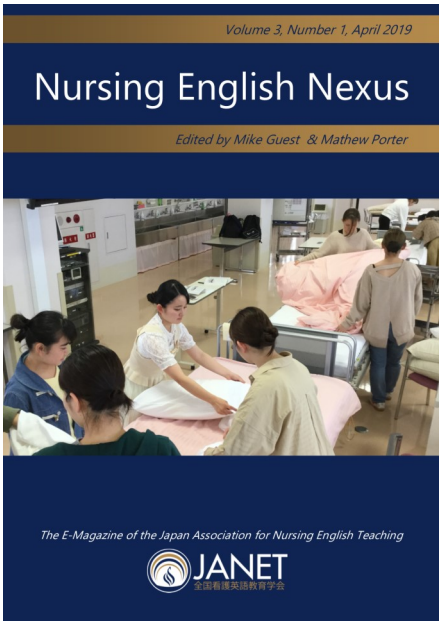
# Development of a Vocabulary List for Nursing Students

Ray Franklin

Osaka Prefecture University School of Nursing




Article citation

Franklin, R. (2019). Development of a Vocabulary List for Nursing Students. *Nursing English Nexus, 3*(1), 13-20.

**Nursing English Nexus**

http://www.janetorg.com/nexus

ISSN 2433-2305

# Development of a Vocabulary List for Nursing Students

Ray Franklin (rayosaka@gmail.com)
Osaka Prefecture University School of Nursing

***Abstract**: Nurses in Japan need a basic knowledge of common English health terms, which are understood by the general English-speaking population rather than being specific to the medical profession. This article describes the development of a 314-word Nursing Vocabulary List (NVL) designed for such a purpose (Appendix A). The list was analyzed for lexical frequency, finding that 44.6% fell within the 2000 most frequently used words, plus the Academic Word List. Examples of 18 activities that could be used for teaching and/or assessment of vocabulary learning from the NVL are also included.*

**Keywords**: Nursing, health, vocabulary, list

Vocabulary is the foundation of any language, upon which most communication is based, whether through speaking-listening, or writing-reading. Most topics have vocabulary items specific to their theme, which are particularly relevant to many English for Special Purposes (ESP) curricula. This report details the development of a vocabulary learning program for nursing students, including the creation of a 314-item Nursing Vocabulary List (NVL) (Appendix A).

## Literature Review

Within any given language, some words are naturally more frequent than others, and so vocabulary has been classified as being made up of high-, mid-, or low-frequency words (Webb & Nation, 2017, p.6). For the English language, many researchers have produced various lists of word frequency (Webb & Nation, 2017, p.10). The grandfather of such lists is West's (1953) General Service List (GSL), comprising the 2000 most frequent word families. One of the most prominent lists was recently developed by Paul Nation (2012), based on the British National Corpus/Corpus of Contemporary American English (BNC/COCA), which consists of vocabulary from both spoken and written English in the UK and USA. The BNC/COCA list is sub-divided into 1000-word levels for the 25,000 most common English word families, but of most value are the first two 1000-word levels, as these 2000 most frequent word families have been found to account for around 90% of lexical coverage in conversation (89.4%), lectures (89.6%), TV programs (89.5%), films (90.7%), and novels (87-92%), as well as 82-84% of newspapers (Webb & Nation, 2017, p.11). The third 1000-word level adds only 2-5% more lexical coverage, depending on the spoken or written context, while the 2000 words of both the 4th and 5th levels combined would add only 3% more coverage (Nation, 2006). These diminishing returns in lexical coverage are explained by Zipf's law, named after the psycholinguist who discovered that, "the most frequent word [*the*, comprising 7% of all running words] was about twice as frequent as the next most frequent word family [*be*], approximately three times as frequent as the next most frequent word [*to*], and so on" (Webb & Nation, 2017, p.286).

