UNIT 3 · LESSON 4

# Two accounts

Why do accounts differ?

**AIMS**

How confident are you now? Circle one face for each aim at the end of the lesson.

**Content** Compare two accounts of a shipwreck: where they agree, where they differ, and what each one leaves out. ☹ 😐 ☺

**Language** Use 'both', 'however', 'whereas' and 'in contrast' to compare two accounts. ☹ 😐 ☺

**Skills** Listen for the main message first. Then take short notes. ☹ 😐 ☺

## Map: A long way from home

Find Jeju on the map. Then answer the questions.




*Map made for this lesson. Base map: Natural Earth (public domain). Routes simplified.*

**1 Where was the ship sailing from, and where was it going?**

_____

_____

**2 What pushed the ship to Jeju?**

_____

_____

## Learn: Key words

Say each word. Read the meaning. Write the word in a language you know.

| WORD | MEANING | IN MY LANGUAGE |
|---|---|---|
| **account** | a description of what happened | |
| **compare / comparison** | find what is the same and what is different | |
| **contrast** | show how two things are different | |
| **perspective / viewpoint** | the way one person sees things, because of who they are | |
| **emphasise** | give a lot of attention to something | |
| **leave out** | not include | |

# Listen: Account A: Hendrick Hamel

Listen twice. Listen 1: what is the sequence of events, and how did Hamel feel? Listen 2: write key words and numbers only.

### 1 Numbers

How many men? How many alive?

*Example:* **64 men**

### 2 The soldiers

What did they do?

### 3 Feelings

How did the sailors feel?

### 4 The governor

What was he like? What did he do?

*After you listen: compare your notes with a partner. Did you hear the same numbers?*



*Modern illustration. This is not a source.*

## Read: Account A: Hamel's journal

Now read what you heard. Check your notes. Then answer the questions.

**CONTEXT QUESTIONS**

**Who?** Hendrick Hamel, the ship's writer
**When?** he wrote it in 1666–1667
**Where?** in Nagasaki, Japan
**Why?** we will find out later…




*Hamel's journal, Rotterdam, 1668. Public domain. Scan: DBNL (KB).*

### "We thought they were going to kill us"

My name is Hendrick Hamel. I was the writer on a Dutch ship. In 1653, we sailed from Taiwan to Nagasaki in Japan. But a terrible storm broke our ship near an island. There were sixty-four men on the ship. Only thirty-six of us came out of the sea alive. Our captain was dead. We found him on the beach, and we buried him.

The next day, about two thousand soldiers came. Their leader put an iron chain around my neck, with a little bell on it. We had to lie down on the ground. We were very afraid. We thought they were going to kill us. We tried to say "Nagasaki! Japan!", but nobody understood us.

Then they took us to the governor of the island. He was an old man, and he was very kind to us. He gave us rice, and he took good care of our sick men. Later, a Dutchman called Weltevree came to see us. He had lived in Korea for twenty-six years. He told us that the king never let foreigners leave.

*Adapted from Hendrick Hamel's journal (written 1666–1667). Old English translation, reprinted 1918, public domain. Shortened and simplified for this lesson.*

**1 How many men were on the ship? How many came out of the sea alive?**

**2 Find one sentence where Hamel makes an inference. How do you know it is an inference?**

**3 Is Account A a primary source? What is one limitation?**

## Read: Account B: the governor's report

Use the context questions first. Then read the report and answer the questions.

**CONTEXT QUESTIONS**

**Who?** Yi Won-jin, the governor of Jeju
**When?** 1653, a few days later
**Where?** on Jeju
**Why?** we will find out later…



*A volume of the Annals of the Joseon Dynasty, Kyujanggak, Seoul. Photo: Salamander724, public domain.*

### A report to the king, 1653

A ship has broken apart near the south coast of Jeju. I sent two officials to look. Thirty-eight people are alive.

We cannot understand their language, and their writing is different too. They have blue eyes, yellow hair and short beards. Their clothes are long, with many ties.

The ship carried medicines and 27,000 deer skins.

