



Military English

Lesson: What's in my Ratpack? [listening]

TEACHER'S COPY

Overview:

In this lesson you will practise vocabulary related to ration packs – or ratpacks.

In this lesson, you will:

- ✓ practise listening for gist and specific information
- ✓ practise talking about ratpacks.

TN → It's best if Vocabulary Builder (VB) – Parts of a Ratpacks is taught before this lesson as many of the vocabulary items in this VB will appear in this lesson.

You could start this lesson by playing 'Quizlet live' with the vocabulary from the VB.

Prepare for Listening

1) Look at the picture of an Australian soldier and his ratpack. Discuss the questions with your partners.

TN → This task sets the context of the lesson and activates prior knowledge. Ask Students (Ss) 'What do you see in the picture?'. Give them 1-2min to discuss. Ask the whole class for a few answers (ans). Now, give Ss a time limit e.g. 2-3min to discuss. Monitor and note good answers ans. For feedback (FB), ask those Ss with good ans to share their ans with the whole class.

- When do soldiers use ratpacks? **TN →** When they're out field (when training or on a real mission)
- What do you think is in Australian Defence Force (ADF) ratpacks? **TN →** Ans will vary.



2) These are words we will need for the listening. Look at the pictures and match as many as you can with words from the box.

TN → Have Ss work in pairs or small groups to match the pictures and vocabulary. Encourage guessing if Ss are unsure! The most important thing is that they have looked at all the words and all the pictures before they listen and check (next task).

dessert // to boil // a packet // to heat // meals // to be issued // beef // a cuppa // a mate



a. meals



b. beef



c. packet



d. to boil

f. to heat

e. dessert **TN →** be careful with spelling and pronunciation here for dessert (oO) vs desert (Oo)



g. a mate



h. a cuppa **TN →** 'cuppa' comes from a shortening of the expression 'cup of (tea/coffee)' i.e. /kʌpən/ (tea/coffee). When said quickly this becomes /kʌpə/ (tea/coffee)



i. to be issued **TN →** passive voice of 'to issue'

3)  Listen, check, and repeat.

4) Discuss these questions with your partner to practise the new words.

TN → Give Ss a time limit of 5-10 minutes. This section acts as a Concept Checking Questions (CCQ) stage. Monitor and encourage Ss to ask questions if they need help. By doing CCQs this way, the Ss have more time to talk and only ask about vocabulary items that they actually find confusing. It is also a way of keeping the lesson more S centred.

- a. What **dessert** would you like to find in your ratpack?
- b. What is your favourite **meal**? Breakfast, lunch or dinner?
- c. What foods come in **packets**?
- d. How many **cuppas** do you have a day?
- e. Do you prefer **beef** or chicken in a ratpack?
- f. Who is your best **mate** at work?

Listening

5)  You will hear Tim talk about an ADF ratpack. What does he think of it?

TN → First ask Ss to read sentences a-c below. Tell them they don't need to worry about words they don't understand; all they need at this moment is to get a general idea (gist) of the text. Now play the audio once only. Ask Ss to check their ans with a partner, then ask the class for the ans.

- a) It's the best thing he has ever eaten.
- b) He thinks it is good.
- c) He hates it.

6)  Listening for details. Complete the sentences with one word or number from the listening. The first one has been done for you as an example.

TN → Play once or twice, depending on the level of your class. Before playing, ask Ss to read the questions and check any unfamiliar vocabulary. Ask them also to guess what goes in the gap. By doing this, you are checking Ss understand the question and get their brains ready to listen. Encourage Ss to use context clues. For instance, 'Olivia is a...' Because there is 'a', we know the next word must be a singular countable noun. Have Ss compare before you check ans as a class.

- a. Olivia is a Major in the Australian Army.
- b. Olivia likes ratpack letter G the most.
- c. Soldiers do not open the packet to heat up the MRE.
- d. The other meals in the CR1P are soup and chicken Italiano.
- e. The CR1P also has some snacks like cheese and biscuits.
- f. Normally, Olivia just eats the MREs cold.
- g. Tim gives the meal a score of 8 out of 10.
- h. Tim asks for a cup of tea to drink.
- i. The ratpack was made 3 years ago.

