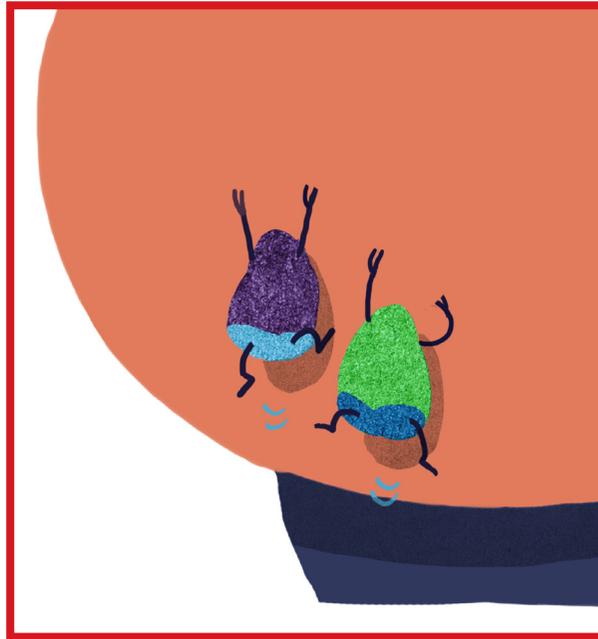
"Don't be such a scaredy cat, Corky Cork dear," Quirky Cork said *teasingly*. "We've looked at a boy's vocal cords, damaged by all the screaming he has done. Then we've looked at a woman's vocal cords, we didn't fall down then, did we?"

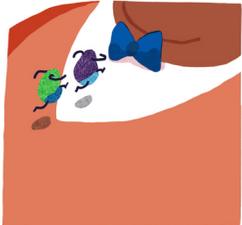
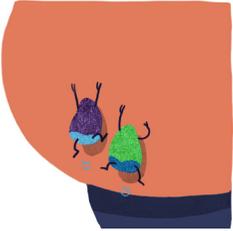
"No, OK, let's go in, but you need to look after me," Corky Cork *whined*.

"Of course," Quirky Cork said *comfortingly*.



Ask the children to do **some whining.**





After a while, the big man stopped singing and the little corks ran as fast as their little feet could carry them

