UNIT 3 · LESSON 4 ANSWER KEY

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?

Suggested answer: **From Taiwan to Nagasaki, in Japan.**

2 What pushed the ship to Jeju?

Suggested answer: **A storm.**

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	*Learners' own words*
compare / comparison	find what is the same and what is different	*Learners' own words*
contrast	show how two things are different	*Learners' own words*
perspective / viewpoint	the way one person sees things, because of who they are	*Learners' own words*
emphasise	give a lot of attention to something	*Learners' own words*
leave out	not include	*Learners' own words*

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.

Teacher: Possible notes are shown. Accept any accurate key words. Learners do not see the text until after Listen 2.

1 Numbers

How many men? How many alive?

> **64 men · 36 alive · about 2,000 soldiers · Weltevree: 26 years in Korea**

2 The soldiers

What did they do?

> **chain + little bell on Hamel's neck · made the men lie down**

3 Feelings

How did the sailors feel?

> **very afraid · thought the soldiers would kill them**

4 The governor

What was he like? What did he do?

> **old · very kind · gave rice · took care of the sick men**

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?

Suggested answer: **There were 64 men on the ship. Only 36 came out of the sea alive.**

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

Suggested answer: **"We thought they were going to kill us." He did not see it happen: he thought it.**

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

Suggested answer: **Yes, it is primary, because Hamel was there. One limitation is that he wrote it 13 years later, so he might remember some details wrongly.**

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?

Suggested answer: **According to the report, thirty-eight people are alive.**

2 What did the ship carry?

Suggested answer: **It carried medicines and 27,000 deer skins.**

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

Suggested answer: **They asked a man who knew some Japanese to question the sailors. The sailors said "Nangasaki".**

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

Suggested answer: **Any two: how many people are alive; what they look like; what the ship carried; where it was going.**

Teacher: Q4 links to the "Why?" on page 7: a report for the king gives the facts.

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.

Teacher: Accept any reasonable inference with 'might' or 'probably'. One historian notes that 2 injured men died later, but we cannot be certain.

CLUES

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

Suggested answer: **Hamel wrote 13 years later, so he might not remember the number correctly.**

Suggested answer: **some injured men died after the officials counted them.**

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

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

Teacher: Most sentences are in only A or only B. That is normal: each writer chooses what to include.

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':

Suggested answer: **Hamel writes about his feelings. However, the report gives only facts.**

B with 'whereas':

Suggested answer: **Hamel writes about his feelings, whereas the report gives only facts.**

C with 'in contrast':

Suggested answer: **Hamel writes about his feelings. In contrast, the report gives only facts.**

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

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

Suggested answer: **It is not a full sentence: it needs a first idea. Hamel describes the chain on his neck, whereas the report describes the cargo.**

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

Suggested answer: **It needs a full stop and a comma. 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…	feelings (fear); how the men were treated: the chain, the kind governor; people (the captain, Weltevree)	facts: the number of people, what they look like, the cargo, where they were going
It leaves out…	the cargo; what the Koreans saw and thought	feelings; the chain; the men who died
It was written for…	his company and readers at home, so it is longer and personal: a story with feelings.	the king, so it is short and formal: facts and numbers.

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 **When?** 13 years later **Why?** a report for his company. Historians think he also wanted his unpaid wages.	**Who?** the governor of Jeju **When?** a few days later **Why?** to give the king the facts quickly

Suggested answer: **Hamel probably emphasises his fear and the chain because he wanted his company to know how much the men suffered.**

Suggested answer: **In contrast, the report probably emphasises facts and numbers because the governor had to tell the king the facts quickly.**

Write: Compare the two accounts

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

Teacher: Starters are optional. Success = learners compare in the same sentence, not one account after the other.

Explain one important difference, and why it matters.

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

Suggested answer: **Both accounts say that a Dutch ship broke near Jeju in 1653. However, Hamel says that 36 men lived, whereas the report says that 38 people were alive. In contrast to the report, Hamel emphasises how afraid the sailors were and how the soldiers put a chain on his neck. This difference matters because the governor was writing facts for the king, but Hamel was writing years later, for his company.**

Teacher: Final task link (teacher only): this paragraph practises Evidence paragraph 2 of the unit assessment (comparing sources). Learners have not met the final task yet. Stretch: use 'perspective' and 'emphasise' in the last sentence.