Learning Military Vocabulary

7) The words in **bold** are important military vocabulary that you should learn. Match them to their definitions on the right. Look at the example and write the answers in the middle column.

TN → Ask Ss to match the words in bold on the left with the definition on the right. Encourage Ss to guess if they don't know. If this activity type is unfamiliar to Ss, do one or two together as a class. ICQ: On the column on the right, what does (n) mean? (noun); What does (v) mean? (verb); Which word do you need to match? (the bold one). Allow 5-10 minutes for Ss to complete the activity. Have Ss compare their ans with their partners and discuss differences to see if they can agree. Don't check ans at this point. The recording in the next task will give a chance for Ss to check the ans (and get listening for AU accent practice).

Table 1

CR1P pack G	e	a. (n) army slang for a ration pack; food that soldiers take out field	
the most popular ratpacks	a	b. (n) a small, light cooker that uses hexamine to heat food or water; it's easy for soldiers to carry	
every soldier is issued one	f	c. (n) small sticks with a tip that lights up and makes fire	
This is a hexamine stove	b	d. (n) a small block that you can burn; it makes fire to heat or cook food	
use this hexamine tablet	d	e. (n) this stands for Combat Ration 1 Person ; this is the food a soldier has for one day out field	
these matches	c	f. (v) is given to someone e.g. military personnel are given a uniform, and some are given weapons	

Table 2

<p>I have my MRE here</p>	<p>h</p>	<p>g. (n) soft paper you use to clean yourself after going to the toilet</p>	
<p>I have my canteen cup</p>	<p>i</p>	<p>h. (n) this stands for 'Meal, Ready-to-Eat'; it's a special packet of food that soldiers can eat without needing to cook it</p>	
<p>of course, Vegemite</p>	<p>k</p>	<p>i. (n) a small metal cup that soldiers use for drinking or heating water and food; it fits around their water bottle</p>	
<p>Have some toilet paper isotonic drink</p>	<p>g l</p>	<p>j. (n) a drink that helps your muscles after exercise k. (n) a salty, brown food Australians often eat on biscuits or bread</p>	
<p>a protein drink</p>	<p>j</p>	<p>l. (n) a drink that helps your body get water, sugar, and salts quickly when you exercise</p>	

8)  Listen and check.

TN → Play the recording so Ss can check their ans to task 8. To check Ss have understood the meaning of the items above, ask CCQs as much as you think Ss need them. You don't have to CCQ every word (unless Ss have really struggled!) Maybe choose 3-4 that you worry Ss might find hard. Here are some ideas, but use your own if you like! Bring along the real items from this vocab list, to the classroom, if you can find them. The realia will help you to teach (and concept check) the words.

1. How many soldiers is the CR1P for? (one);
2. What's another word for ratpack? (ration pack);
3. When your military issued you with boots and a uniform, does it mean the military gave you the boots and uniform? (yes);
4. When soldiers heat water, where do they put the water? (canteen cup);
5. Where do soldiers put the canteen cup when they're heating up food? (hexamine stove);
6. What do you put in the hexamine stove to heat your food? (hexamine tablets);
7. What do you use to light the hexamine tablets? (matches);
8. Do you need to cook an MRE? (no, it's ready to eat);
9. Where do you usually put Vegemite on?

(bread/toast); 10. What drink helps you get water into your body quickly? (isotonic drink); 11. What drink gives you extra energy? (protein drink).

9) 🎧) Now let's practise saying the words. Listen and repeat.

TN → Tell Ss they're going to practise pronunciation. Ask 'Why are some syllables underlined in those words?' (they show the stressed syllable in words that have more than one syllable). Ask the whole class to repeat after the recording, paying attention to the stress. Then play a second time, but ask individual Ss to repeat. Correct their pronunciation if needed, especially in regards to word stress. You can play the recording 1-2 times depending on the strength of your class.