up the man's leg (**where are our legs?**),

up his belly (**where is our belly?**),

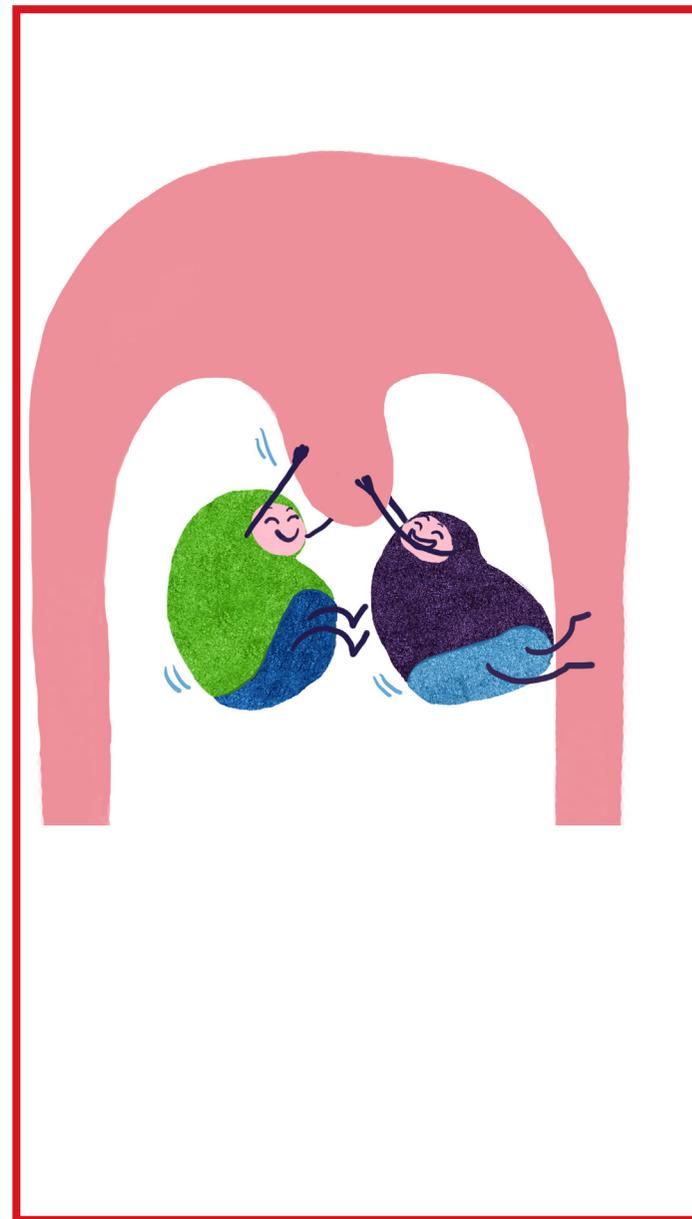
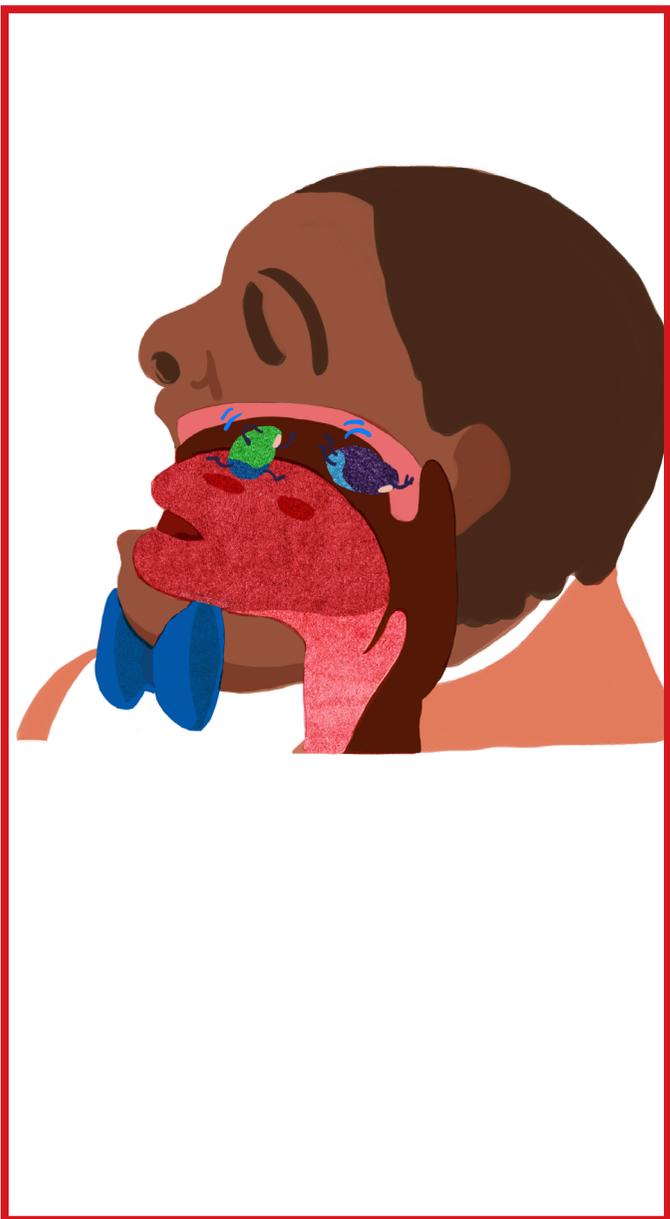
up his chest (**where is our chest?**),

up his neck (**where is our neck?**),

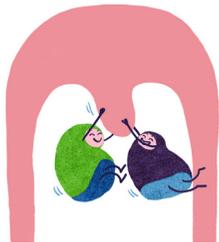
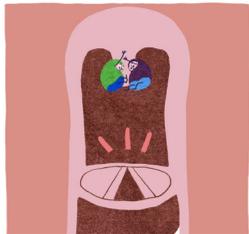
up to his cheek (**where is our cheek?**),

and jumped into his mouth (**where is our mouth?**).

