

Instructions: There are two sections to this exam: Section A and Section B. Read the instructions given at the beginning of each section carefully before you begin to write your answers. Please put down your answers in the exam booklet.

Section A: Vocabulary (40%)

I. Phrases: (20%): Put down on the booklet the letter of the best definition for the word in boldface and italicized print.

- | | | | |
|----------------------------------|----------------|-----------------|------------------|
| 1. <i>cradicated</i> weeds | A) growing | B) eliminated | C) de-bugged |
| 2. <i>tenacity</i> in battle | A) wounded | B) giving up | C) stubbornness |
| 3. within set <i>parameters</i> | A) distance | B) height | C) boundaries |
| 4. dignified <i>deportment</i> | A) banquet | B) behavior | C) character |
| 5. too <i>jaded</i> by life | A) afraid | B) interested | C) weary |
| 6. the devil <i>incarnate</i> | A) worshiper | B) eating well | C) personified |
| 7. a <i>tenuous</i> position | A) firm | B) successful | C) flimsy |
| 8. blushed at <i>contretemps</i> | A) timely joke | B) untimely act | C) rude remark |
| 9. <i>desist</i> an request | A) accept | B) consider | C) refuse |
| 10. for a <i>cerebral</i> reason | A) emotional | B) intellectual | C) perspicacious |

II. Fill in the Blanks: (20%): Put down on the booklet the letter of the word that best complete each of the following ten sentences. Use each word once.

A: cynical	B: preliminary	C: incognito	D: luster	E: autistic
F: facetious	F: allege	G: nuisance	H: gusto	I: encroachment
J: hiatus	K: credence	L: duration	M: vent	N: circumvent
O: depict	P: stabilize	Q: intrigue	R: badger	S: chao

- By alternately begging and threatening, Tanya _____ her brother Cory until he agreed to take her to a Bruce Springstin concert.
- Centuries after being painted, Mona Lisa's mysterious smile still _____ art lovers; it seems to follow them around the world.
- All _____ estimates of earthquake damage were found to be much lower than the actual costs after all reports were in.
- She considered the photographer's crawling through her bathroom window an _____ of her privacy.
- Her noisy young cousins were such _____ that she refused to take them on any more dates.
- A battery of psychiatrists tried to draw out the _____ child, but he remained withdrawn and self-absorbed.
- Mike was determined to body-surf, skateboard, and hang glide for the _____ of the summer, then go back to work refreshed and eager.
- Christopher's bedroom is a scene of total _____, as opposed to Susana's bedroom, which is a model of good organization.
- When her mother didn't change the rules on receiving no phone calls after bedtime, Alice _____ the rules by sneaking out her _____ window and making phone calls at a corner phone booth.
- He would recite the stories with intensified _____ or enthusiasm, scratching his elbows and guffawing loudly as the punch lines neared.

PART TWO: short paragraphs (60%)

Paragraph 1: Ice Cream

The historical origins of the ice cream that young and old alike adore are shrouded in mystery. Before this popular dessert was invented, Marco Polo had returned from the Orient with a recipe for sherbet. Hundreds of years earlier, the Roman emperor Nero had snow and ice rushed to Rome from the mountains by special teams of runners. He flavored the ice with fruit juices. Ice creams, like the modern variety, were probably invented in Italy, and it quickly became an expensive treat for the very rich. King Charles I of England bragged of his secret recipe for ice cream; Henry II of France served a different flavor to his court each day for a month to mark his marriage. In America, Thomas Jefferson also bragged of his secret flavors. George Washington, according to a merchant's books, spent almost \$200 on ice cream in 1790. And Dolly Madison served ice cream at her husband's Second Inaugural at the White House. It was pointedly evident that the cream was from the president's cows; the fruit, from the White House garden. Not until the nineteenth century, when ice could be kept because of the use of insulated icehouses and a hand-cranked ice-cream freezer was invented, were the lower classes able to afford ice cream.

- The purpose of this paragraph is to
 - prove that ice cream came from the Orient.
 - discuss the history of ice cream in America.
 - discuss the history of ice cream.
 - compare ice cream and sherbet.
- According to the paragraph, which of the following statements is not true?
 - Marco Polo brought the recipe for sherbet from the Orient.
 - The Roman emperor Nero enjoyed ice and fruit juices.
 - Henry II of France served ice cream to celebrate his marriage.
 - Ice creams, like the modern variety, were probably invented in France.