Practice

10) Complete the questions with one of the new words from the box.

TN → Allow Ss 5mins to match, then some more time for them to check ans with a partner. Check ans as a class. Then allow Ss 5-10 mins to chat (task 11 below). Don't run out of time for the final activity! Monitor and support with questions/vocabulary as needed.

canteen cups // hexamine stove // issued //
protein drinks // isotonic drinks // MRE

- a. What isotonic drinks are popular in your country? How often do you drink them?
- b. Do you ever drink protein drinks after you go to the gym? Do they help?
- c. Were you issued with any gear when you joined the defence force? What things?
- d. Do canteens in your country come with canteen cups? Are they useful?
- e. Have you ever cooked with a hexamine stove? Was it easy?
- f. What food from your country would work well in an MRE packet?

11) Discuss these questions with your partner to practise the new words.

12) Speaking. Stand up and walk around the room.

- Try to find a different person for each of the lines below.
- When you find one, ask them a follow-up question e.g. Why?; Which one?, etc.
- Then write their names next to the sentence and find another partner.

TN → In this speaking activity, Ss will practise the target vocab in a conversation. Give them a few seconds to read the instructions above. Then tell them they have to change the sentences into questions. They will then ask and find a classmate that answers 'yes' to any one of the questions. Now ask them to think about how they are going to change each sentence into a question. Ask them to read the purple text boxes with the first question – and follow-up question. Then give them 3-4min to think. Now ask ICQs: 1. Are you going to write the name of the classmate who answers yes to a question? (yes); 2. Can you write a name more than once? (no, only one 'yes' ans per classmate); 3. If a classmate answers yes to a question, can you ask them another question? (no). Give Ss 10-12min and stop the activity. Ask 'Who's got ten names?', 'Who's got seven or more names?' Praise those Ss!

Here are all the questions. If your Ss are weaker, you'll probably need more time to check the questions before they start mingling.

Have you ever heated water with a hexamine stove?

Have you ever tried Vegemite? Did you like it?

Have you ever lost some issued gear?

Have you eaten something out of a packet this week?

Would you eat an MRE cold?

Do you have some matches in your bag or pocket?

Do you drink isotonic drinks?

Have you eaten a ratpack recently?

Have you tried an ADF ratpack?

Do you drink protein drinks?

Find someone who...

...has heated water with a hexamine stove.

...uses matches.

...has tried vegemite – and liked it!

...drinks isotonic drinks.

...has lost some issued gear.

...has eaten a ratpack recently.

...ate something out of a packet this week.

...has tried an ADF ratpack.

...would eat an MRE cold.

...drinks protein drinks.

Have you ever heated water with a hexamine stove?

Where were you?

-  Watch a video about an Irish ration pack. How many words from today's lesson can you see? Would you prefer to try an Australian ration pack or an Irish ration pack? Type on YouTube [Irish Defence Forces Ration Pack](#) or scan the QR code. →

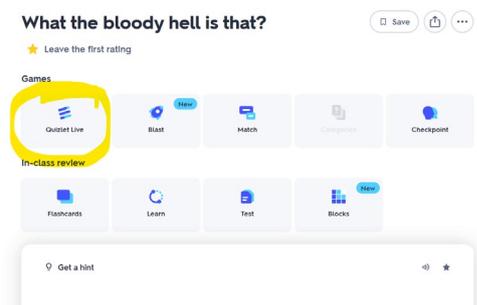


TN → This is a 1-min video. You can do it in class or set it for homework. In class, play the video, (2 or 3x if needed, as the soldier speaks quite fast, and has an Irish accent). Let Ss compare their ans. Add subtitles, if needed (e.g. on the 2nd or 3rd viewing). You could also set it for homework. Ans: meal, snacks, drink powder (this comes from Vocab Builder – Parts of a Ratpack). EXTRA ACTIVITY – this is a competition. Ss work individually. Ask Ss to watch the video again and write any words for food or drink they hear. The S with the most correct ans is the winner! (ans: breakfast, lunch, dinner, snacks, peanuts, cake, biscuits, peanut butter, tea, chocolate, hot chocolate, chewing gum, chilli con carne, vanilla cake, granola bar).