Ask the children to **find their legs, bellies, chests, necks, cheeks** and **mouths**.



When reading aloud pay attention on how to use the tone of voice for: **excitedly - giggled**.



They ran as fast as they could along his tongue, grabbed the uvula and peeped down.

"Look, Corky Cork, how long these vocal cords are - much, much, MUCH longer than in the boy." It must be because the voice box is much bigger in the man," Quirky Cork said *excitedly*.

They started to sway on the uvula. Back and forth, side to side, round and round.

"The best swing ever!" *giggled* the corks.

Ask the children to **do some giggling**.

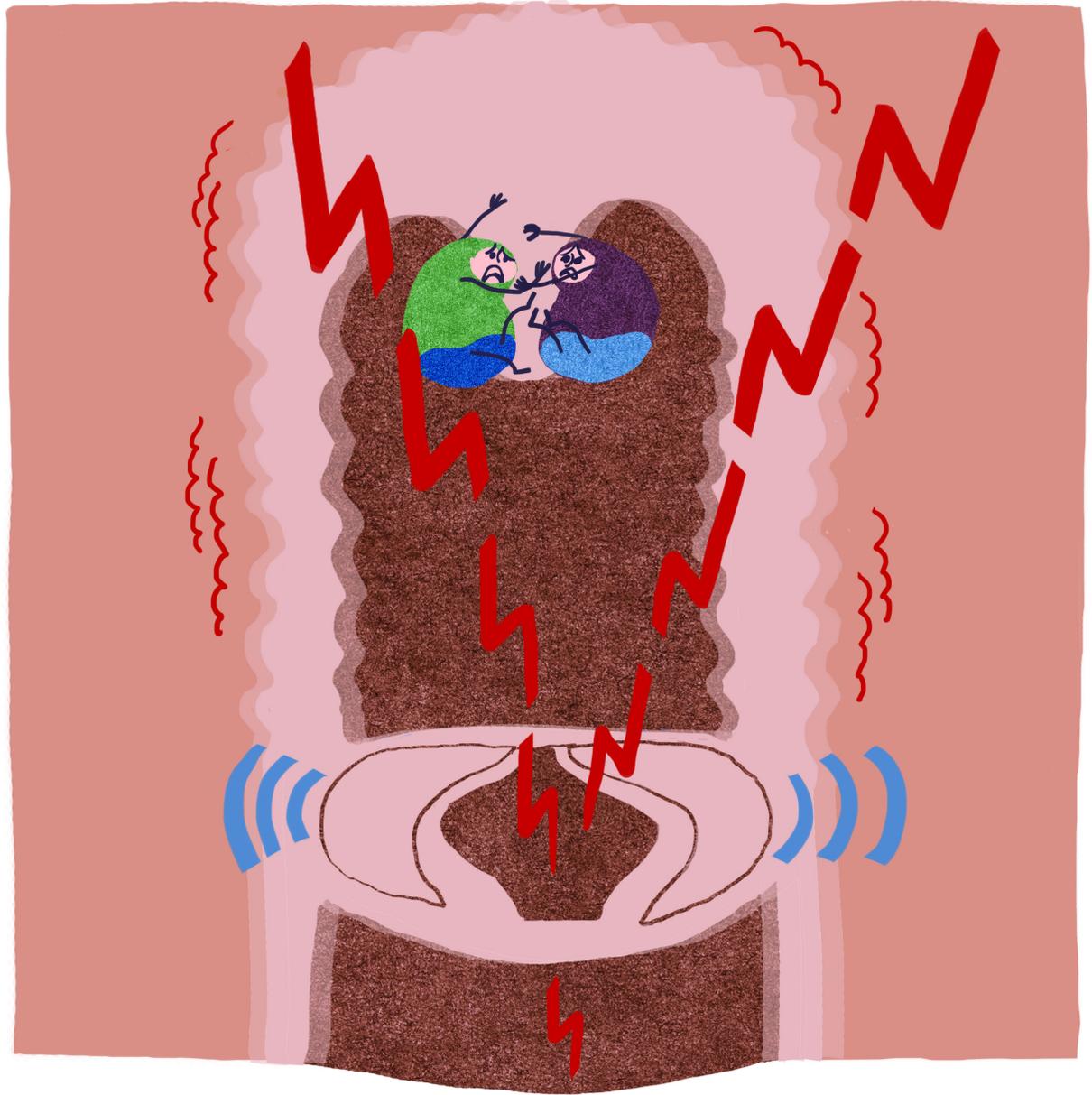
Where is the **uvula**?