【背面還有試題】

3. We can conclude from the paragraph that
- Nero got his idea for ice and fruit juices from the Orient.
 - many famous people tried to make the public believe that they could make ice creams that no one else could.
 - ice cream is no longer popular in France and England.
 - ice cream making was refined in Italy after being introduced in the Orient.

4. The paragraph suggests that

- the lower classes could enjoy ice cream in the late nineteenth century because they could make it instead of buying it.
- after the lower classes could afford ice cream, the rich lost interest in the treat.
- ice cream was introduced in America before it was known in France or England.
- sherbet and ice cream are exactly the same thing.

Paragraph 2: Guernica

The city of Guernica, destroyed in 1937, has become a symbol of the effects of all-out modern war. The entire population of the city died, between 1,000 and 2,000 people. The bombing took place on a market day, and no one knows how many people were in the city. Of course, even figures like these shrink beside casualty counts from later battles and bombings of World War II, but when Guernica was attacked, it was the first time bombers had been sent out to destroy a whole town. Guernica also lives on in memory because Picasso immortalized the moment of the bombing in his painting *Guernica* and because correspondents described the scene to newspapers all over the world even while Guernica was still burning. Though the Germans bombed the town at the request of Spanish officials, for rebel bands were using the town to rest, and captured German papers show that the town burned mainly because of wind conditions, Guernica is still viewed by most as a preview of the horror and destruction visited on entire civilian populations during any major war.

- This paragraph is mainly about
 - Picasso's painting of Guernica.
 - Guernica's unique place in history.
 - the cruelty of the Germans during World War II.
 - the effects of the media on history.
- According to the paragraph, which of the following statements is not true?
 - Guernica was destroyed in 1937.
 - Guernica was bombed at the request of Spanish officials.
 - Picasso went to Guernica to paint his picture of the town's destruction.
 - Rebel armies were using Guernica as a regrouping and resting place.

3. We can conclude from the paragraph that

- the media played a large part in making Guernica a "symbol."
- the precise number of people killed at Guernica is known.
- Guernica was destroyed by nuclear weapons.
- the Germans were justified in destroying Guernica.

4. The paragraph suggests that

- the Germans had no idea how powerful their weapons were.
- Guernica was the first battle in World War II.
- the news media knew in advance about the impending attack on Guernica.
- the fire that destroyed the town of Guernica was made worse by the wind.

Paragraph 3: Office of Strategic Services

During World War II, spying against the enemy was performed by the Office of Strategic Services (OSS). The OSS was formed and run by General "Wild Bill" Donovan, who assembled an army of spies for the job. Many of Donovan's spies went on to become famous in public life after the war. Some were German prisoners of war who, it turned out, were anti-Hitler and had been forced into the German army; and some were refugees from Germany who had come to America in the thirties. These agents were given authentic clothing, identity papers—usually counterfeited by OSS engravers—and cover stories about their pasts, which each agent had to memorize down to the smallest detail. German counterintelligence agents questioned suspected spies about very small details of life in Germany, such as the cost of bus tickets in small German towns the spy knew. These spies were influential in the conduct of the war: one group, just outside Berlin, kept the Allies posted on German production plants; another pinpointed the site of rocket development in Germany. The OSS was the beginning of America's intelligence agencies that operate today.

- This paragraph is mainly about
 - Germans who later became famous in public life.
 - General "Wild Bill" Donovan's life.
 - the OSS's function in World War II.
 - German counterintelligence operations.
- The OSS provided the German refugees who became spies with
 - cover stories about their past.
 - identity papers.
 - authentic clothing.
 - all of the above.
- We can conclude from the paragraph that
 - General Donovan was killed during World War II.

- some of the German spies helped the United States because of their hatred for Hitler.
- the OSS was later disbanded by Congress.
- the German spies returned to Germany after the war.

4. The paragraph suggests that

- German counterintelligence agents suspected that Germans were being used by the United States.
- the German spies destroyed the rocket development site they discovered.
- many of the German spies were members of the United States Armed Forces.
- few of the German spies got out of Nazi Germany alive.