In addition to the BNC/COCA lists, another important word list is the Academic Word List (AWL), which identifies 570 word families that account for approximately 10% of all words in a corpus of 414 written academic texts comprising 3.5 million running words (Coxhead, 2000). Most of the AWL are mid-frequency words (and exclude any of the first level of 2000 words), so after learning the first 2000 most frequent words, the next step for English learners (especially those with academic goals) is to learn these 570 word families which were gleaned from 28 different subject areas across four disciplines: arts,

commerce, law, and science (Nation, 2008, p.125). Learning this list would also add around 4% to coverage of the running words in newspapers (Nation, 2013, p.95), thus lifting its overall coverage to around 87%, which approaches the figures given above for conversation, lectures, novels, TV shows, and movies. The AWL is often included, along with the first 2000 word families, in vocabulary analysis computer programs that provide the lexical composition of any chosen text.

A third important category of vocabulary frequency is that of technical vocabulary, which are the particular words that occur frequently only within a specific subject. From pop songs to cooking to sports to rocket science, any given topic has its own technical vocabulary, which often runs into thousands of words. The medical field has over 10,000 technical vocabulary words (Nation, 2008, p.135). Technical vocabulary is often low-frequency, but some could also be at high- or mid-frequency word levels. Technical vocabulary might also be included in academic word lists, as these words are often learned in the academic context of studying a particular discipline.

For nursing purposes, two lists of related academic vocabulary are available. First, the Medical Academic Vocabulary List (MAVL) consists of 819 lemmas (a headword and its inflections) based on a combination of a 2.7 million-word corpus of medical academic English, and a 3.5 million-word corpus of medical English textbooks (Lei & Liu, 2016). Second is the Nursing Academic Word List (NAWL), which lists 676 word families, and covers 13.64% of the Nursing Research Articles Corpus (NRAC), consisting of just over 1 million running words from 252 articles in nursing research publications (Yang, 2015). These lists were not chosen for my own vocabulary-learning program because they are 1) too large for practical use in this program (more than double the 314-item NVL), and, 2) based on academic research publications, which is generally beyond the purview and proficiency level of nursing students learning English in Japan. In other words, both the MAVL and the NAWL are too large, as well as too focused on academic research vocabulary, than the practical nursing vocabulary that I wanted my students to learn. A comparison of the NVL with Yang's NAWL identified 110 concurrent items, which account for 16.2% of the NAWL. A similar comparison of the NVL with the MAVL found 126 concurrent items, accounting for 15.4% of that list.

## Teaching Context

Due to my context of teaching English to 2nd year university nursing students, I decided to develop a vocabulary-learning program, which in turn led to the creation of my own list of technical vocabulary for nurses, hereafter dubbed as the Nursing Vocabulary List (NVL). The textbook I chose for my classes was *Healthtalk: Health Awareness and English Conversation* (McBean, 2014), which is a content-based communicative EFL text written for Japanese university students. It contains 12 units based on topics such as exercise, smoking, alcohol, cancer, obesity, depression, stress, AIDS, and dental care. Although *Healthtalk* is at an appropriate level for first- or second-year nursing students' English proficiency, I felt that it was too general with regard to nursing vocabulary, and began to consider more useful and appropriate nursing vocabulary that I believed nurses should learn in English. The next section explains the genesis, design, and a description of the NVL.

## Design and Description of the Nursing Vocabulary List (NVL)

The 314-word NVL was developed over a number of stages:

1. First I brainstormed a list of body parts, going from head to toe, including major organs, and came up with 48 items.
2. Next I brainstormed a list of hospital departments, and then supplemented it by

checking the *Netdoctor* web page (Henderson, 2016) for an A to Z of hospital departments, coming up with 32 items.

3. Then I brainstormed a list of 60 commonly known health terms (based on daily life and my own hospital stays), and supplemented it with another 60 items from the glossary of *Healthtalk*, which brought the NVL to 200 items.
4. When researching mobile-phone flashcard applications such as *Quizlet* and *iKnow*!, I came across some sets with medical terminology worth including, such as wound and tumor. Sixteen items were added at this stage, bringing the total to 216 items thus far.
5. After comparisons with the MAVL and the NAWL, an additional 98 items were added from both, for a final tally of 314 items on the NVL.