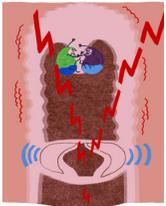


"That's it, Corky Cork, now we have proof," said Quirky Cork. "When the vocal cords are long the voice is deep. If the vocal cords are short the voice is high. That's why different people have such different voices. Men have long vocal cords, and so their voices are deep like this (**imitate a deep voice**). Women have less long vocal cords and so their voices are higher, like this (**imitate a woman's voice**), and children have very short vocal cords and so their voices are very high, like this (**imitate a child's voice**). I am so awfully clever!"

Ask the children to **imitate a male voice, female voice** and **a young child's voice**.



When reading aloud pay attention on how to use the tone of voice for: **cry - shouted - voice trembled - encouragingly.**



All of a sudden, the man started to sing again. His vocal cords started vibrating like mad and it was very loud inside his mouth.

Poor Corky Cork started to **cry**. "I'm so scared, Quirky Cork! There is so much noise and everything is shaking like in an earthquake, and I am so afraid that we'll fall into the lungs and never get back out again," he **shouted**, and his **voice trembled** with fright.

"My dearest Corky Cork, hold on tight! This will stop soon and then we can escape," Quirky Cork said **encouragingly**.

Ask the children to **imitate crying**.



When reading aloud pay attention on how to use the tone of voice for: **in alarm - sighed - relief in his voice.**



Finally the man stopped singing and everything went quiet.

The corks let go of the uvula and crawled carefully along the tongue.

"Corky Cork, look out! Those teeth, they are very, very frightening!" Quirky Cork called out *in alarm*.