Paragraph 4: English Educational System

In the English educational system, students take three very important examinations. The first is the eleven-plus, which is taken at the age of eleven or a little past. At one time the ability or aptitude shown on the eleven-plus would have determined if a child stayed in school. Now, however, all children continue in "comprehensive" schools, and the eleven-plus determines which courses of study the child will follow. At the age of fifteen or sixteen, the student is tested for the Ordinary Level of the General Certificate of Education. This examination covers a wide range of subjects; once students have passed this exam, they are allowed to specialize, so that two-thirds or more of their courses will be in physics, chemistry, classical languages, or whatever they wish to study at greater length. The final examination, at eighteen, covers only the content of the special subjects. Even at the universities, students study only in their concentrated area, and very few students ever venture outside that subject again; in a real sense, the English boy or girl is a specialist from the age of fifteen.

1. The purpose of this paragraph is to
 - a. show why most English students are "specialists."
 - b. show the superiority of the English educational system.
 - c. discuss the inequalities of the English educational system.
 - d. describe the three tests that the English educational system is based on.
2. The exam for the Ordinary Level of the General Certificate of Education is administered at the age of
 - a. fifteen
 - b. eighteen
 - c. eleven
 - d. thirteen
3. We may conclude from the paragraph that
 - a. the exam that is taken at age eighteen is easier than the other two exams.
 - b. failure on the eleven-plus exam excludes a student from further schooling.
 - c. higher education is much narrower in scope in England than in America.
 - d. physics and chemistry are the two most popular courses of study.
4. The paragraph suggests that
 - a. most people in England are college educated.
 - b. schooling is very closely controlled in England.
 - c. the failure rate on the eleven-plus exam is quite high.
 - d. England's structured educational system has reduced the illiteracy rate in that country dramatically.

Paragraph 5: Smithsonian Institution

The largest museum in the world is in Washington, D.C., on the National Mall. The Smithsonian Institution completely fills thirteen large buildings—and the Washington Zoo. Even with all this room, 95 percent of its collection is always in storage, loaned to other towns, or in traveling exhibits. No one knows why James Smithson, who died in Italy in 1829, left his entire wealth—almost \$500,000—to found the museum. He was a scientist himself, but he had never even seen America. But the money was shipped, 105 bags of gold, in 1838, and the U.S. government built and began to run this mammoth museum. The daily business of the museum is run by its secretary, but the Board of Regents is made up of the chief justice, the vice-president, six congressmen, and nine private citizens. Over the years, the collection has grown to include more than 78 million items, including the buildings themselves—fine architecture and the scene of a great deal of history—as well as the tomb of Smithson himself. The donor's body was brought to the Smithsonian from Genoa in 1904, escorted by Alexander Graham Bell. Never before have a private gift and government funding built a museum to rival this one.

1. The purpose of this paragraph is to
 - a. describe the administrative structure of the Smithsonian Institution.
 - b. provide a short biography of James Smithson.
 - c. describe the Smithsonian building.
 - d. provide a short history of the Smithsonian Institution.
2. According to the paragraph, which of the following statements is not true?
 - a. The Smithsonian Institution's collection consists of over 78 million items.
 - b. There are seventeen members on the Board of Regents for the Smithsonian Institution.
 - c. The Smithsonian Institution is the largest museum in the world.
 - d. James Smithson was born in Italy.
3. We can conclude from the paragraph that
 - a. Smithson's original donation still supports the Smithsonian Institution.
 - b. the Smithsonian Institution is considered an important governmental agency.
 - c. Smithson's relatives serve on the Board of Regents.
 - d. many of the items in the museum are worthless.
4. The paragraph suggests that
 - a. Smithson must have had some unknown affinity for America.
 - b. the Italian government participates in administering the Smithsonian Institution.
 - c. the vice-president is chairman of the Board of Regents.
 - d. Alexander Graham Bell knew Smithson personally.

國立中山大學 96 學年度轉學生招生考試試題

科目：英文作文【外文系二年級】

共 2 頁 第 1 頁

English Composition

I. Error correction: (47% total)

Please correct the mistakes in the following sentences or paragraphs. **Underline the changes** you make when you **copy the correct versions** into your answer sheet.