The words chosen for the NVL conform to Step 3 of the four-step rating scale for technical vocabulary as proposed by Chung and Nation (2003, p. 105). That is, words that are closely related to the nursing field, but not too technical, such as Step 4 terms *cranium* or *thorax*, nor too general, such as Step 2 words *normal* or *part*, and also not words that are independent of the subject matter, such as Step 1 terms *amount* or *adult/child*, or function words. Although this vocabulary list is not based on the corpus-comparison approach (i.e. comparing a nursing-based text with a broader-based corpus such as BNC/COCA), a brief scan by any native English speaker would find few if any unknown words, and the list is based on real-world experiences and common knowledge, supplemented by the research listed earlier, resulting in a list of very relevant vocabulary for nursing students to learn in English. The total number of items in the NVL thus stands at 314.

Having generated the NVL over numerous iterations, it was then analyzed by frequency, in order to determine which words are worth learning first. For this, the NVL was run through both Lawrence Anthony's *AntWordProfiler* program and Tom Cobb's *VocabProfile* website, which gave similar results (Appendix B). To summarize the analysis, the NVL was comprised of 16% level 1 words, 19% level 2 words, and 9% of the AWL, accounting for a total of 44.6% of the NVL. The remaining 55.4% were beyond the first 2000+AWL levels, which would be expected of a technical word list. Curiosity about the frequency levels of the 55% off-list words led to a comparison with the entirety of 34 lists developed by Nation. This analysis is also included in Appendix B.

**Assessment of Vocabulary Learning**

To establish a baseline assessment, the entire NVL would be presented, with students asked to mark each item/word on the following scale:

0: I don't know the word at all.
1: I have seen the word before, but don't know the meaning.
2: I have seen the word before, and think I know the meaning.
3: I know what it means in Japanese.
4: I can use this word in an English sentence.
5: I can give its meaning in English.

As 35% of the NVL falls within the first 2000 words, it would be expected that the students already know about a third of the list, or around 100 of the 314 items. Students would then be told to study the unknown words on their own, using self-made word cards.

To check the progress of students' learning of the items on the NVL, various assessment methods could (and should) be used, which would range from receptive recognition and recall, to productive elaboration and use. While most assessments are done with paper-based worksheets, many of the examples listed below can be performed orally, with a fairly quick and easy five or ten point quiz at the end of a vocabulary session. Although most of the 18 assessment

samples listed below would be given throughout the course in worksheet form (or else performed orally), most could easily be scored for grading purposes.

1. True/False statements, which could be done orally as well as in writing:
   *An eye doctor is called an ophthalmologist.*
   *The intestines process the air that we breathe.*
2. Multiple-choice questions (which also could be performed orally or in writing):
   *A heart doctor is called a(n): a) oncologist*
   *b) neurologist c) cardiologist.*
   For an extra challenge, students could spell the answer, rather than choose a, b, or c.
3. Definition Matching (levels matching test): Which of the above three choices (a, b, c) match with these three definitions:
   *1) heart doctor 2) cancer doctor 3) brain doctor*.
4. Fill-in-the blanks (productive levels test): This could be performed either with choices given in a word bank (for difficult words), or without any choices for easier words. For a wider variety of usage, inflections and derivations could also be used.
   *Ray had an _____ to remove his appendix. (operation)*
   *Ray ate some old sushi and got a _____. (stomachache)*
5. Word associates, connecting words from two lists could also be performed orally. In this activity the teacher supplies the first word, and the students must add the collocation:
   *heart – attack, blood – pressure, nasal – congestion, cardiac – arrest, allergic – reaction, life – expectancy, immune – system*, etc.
   This could also be done with synonyms (*shot – injection, fluid – liquid, broken – fractured*, etc.) or antonyms (*injured – healed, heatstroke – hypothermia, physical – mental*, etc.)
6. As a more receptive variation of the above, identify the misfit in a set of words:
   wheelchair / crutches / walker / cane/ fever
   Infection / antibiotics / medicine / prescription / drug
7. As a more productive variation of the above two exercises, students could be given a prompt, such as *cancer*, and try to provide some associated words, such as *tumor*, *oncology*, or *chemotherapy*.
8. Listen and fill-in the missing words, or listen and answer questions. Again, choices could be given for harder words with low frequency (the off-list words of the NVL), or choices not given for easier words of higher frequency (the level 1 or 2 words of the NVL).
9. Same as above, except with the input introduced from reading rather than listening.
10. Peer testing of word cards, in which partners quiz each other using their own flashcards (Nation, 2008, p. 147).
11. Translate the Japanese kanji of a word into English.
12. Identify the part of speech of a word, and give its derivations:
    *operation (n.), operate (v.), operating room (adj.).*
13. Write (or give orally) a definition in English of a word. For this I use the higher frequency words of levels 1 and 2 on the NVL.
14. Use the word in a sentence that makes clear its meaning. This could be performed orally (and used in games such as bingo or tic-tac-toe), or in writing. Again, such productive assessment would be more suitable for the higher frequency items on the NVL.
15. Definition completion, which also could be performed orally:
    The joint in the middle of one's arm is called our _____.
16. Forced choice, which also could be performed orally: Which sentence is correct?
    A dehydrated person needs to drink water.
    A dehydrated person needs to take a pain killer.
17. Pronunciation assessment: Can students produce these words in speech properly?
    *hypothermia, mucus, chemotherapy, syringe, obesity, diabetes*
18. Students record a video of their hospital experience stories for speaking fluency assessment.