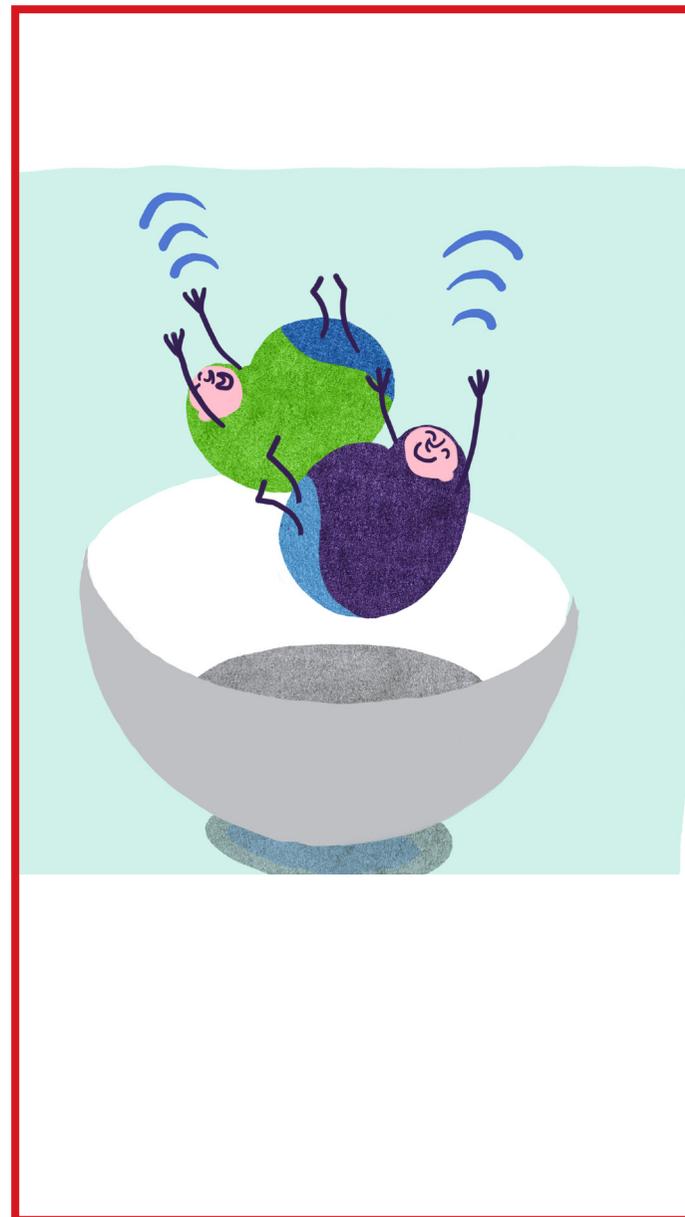
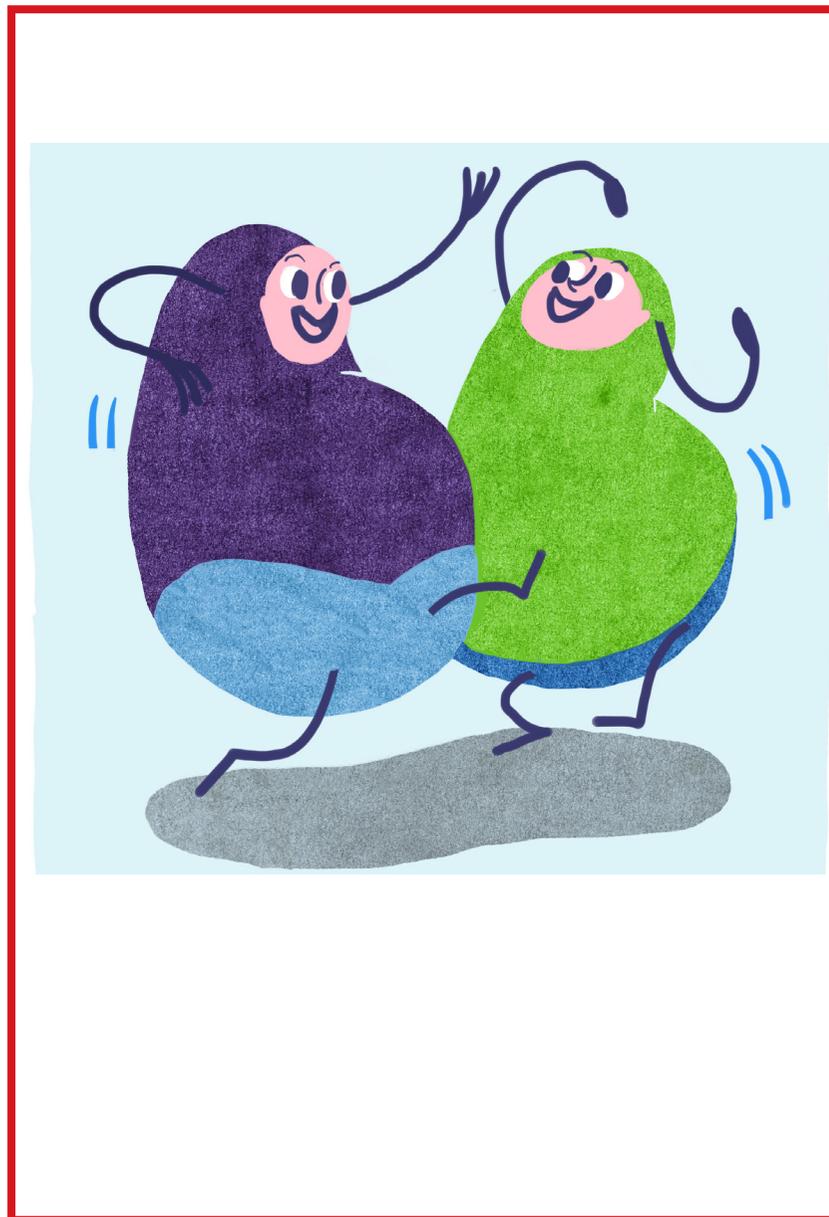
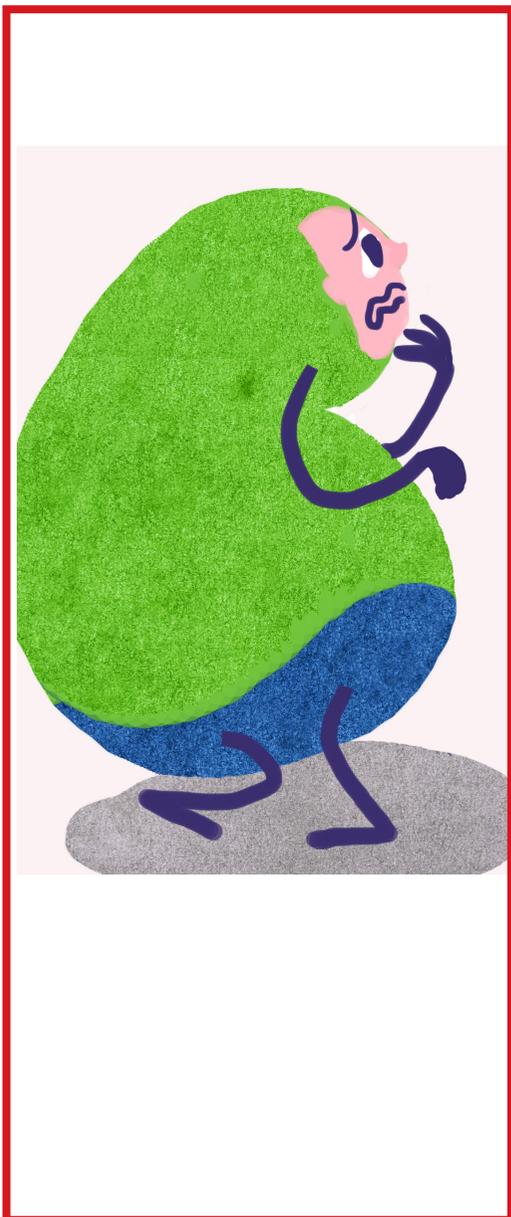
"I know," Corky Cork called back. "We need to hurry as much as we can, because we don't know when this noisy sound machine will start up again."