- (1) Over the years, cats seem to have been invested with surprising qualities. Such as having nine lives and always being able to land on their fee. There may be some truth in the idea that cats always land on their feet. Because cats have extraordinary balancing abilities. (5%)
- (2) Having experienced a drop in attendance because of the popularity of home video, efforts are being made to encourage customers to return to movie theaters. To make waiting in line before the movie more enjoyable, theater lobbies have been expanded and redecorated. If hungry before or after the movie, some theaters have added cafes and pizza parlors. (5%)

The following sentences and paragraph all contain incomplete constructions. Revise each to supply words that have been omitted.

- (3) Peppers, either the sweet bell-shaped variety or the hot varieties, have been and continue an important ingredient in many cuisines. (3%)
- (4) For instance, hot peppers such as serrano, jalapeños, cayenne, and poblano are used in the type cooking found in Mexico and in the southwestern United States. (3%)
- (5) For those who are concerned about nutrition, peppers are lower in calories and richer in vitamin C. (3%)
- (6) Green bell-shaped peppers change red and get sweeter as they mature. (3%)
- (7) A person who develops a taste and indulges in dishes containing hot peppers may sometimes feel as though his or her mouth is on fire. (3%)

How to Evaluate Health News

- (8) These days we are constantly hearing and reading about biomedical studies concerned with factors that affect our health. (9) Even these studies often present results as general "facts," the conclusions are not always true. (10) Only if multiple studies have been done it is wise to generalize results to a larger population. (11) Furthermore, you shouldn't be too quick to believe a study unless the number of subjects involved isn't large, because generalizations cannot be made from a small sample size. (12) Even the sample size is big enough, the results may not be statistically significant. (13) In other words, a statistical difference between two factors may be important only if the difference could not happen by chance. (12%)
- (14) Supply the articles, such as a/an, the, or Ø, in each of the following blanks. Number the item and write the correct article accordingly in your answer sheet. Do not copy the whole paragraph in your answer sheet. (The first answer has been given.) (10%)
 - (1) Ø insulin functions as (2) _____ indispensable middleman in (3) _____ metabolism. When we eat carbohydrate foods such as bread, vegetables, or fruit, (4) _____ simple sugar called (5) _____ glucose is usually (6) _____ end product of digestion, and this sugar provides (7) _____ energy to each living cell; (8) _____ insulin, in its turn, functions as (9) _____ doorman to these cells, controlling (10) _____ access of glucose molecules and other food sources such as protein and fat across (11) _____ cell membrane and into each cell's interior.

【背面還有試題】

國立中山大學 96 學年度轉學生招生考試試題

科目：英文作文【外文系二年級】

共 2 頁 第 2 頁

II. Guided Composition: (53% total)

(1) You are asked to write a guided composition about “alcohol facts” basically with a structure of four paragraphs. You are asked to write your own **opening and concluding** paragraphs after you have done the sentence combining for the following clusters of sentences in each column. The clusters of sentences in the first column are the material to be used in the second paragraph of the composition, and those in the second column are the content to be used in your third paragraph. Each cluster represents a “potential” sentence in a paragraph. Of course, you are free to decide whether to split a given cluster into two sentences, leave it as is, or combine it with another. You can also make use of transitional devices to connect the sentences or clusters to achieve cohesion and coherence. Follow the steps:

- (i) Leave some space in your answer sheet for your own **title and opening paragraph** that you will come back to write after you finish writing paragraphs 2 and 3.
- (ii) **Work on combining sentences** by clusters in each column to form **paragraphs 2 and 3**. Pay attention to making the idea of each paragraph clear and coherent. (15% for each paragraph)
- (iii) After you finish doing sentence combining, write **your own title (3%) and opening paragraph (10%)** that introduces the whole composition and addresses the main theme and purpose of it.
- (iv) Write up the **conclusion paragraph** that sums up the composition. (Your conclusion paragraph should show that what you address in the beginning is fully answered and developed.) (10%)

