

*Medically Speaking:*  
Accent Modification for  
the Medical Profession

By Lynda Katz Wilner, M.S., CCC-SLP  
Speech and Language Pathologist and  
Corporate Communication Trainer  
Successfully Speaking

Sample

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## Two Syllable Words

CD & Track #



### Exercise 2.2 — First Syllable Stress



You must jump up on the first syllable and step down on the second. The first syllable is higher, louder and longer. The second syllable is shorter.

one .  
two

Identify the stress pattern

Practice the following two syllable words by jumping up on the first syllable and stepping down to the second:

cul .  
ture

Practice the stress pattern with a medical word

Abbreviated list for sample purposes

Stomach	Fever	Febrile	Tumor	Shoulder
Tubal	Fluids	Breathing	Tonsils	X-ray
Mucus	Bowel	Basal	Urine	Acne
Abscess	Diet	Coma	Cancer	Bypass
Bleeding	Kidney	Bladder	Biceps	Liver

1. He has difficulty breathing. Stressed word is underlined; key word is in italics
2. She has blood in her urine.
3. Check the patient's vital signs.
4. He has chronic kidney disease.

## Exercise 2.11 — Third Syllable Stress



Start with your average pitch for the first two syllables, jump up for the third syllable, step down for the fourth, and drop down one more step for the fifth.

—     .     ———     .  
one   two   three   four   .  
five   Identify the stress pattern

Practice the following five syllable words, jumping up on the third syllable, and stepping down for the fourth and fifth syllables:

—     .     ———     .  
my   o   car   di   .  
al   Practice the stress pattern with a medical word

Chemotherapy     Cartilaginous     Laryngologist     Abbreviated list for sample  
Antihistamine     Appendectomy     Neurosurgery  
Amblyopia     Urinalysis     Cafeteria

1.     Treat the patient's tachycardia.     Stressed word is underlined; key word is in italics
2.     The patient underwent extensive neurosurgery.
3.     He prescribed a course of chemotherapy.
4.     The site of the tracheotomy was edematous.

### Exercise 2.18 — Asking Questions: Yes or No?



When a question is asking “yes” or “no”, the voice rises at the end of the question and the listener is encouraged to provide further information. A rising pitch communicates a *friendly* tone. If the voice drops in pitch at the end of a question, a more authoritative or abrupt tone is implied and the listener will tend to provide a brief response. Try the following sentences with a rising, then a dropping pitch:

Abbreviated list for sample purposes

1. Are you ready? ↗ ↘
2. Are you married? ↗ ↘
3. Do you have any children? ↗ ↘
4. Do you have any difficulty breathing? ↗ ↘
5. Do you have any chest pain? ↗ ↘

### Exercise 2.19 — Questions with Downward Inflection



When a question begins with “who”, “what”, “where”, “when”, “why” or “how,” the pitch drops down at the end of the question and usually one of the last words is stressed: Remember to jump up in pitch before you bring the pitch down.

Abbreviated list for sample purposes

1. Where do you *live*? ↘
2. What's your past medical *history*? ↘
3. Where do you feel the *pain*? ↘
4. Who did you *see*? ↘
5. When are you *leaving*? ↘

### Exercise 3.8 — “R” Blends



All of the lists are abbreviated for sample purposes

Remember to keep the sides of the tongue elevated and held against the inside margins of the side molars to produce this sound:

<u>PR</u>	<u>BR</u>	<u>TR</u>	<u>DR</u>
<u>P</u> roximal	<u>B</u> rachial	<u>T</u> racheal	<u>D</u> rug
<u>P</u> rimary	<u>B</u> radycardia	<u>T</u> rigeminal	<u>D</u> rip
<u>CR</u>	<u>GR</u>	<u>FR</u>	<u>THR</u>
<u>C</u> rest	<u>G</u> rowth	<u>F</u> racture	<u>T</u> hreaten
<u>C</u> reatinine	<u>G</u> roin	<u>F</u> raction	<u>T</u> hrow

Practice the following sentences:

1. His primary problem is labored breathing.
2. He used crutches for his fractured leg.
3. Throw all of the drugs away.
4. Proper management will prevent a transfusion.

### Exercise 3.9 — “R” Blends in the Middle Position



All of the lists are abbreviated for sample purposes

Feel the sides of your tongue against the inside margins of your side molars:

<u>BR</u>	<u>PR</u>	<u>DR</u>	<u>FR</u>
<b>Cere<u>br</u>al</b>	<b>Dep<u>re</u>ssed</b>	<b>Ad<u>dr</u>ess (v/n)</b>	<b>Af<u>fr</u>id</b>
<b>Verte<u>br</u>al</b>	<b>Im<u>pr</u>ove</b>	<b>Chil<u>dr</u>en</b>	<b>Con<u>fr</u>ont</b>
<b>A<u>br</u>upt</b>	<b>Re<u>pr</u>int</b>	<b>Ea<u>dr</u>um</b>	<b>Re<u>fr</u>ain</b>
<u>KR</u>	<u>GR</u>	<u>TR</u>	<u>SKR/STR</u>
<b>Acc<u>cr</u>ue</b>	<b>Inte<u>gr</u>al</b>	<b>Cont<u>tr</u>ol</b>	<b>Pres<u>cr</u>iption</b>
<b>Ac<u>cr</u>oss</b>	<b>Inte<u>gr</u>ate</b>	<b>Ext<u>tr</u>emities</b>	<b>In<u>str</u>uct</b>
<b>Dec<u>cr</u>ease</b>	<b>Ag<u>gr</u>eeable</b>	<b>Ret<u>tr</u>act</b>	<b>In<u>str</u>ument</b>

Practice the following sentences:

1. This patient has *cerebro-vascular* disease.
2. He reported *abbrupt* onset of weakness.
3. This patient is very *depressed*.
4. I will *intepret* these findings.