## Conclusion

The author created a vocabulary list for EFL nursing students in Japan, which resulted in the development of the 314-item NVL, a list of the most useful technical nursing vocabulary for EFL learners. Various assessment activities are suggested that could be used to track learner progress and/or scoring achievement based on the list. These 18 example activities would be expected to fully engage nursing students and result in successful English vocabulary development. Having created the NVL, the next step is to design an accompanying teaching program involving various vocabulary activities.

For future research, it would be interesting to determine what percentage of the 314 items on the NVL are already known by most nursing students (such as most of the body parts sub-list), and how many new items could be learned after engaging in various vocabulary development activities, such as those presented in the assessment section above. A pretest-posttest study of NVL acquisition would be a further step for future research, in addition to refinement of the NVL based on stakeholder and student feedback, as well as the learning that results from its implementation.

## References


Anthony, L. (2014). AntWordProfiler (Version 1.4.1) [Computer Software]. Tokyo, Japan: Waseda University. Retrieved 14 July 2018 from http://www.laurenceanthony.net/software

Cobb, T. *WebVP Classic v.4* [computer program]. Retrieved 28 July 2018 at https://www.lextutor.ca/vp/eng/

Chung, T.M., & Nation, I.S.P. (2003). Technical vocabulary in specialized texts. *Reading in a Foreign Language, 15(2),* 103-116.

Coxhead, A. (2000). A new academic word list. *TESOL Quarterly, 34(2)*, 213-238.

Henderson, R. (2016, January 4). *A to Z of hospital departments*. Retrieved from https://www.netdoctor.co.uk/health-services/nhs/a4502/a-to-z-of-hospital-departments/

Lei, L., & Liu, D. (2016). A new medical academic word list: A corpus-based study with enhanced methodology. *Journal of English for Academic Purposes, 22*, 42-53.

McBean, B. (2014). *Healthtalk, third edition*. Tokyo: Macmillan Languagehouse.

Nation, I.S.P. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review, 63(1)*, 59-82.

Nation, I.S.P. (2008). *Teaching vocabulary: strategies and techniques.* Boston: Heinle Cengage Learning.

Nation, I.S.P. (2012). The BNC/COCA word family lists. Retrieved 14 July 2018 from http://www.victoria.ac.nz/lals/about/staff/paul-nation

Nation, I.S.P. (2013). *What should every EFL teacher know?* Seoul: Compass Publishing.

Webb, S., & Nation, I.S.P. (2017). *How vocabulary is learned*. Oxford: Oxford University Press.

West, M. (1953). *A general service list of English words.* London: Longman, Green & Co.

Yang, M. N. (2015). A nursing academic word list. *English for Specific Purposes*, 37, 27-38.