Paragraph 2	Paragraph 3
1.1 Alcohol is the most widely used drug. 1.2 It is a product of fermentation. 1.3 The product is natural.	1.1 The body metabolizes alcohol slowly. 1.2 Nothing can be done to speed the process.
2.1 Teenagers are curious about alcohol. 2.2 About two-thirds of them try it out. 2.3 About one-thirds develop problems.	2.1 Running does not sober you up. 2.2 Eating a meal does not sober you up. 2.3 Drinking coffee does not sober you up. 2.4 Taking a shower does not sober you up. 2.5 This is contrary to popular opinion.
3.1 Most youthful drinkers start early. 3.2 The drinkers develop addictions. 3.3 The drinkers get into trouble with police. 3.4 This is often before age thirteen.	3.1 Alcohol has been carefully studied. 3.2 Basic physiological facts are well known.
4.1 Many are unaware of certain facts. 4.2 Alcohol can damage the brain. 4.3 Alcohol can damage the heart. 4.4 Alcohol can damage the liver.	4.1 The drug affects the nervous system. 4.2 It impairs judgments. 4.3 It impairs memory. 4.4 It impairs sensory perception.
5.1 Pregnant women drink alcohol. 5.2 They put unborn children at serious risk.	5.1 It also depresses brain functions. 5.2 The functions integrate behavior. 5.3 It causes jumbled thoughts. 5.4 It causes reduced concentration.
6.1 Millions of adults drink responsibly. 6.2 Serious problems result from overuse. 6.3 The problems are related to alcohol.	6.1 Alcohol promotes sleepiness. 6.2 It also disrupts sleep patterns. 6.3 It also disrupts dream patterns.
7.1 Alcohol causes 100,000 deaths annually. 7.2 Deaths result from various diseases. 7.3 They include cirrhosis of the liver. 7.4 Deaths result from traffic accidents.	7.1 Alcohol acts as a diuretic. 7.2 It stimulates the kidneys to pass water. 7.3 Heavy drinkers often experience dehydration.
8.1 Fatalities declined during the 1980s. 8.2 They were caused by drunk drivers. 8.3 This was thanks to public pressure. 8.4 Alcohol still contributes to 50,000 deaths. 8.5 Alcohol still contributes to 500,000 injuries. 8.6 These occur each year on our highways.	8.1 The “hangover” has only one real cure. 8.2 It consists of dry mouth. 8.3 It consists of sour stomach. 8.4 It consists of headache. 8.5 It consists of fatigue. 8.6 The cure is the passage of time.

國立中山大學 96 學年度轉學生招生考試試題

科目：西洋文學概論【外文系二年級】

共 3 頁 第 1 頁

Transfer Examination

Western Literature

July 11, 2007

Duration of Exam: 80 minutes

Please answer all the following questions in English

I. Briefly define the following terms. 30%

- | | | |
|-------------------|-------------------|---------------------------|
| 1. Renaissance | 2. oral poetry | 3. epic |
| 4. the Pentateuch | 5. diaspora | 6. <u>Lysistrata</u> |
| 7. Q document | 8. dramatic Irony | 9. <u>The Book of Job</u> |
| 10. Antigone | | |

II. Answer the following questions. 45%

1. He ruled over the other Titans until his son Zeus dethroned him and seized the power for himself. (① Who is he?)
2. Being a maiden goddess, she was the goddess of chastity. One of several stories that illustrate her insistence on purity and chastity is ~~that of the story of Antenor~~, a daughter of the founder of Thebes. He was hunting in the woods when by accident he came upon a pool where the goddess and her companions, nymphs, were bathing. The goddess was furious about having been seen by a mortal. In revenge she turned him into a stag by splashing him with water, and his own hounds, who did not recognize their master, tore him to pieces. (② Who is the goddess? ③ Who is the man?)
3. He desired to have a queen for his dreary kingdom and the maiden on whom his choice fell was the goddess of springtime. She was the lovely daughter of Zeus and the goddess of the harvest. He knew that her mother would never consent to let her become the queen of the cold kingdom of the dead. Therefore he carried the girl off by force when he saw her in the field unattended by her mother. (④ Who is he? ⑤ Who is the goddess of springtime? ⑥ Who is the goddess of the harvest?)
4. He was born deformed and thus cast out of heaven. He is also the workman of the immortals, their armorer and smith, who makes their dwellings and their furnishings as well as their weapons. (⑦ Who is he?)
5. He answers a prayer and propels arrows for nine days killing the Achaens. He taunts Achilles and gives Hector the extra strength in his legs to avoid Achilles. (⑧ Who is he?)
6. She disguised herself as Mentos, an old family friend of Odysseus. While in disguise, she made Odysseus' son accept he was a man and to take responsibility for upholding honor in his father's house. (⑨ Who is she?)
7. He helps Priam in getting Hector's body back. (⑩ Who is he?)
8. She forced Odysseus to stay with her on the island through trickery. She offered him immortality if he would stay with her. (⑪ Who is she?)
9. She is a sea nymphs; she asks Zeus to help her son, Achilles. (⑫ Who is she?)
10. He was accompanied by a train of women dancing and singing exultant songs, wearing fawn-skins over their robes, waving ivy-wreathed wands. They seemed mad with joy. His face is flushed with wine, a cheating sorcerer from Lydia. (⑬ Who is he? ⑭ Who are these women?)