- For more practice with the words you've learned here, scan the QR code for a set of Quizlet flashcards. You can do some more study on the vocab in this lesson on your own with these. →



TN → If you have time left over, and your Ss have phones with internet play Quizlet live to consolidate the lesson. You will need to be logged into Quizlet for you to start the game as a teacher. Otherwise, you **cannot** see the icon. Here is a [video](#) on how the game works -



TN → If you don't want to play Quizlet live (or if you don't have internet) there are many other games you could play to round off the lesson such as back to the board. Instructions [here](#): (we know the videos is kids, but it works for all ages, we promise!). Finally, tell your Ss good study habits helps them learn faster. Ask them to study the flash cards every few weeks so they can memorise the vocab.

- This lesson links with: Vocabulary Builder – What's in Your Webbing?
Vocabulary Builder – Parts of a Ratpack.

Four Australian Army Privates eat their MREs.



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TRANSCRIPT (**bolded** words are target vocab; **highlighted** are presented in task two)

Tim – Welcome to our podcast “All things Aussie Army!” I am your host, Tim Bowden. Today, we have a very interesting show. We are going to talk about ratpacks. I have with me MAJ Olivia Buckworth. Olivia, what do you have there?

Olivia – A special treat, Tim. I have with me the **CR1P**. This is the ratpack my Army **mates** and I eat when we’re out field. There are 8 CR1P packs, A to H. This is pack G. It’s one of the most popular **ratpacks** we have, and my favourite.

Tim – That does sound interesting! So, I see you are starting to **heat** it up there. What’s that you are using?

Olivia – This is a **hexamine stove**. These are not in the ration pack, but every soldier **is issued** one. To make it work, you use this **hexamine tablet** and put it in the bottom here. Then it’s just a matter of using one of these **matches** from the packet that comes in every ratpack to light it.

Tim – Oh that’s very clever! It is very small and easy to carry. Ok, what are you doing now?

Olivia – I have my **MRE** here – we are going to try a Beef Teriyaki.

Tim – Oh I love beef teriyaki! So you are not going to open the **packet**?

Olivia – No. We **boil** right in the bag. As you can see, I have my **canteen cup** with water in it on the hexamine stove and I am just boiling the whole bag.

Tim – Interesting! And what are the other **meals** in the pack?

Olivia – Let’s see. There is Chicken Italiano, and a steak and mushroom soup.

Tim – Any **snacks**?

Olivia – There is a **beef** bar, some biscuits, some cheese in a can and, of course, **Vegemite**. A biscuit with cheese and vegemite is my favourite snack.

Tim – Hmm, a little taste of home! Okay! It’s finally ready! That took longer than I thought.

Olivia – Yes, it can take a while. Usually I just eat it cold, but I wanted to be a bit special for you today. I’ll just open the packet and Bon Appetite!

Tim – Well thank you very much. He we go! [eating sounds] Hmmm. It’s quite nice! An 8 out of 10, I’d say. Oh! I’m getting it everywhere!

Olivia – Whoops! Have some **toilet paper**. There is some in every ratpack.

Tim – And you said there is some **dessert** as well?

Olivia – Oh yeah! We have M&Ms, a biscuit, and chocolate spread. Lots to choose from. There are also lots of drinks like tea, coffee, **isotonic drink**, and a **protein drink**. What would you like, Tim?

Tim – I’d love a cuppa. Tea for me please. Goodness! There is a lot of food, isn’t there?!

Olivia – There is. But I never finish it all.

Tim – Well no need to worry about getting hungry with ratpack G! Thanks for sharing, Olivia! Very tasty.

Olivia – You’re welcome, Tim. You wouldn’t believe it was 3 years old, would you?

Tim – Whaaaaaaat?