The little corks jumped out of the man's mouth, and just as they were landing on a table he started singing again. He sang: "La la la la la."

"Wow, that was close!" Corky Cork said and *sighed*. "If we'd been in his mouth, we probably would have ended up in the man's lungs!"

"That's true, Corky Cork," Quirky Cork said with *relieve in his voice*.

Ask the children to do some **sighing**.



When reading aloud pay attention on how to use the tone of voice for: **whimpered - comfortingly.**



"I want to go home now," Corky Cork *whimpered*.

"All right," Quirky Cork said *comfortingly*.



The corks started to bounce about and said their magic rhyme:

*"Bin, ban, bun. Life is such great fun. Get us some wings to fly away home."*

The little corks flew up and landed in their bowl.



Ask the children to do the **rhyme**.

Ask the children to do **some whimpering** and **sighing**.



When reading aloud pay attention on how to use the tone of voice for: **tenderly - snore.**



The friendly woman saw them in the bowl. "Oh, there you are my little darlings," she said *tenderly*, "I thought I had lost you."

"No, no, but we have had such an adventurous day. We will tell you all about it tomorrow. Now we are so terribly tired that we..... " and the little corks were so tired they could not finish the sentence before they fell sound asleep and started to *snore*.

Ask the children to do **some snoring**.