## Appendix A: The Nursing Vocabulary List (NVL)

1. Ankle
2. Arm
3. Back
4. Belly button
5. Brain
6. Bladder
7. Blood
8. Bones
9. Butt (bottom, ass)
10. Calf
11. Cheek
12. Chest
13. Chin
14. Ears
15. Elbow
16. Eyes
17. Finger
18. Foot
19. Forehead
20. Gallbladder
21. Genitals
22. Hand
23. Head
24. Heart
25. Heel
26. Hip
27. Intestines
28. Kidneys
29. Knee
30. Leg
31. Lip
32. Liver
33. Lungs
34. Mouth
35. Muscles
36. Nails
37. Neck
38. Nerves
39. Nose
40. Pancreas
41. Ribs
42. Shoulder
43. Skin
44. Skull
45. Sole
46. Stomach
47. Thigh
48. Thumb
49. Toe
50. Tooth (teeth)
51. Throat
52. Waist
53. Wrist

54. Anesthetic
55. Burn Unit
56. Cardiology
57. Dermatology
58. Ears, Nose, & Throat
59. Endoscopy
60. Emergency Room
61. Gastroenterology
62. General Surgery
63. Geriatrics
64. Gynecology
65. Hematology
66. Intensive Care Unit
67. Maternity
68. Microbiology
69. Neonatal
70. Nephrology
71. Neurology
72. Obstetrics
73. Occupational Therapy
74. Oncology
75. Ophthalmology
76. Orthopedic
77. Pain Management
78. Pediatric
79. Pharmacy
80. Psychiatry
81. Physiotherapy
82. Radiotherapy
83. Rheumatology
84. Sexual Health
85. Urology

86. Abdominal pain
87. Abnormal
88. Abuse
89. Accident
90. Ache
91. Acute
92. Addiction
93. AED
94. Aged (elderly)
95. Aid
96. AIDS
97. Allergic Reaction
98. Alleviate
99. Alzheimer's
100. Ambulance
101. Antibiotics
102. Antibodies
103. Antiseptic
104. Artery
105. Asthma
106. Bacteria
107. Bandage
108. Band aid
109. Benign
110. Biochemical
111. Biopsy
112. Bleeding
113. Blood Pressure
114. Blood Transfusion
115. Bowel Movement
116. Breast (feeding)
117. Breathing
118. Cancer
119. Cane
120. Cardiac Arrest (heart attack)
121. Caregiver
122. Cast
123. Cause
124. Cells
125. Chart
126. Checkup
127. Chemotherapy
128. Chicken pox
129. Choking
130. Cholesterol
131. Chronic
132. Circulation
133. Clinic
134. Cold
135. Colleagues (coworkers)
136. Colon
137. Coma
138. Conscious
139. Constipation
140. Consult
141. Coronary
142. Coughing
143. CPR
144. Critical Condition
145. Crutches
146. Cure
147. Damage
148. Data
149. Death
150. Degrees
151. Dehydrated
152. Dementia
153. Depression
154. Diabetes
155. Diagnosis
156. Diarrhea
157. Disease
158. Disorder
159. Dizzy
160. Drug Overdose
161. Drunk
162. Effect
163. Epidemic
164. Examination
165. External
166. Fart (pass gas)
167. Fatal
168. Fatigue
169. Female
170. Fever
171. Flu (influenza)
172. Fluid (liquid)
173. Follow-up
174. Fractured (broken)
175. Function
176. Gauze
177. Genetic
178. Germs
179. Glucose
180. Headache
181. Heal
182. Heatstroke
183. Height
184. HIV
185. Hormone
186. Hospital
187. Hurt
188. Hypertension
189. Hypothermia
190. Illness (sickness)
191. Immune System
192. Indigestion (stomachache)
193. Infant
194. Infection
195. Inflammation