【背面還有試題】

國立中山大學 96 學年度轉學生招生考試試題

科目：西洋文學概論【外文系二年級】

共 3 頁 第 2 頁

11. He was condemned to bear on his back forever the cruel strength of the crushing world and the vault of the sky. (15 Who is he?)
12. The gods presented her with a box into which each had put something harmful, and forbade her ever to open it. She had to know what was in the box. One day she lifted the lid – and out flew plagues innumerable, sorrow and mischief for mankind. (16 Who is she?)
13. As he bent over a clear pool and saw there his own reflection, on the moment he fell in over with it. “Now I know,” he cried, “what others have suffered from me, for I burn with of my own self” He pines away, leaning perpetually over the pool, fixed in one long gaze. She was near him, but she could do nothing; only when, dying, he called to his image, “Farewell – farewell,” she could repeat the words as a last good-by to him. (17 Who is he? 18 Who is she?)
14. When at last he lay sleeping quietly, she summoned all her courage and lit the lamp. She tiptoed to the bed and holding the light high above her she gazed at what lay there. No monster was revealed, but the sweetest and fairest of all creatures. He started awake: he saw the light and knew her faithlessness, and without a word he fled from her. (19 Who is she?)
15. She brought about the death of Pelias by a cunning trick. To his daughters she said that she knew a secret, how to make the old young again; and to prove her words she cut up before them a ram worn out with many years, and put the pieces into a put of boiling water. Then she uttered a charm and in a moment out from the water sprang a lamb and ran frisking away. (20 Who is she?)
16. When the Minotaur was born, ~~Minos did not kill him.~~ He had a great architect and inventor construct a place of confinement for him from which escape was impossible. (21 Who is this architect?)
17. No woman ever born, no statue ever made, could approach it. When nothing could be added to its perfections, a strange fate had befallen its creator: he had fallen in love, deeply, passionately in love, with the thing he had made. It must be said in explanation that the statue did not look like a statue; no one would have thought it was ivory or stone, but warm human flesh, motionless for a moment only. (22 Who is he? 23 What is the statue’s name?)
18. She screamed to him, “Help me! Father, help me!” At the words a dragging numbness came upon her, her feet seemed rooted in the earth she had been so swiftly speeding over. Bark was enclosing her; leaves were sprouting forth. She had been changed into a tree, a laurel. (24 Who is she?)
19. She told the Trojans each time what would happen; they would never listen to her. It was her fate always to know the disaster that was coming and be unable to avert it. (25 Who is she?)
20. She had at first hoped to tire the suitors out. She told them that she could not marry until she had woven a very fine and exquisitely wrought shroud for her father-in-law, the aged Laertes, against the day of his death. (26 Who is she?)
21. She called upon the people of Thebes to worship her. “You burn incense to Leto,” she said, “and what is she as compared with me? She had but two children, Apollo and Artemis. I have seven times as many. I am a queen. Make your sacrifices to me in Leto’s temple, mine now, not hers.” (27 Who is she?)
22. As the boy grew to manhood he saw even more clearly than she the terrible situation. It was a son’s duty to kill his father’s murderers, a duty that came before all others. But a son who killed his mother was abhorrent to gods and to men. He who wanted only to do right was so placed that he must choose between two hideous wrongs. He must be a traitor to his father or he must be the murderer of is mother. (28 Who is he?)
23. 29 What was the language in which Jesus preached to crowds and conversed with his disciples?
24. 30 What was the language in which the four Gospels were written?

國立中山大學 96 學年度轉學生招生考試試題

科目：西洋文學概論【外文系二年級】

共 3 頁 第 3 頁

II. Essay Questions. 25%

1. Describe and discuss the concepts of "hospitality," "burial," and "fate" in Greek culture and literature. 12%
2. Briefly describe the major characteristics of Greek, Hebrew, and Roman Culture in the ancient world roughly from BCE 800 to 400 AD. 13%