We asked a man who knew some Japanese to question them. We pointed to the east, and they said "Japan". We asked where they wanted to go. They said "Nangasaki" (Nagasaki).

*Adapted from the report of Yi Won-jin, governor of Jeju, in the Annals of the Joseon Dynasty (Hyojong Sillok), 1653. Translated from the classical Chinese for this lesson.*

**1 How many people are alive, according to the report?**

**2 What did the ship carry?**

**3 How did the officials find out where the ship was going?**

**4 What does the governor want the king to know? Write two things.**

## Think: Why might the numbers be different?

Hamel says 36 men lived. The report says 38 people were alive. Use the clues. Write two sentences.

**CLUES**

- When did each writer write?
- Who counted the men, and when?
- Could something happen after the count?

The numbers might be different because _____

_____

Another reason is probably that _____

_____

## Compare: Agree, differ, only A or only B?

Read each sentence. Look at both accounts. Tick one column.

| SENTENCE | Agree | Differ | Only A | Only B |
|---|---|---|---|---|
| 1 A ship broke near Jeju in 1653. | | | | |
| 2 Nobody could understand the sailors' language. | | | | |
| 3 The sailors were going to Nagasaki. | | | | |
| 4 The number of men who lived. | | | | |
| 5 The ship carried 27,000 deer skins. | | | | |
| 6 The sailors had blue eyes and yellow hair. | | | | |
| 7 Soldiers put a chain on Hamel's neck. | | | | |
| 8 The sailors were afraid they would die. | | | | |
| 9 The governor was kind to the sailors. | | | | |

## Learn: One difference, three ways

Read the three sentences. Look at the full stops and commas.

**Hamel says 36 men lived. However, the report says 38 people lived.**

**Hamel says 36 men lived, whereas the report says 38 people lived.**

**Hamel says 36 men lived. In contrast, the report says 38 people lived.**

**'However,' and 'In contrast,'** start a new sentence. Put a comma after them.
**'whereas'** joins two ideas in one sentence. Put a comma before it.

## Your turn: Write it three ways

Join these two sentences in three ways.

1 **Hamel writes about his feelings.**
2 **The report gives only facts.**

**A with 'however':**

**B with 'whereas':**

**C with 'in contrast':**

**FIX IT** **What is wrong with each sentence? Write it again correctly.**

**a** *"Whereas the report describes the cargo."*

**b** *"Hamel says the governor was kind however the report does not say this."*

## Think: What does each account emphasise?

Complete the table. Use both accounts and your sort.

| |  Account A: Hamel |  Account B: the report |
|---|---|---|
| **It emphasises…** | | |
| **It leaves out…** | | |
| **It was written for…** | | |

*Pictures: modern illustrations. They are not sources.*

**Ideas:** feelings · facts · numbers · the chain · the cargo · the kind governor · what the sailors looked like · where the ship was going

## Explain: Why do the accounts differ?

Read the last context question for each account. Then finish the sentences.

| **Account A: Hamel** | **Account B: the report** |
|---|---|
| **Who?** the ship's writer, who was there<br>**When?** 13 years later<br>**Why?** a report for his company. Historians think he also wanted his unpaid wages. | **Who?** the governor of Jeju<br>**When?** a few days later<br>**Why?** to give the king the facts quickly |

Hamel probably emphasises _____ **because** _____

_____

In contrast, the report probably emphasises _____ **because** _____

_____

## Write: Compare the two accounts

Write 4 sentences on your own. Compare the accounts. Don't describe each account separately.

**Explain one important difference, and why it matters.**

| CHECKLIST | SENTENCE STARTERS (IF YOU NEED THEM) |
|---|---|
| ☐ one thing that is the same<br>☐ one difference, with a specific detail<br>☐ 'whereas' or 'in contrast'<br>☐ why it matters: 'because'... | **1** Both accounts say that ___.<br>**2** However, Hamel says ___, whereas the report says ___.<br>**3** In contrast to the report, Hamel emphasises ___.<br>**4** This difference matters because ___. |