196. Injection (shot)
197. Injury
198. Inpatient
199. Insulin
200. Intravenous (IV)
201. Invasive
202. Iodine
203. Irritation
204. Laboratory
205. Lesion
206. Life Expectancy
207. Limb
208. Male
209. Malignant
210. Maximum
211. Measles
212. Medicine
213. Menstrual
214. Metabolism
215. Midwife
216. Minimum
217. Moderate
218. MRI
219. Mucus
220. Mumps
221. Nasal Congestion (stuffy nose)
222. Nausea
223. Needle
224. Negative
225. Numb
226. Nurse
227. Obesity
228. Onset
229. Operation
230. Oral
231. Organ Failure
232. Outpatient
233. Overweight
234. Pain (killer)
235. Paralyzed
236. Pathology
237. Patient
238. Pharmacology
239. Physical
240. Physician (doctor)
241. Pill (tablet, capsule)
242. Pneumonia
243. Poison
244. Positive
245. Pregnant
246. Premature
247. Prescription
248. Procedure
249. Prognosis
250. Prostate
251. Psychological (mental)
252. PTSD
253. Pulmonary
254. Pulse
255. Rash
256. Recovery
257. Recurrence
258. Reduce
259. Rehabilitation
260. Relieve
261. Renal
262. Respiration
263. Risk Factor
264. Sample
265. Scab
266. Sensitive
267. Shot (injection)
268. Sick (ill)
269. Slurring
270. Sneezing
271. Sore
272. Specimen
273. Spinal
274. Sprained
275. Stable
276. Standard (normal, regular)
277. Sterile
278. Stethoscope
279. Stimulate
280. Strain
281. Stress
282. Stretcher
283. Stroke
284. Suffer (from)
285. Survive
286. Swollen
287. Symptoms
288. Syndrome
289. Syringe
290. Temperature
291. Test Results
292. Therapy
293. Tissue
294. Toothache
295. Toxic
296. Trauma
297. Treatment
298. Tumor
299. Ulcer
300. Ultrasound
301. Unconscious
302. Undergo
303. Underweight
304. Unhealthy
305. Urinate (pee)
306. Vaccine
307. Vein
308. Virus
309. Vomiting
310. Walker
311. Weight
312. Wheelchair
313. Wound
314. X-ray

## Appendix B: Analysis of the Nursing Vocabulary List (NVL)

Families Types Tokens Percent
K1 Words (1-1000): 48 50 57 16.29%
Function: ... ... (1) (0.29%)
Content: ... ... (56) (16.00%)
> Anglo-Sax ... ... (30) (8.57%)
K2 Words (1001-2000): 60 63 67 19.14%
> Anglo-Sax ... ... (36) (10.29%)
1k+2k ... ... (35.43%)
AWL Words: 30 32 32 9.14%
> Anglo-Sax ... ... (1) (0.29%)
Off-List Words: ? 192 194 55.43%
138+? 337 350 100%

1k types [48 families: 50 types: 57 tokens]: aged_[1] arm_[1] attack_[1] back_[1] bleeding_[1] blood_[3] broken_[2] burn_[1] care_[1] cause_[1] cold_[1] condition_[1] death_[1] degrees_[1] doctor_[1] drunk_[1] ears_[2] effect_[1] expectancy_[1] eyes_[1] failure_[1] feeding_[1] follow_[1] gas_[1] general_[1] hand_[1] head_[1] heart_[2] ill_[1] illness_[1] killer_[1] life_[1] mouth_[1] movement_[1] operation_[1] pass_[1] pressure_[1] reduce_[1] results_[1] room_[1] sensitive_[1] shot_[2] shoulder_[1] standard_[1] stroke_[1] system_[1] test_[1] unit_[2] up_[1] wound_[1]

First 500 (16 tokens): aged back condition death effect expectancy eyes follow general hand head life movement results room system

Second 500 (40 tokens): arm attack bleeding blood blood blood broken broken burn care cause cold degrees doctor drunk ears ears failure feeding gas heart heart ill illness killer mouth operation pass pressure reduce sensitive shot shot shoulder standard stroke test unit unit wound

2k types [60:63:67]: accident_[1] ache_[1] arrest_[1] bones_[1] bottom_[1] brain_[1] breathing_[1] chest_[1] conscious_[1] coughing_[1] critical_[1] cure_[1] damage_[1] disease_[1] elderly_[1] examination_[1] female_[1] fever_[1] finger_[1] foot_[1] heal_[1] health_[1] hospital_[1] hurt_[1] knee_[1] leg_[1] limb_[1] liquid_[1] lungs_[1] male_[1] management_[1] medicine_[1] moderate_[1] nails_[1] neck_[1] needle_[1] nose_[3] nurse_[1] organ_[1] pain_[2] patient_[1] poison_[1] regular_[1] relieve_[1] risk_[1] sample_[1] sick_[1] sickness_[1] skin_[1] sore_[1] stomach_[1] swollen_[1] teeth_[1] temperature_[1] throat_[2] thumb_[1] toe_[1] tooth_[1] treatment_[1] unconscious_[1] waist_[1] weight_[1] wrist_[1]

AWL [30:32:32]: abnormal_[1] aid_[1] aids_[1] chart_[1] colleagues_[1] consult_[1] data_[1] depression_[1] external_[1] factor_[1] function_[1] injury_[1] intensive_[1] interaction_[1] maximum_[1] mental_[1] minimum_[1] negative_[1] normal_[1] occupational_[1] physical_[1] positive_[1] procedure_[1] psychological_[1] reaction_[1] recovery_[1] sexual_[1] sole_[1] stable_[1] stress_[1] survive_[1] undergo_[1]

OFF types [?:192:194]: abuse_[1] acute_[1] addiction_[1] aed_[1] allergic_[1] alleviate_[1] alzheimer_[1] ambulance_[1] anesthetic_[1] ankle_[1] antibiotics_[1] antibodies_[1] antiseptic_[1] artery_[1] ass_[1] asthma_[1] bacteria_[1] bandage_[1] benign_[1] biochemical_[1] biopsy_[1] bladder_[1] bowel_[1] breast_[1] butt_[1] calf_[1] cancer_[1] cane_[1] cardiac_[1] cardiology_[1] caregiver_[1] cells_[1] checkup_[1] chemotherapy_[1] choking_[1] cholesterol_[1] chronic_[1] circulation_[1] clinic_[1] colon_[1] coma_[1] congestion_[1] coronary_[1] coworkers_[1] cpr_[1] crutches_[1] dehydrated_[1] dementia_[1] dermatology_[1] diabetes_[1] diagnosis_[1] diarrhea_[1] disorder_[1] drug_[1] elbow_[1] emergency_[1]emphysema_[1] endoscopy_[1] epidemic_[1] fart_[1] fatal_[1] fatigue_[1] flu_[1] fluid_[1] forehead_[1] fractured_[1] gallbladder_[1] gastroenterology_[1] genetic_[1] genitals_[1] geriatrics_[1] germs_[1] glucose_[1] gynecology_[1] headache_[1] heatstroke_[1] heel_[1] height_[1] hematology_[1] hip_[1] hiv_[1] hormone_[1] hypertension_[1] hypothermia_[1] immune_[1] indigestion_[1] infant_[1] infection_[1] inflammation_[1] injection_[2] inpatient_[1] insulin_[1] intestines_[1] intravenous_[1] invasive_[1] iodine_[1] irritation_[1] kidneys_[1] laboratory_[1] lesion_[1] liver_[1] malignant_[1] maternity_[1] menstrual_[1] metabolism_[1] microbiology_[1] midwife_[1] mri_[1] mucus_[1] muscles_[1] nasal_[1] nausea_[1] neonatal_[1] nephrology_[1] nerves_[1] neurology_[1] obesity_[1] obstetrics_[1] oncology_[1] onset_[1] ophthalmology_[1] oral_[1] orthopedic_[1] outpatient_[1] overdose_[1] overweight_[1] pancreas_[1] paralyzed_[1] pathology_[1] pediatric_[1] pee_[1] pharmacology_[1] pharmacy_[1] physician_[1] physiotherapy_[1] pill_[1] pneumonia_[1] pregnant_[1] premature_[1] prescription_[1] prognosis_[1] prostate_[1] psychiatry_[1] ptsd_[1] pulmonary_[1] pulse_[1] radiotherapy_[1] rash_[1] recurrence_[1] rehabilitation_[1] renal_[1] respiration_[1] rheumatology_[1] scab_[1] scan_[1] skull_[1] slurring_[1] sneezing_[1] specimen_[1] spinal_[1] sprained_[1] sterile_[1] stimulate_[1] stomachache_[1] strain_[1] stretcher_[1] stuffy_[1] surgery_[1] symptoms_[1] syndrome_[1] syringe_[1] therapy_[2] thigh_[1] tissue_[1] toothache_[1] toxic_[1] transfusion_[1] trauma_[1] tumor_[1] ulcer_[1] ultrasound_[1] underweight_[1] unhealthy_[1] urinate_[1] urology_[1] vaccine_[1] vein_[1] virus_[1] vomiting_[1] walker_[1] wheelchair_[1] xray_[1]

VocabProfile from https://www.lextutor.ca/vp/eng/