サマライズ講座（要約英日文法）

第 1 講

1.　要約概要

1-1.　要約とは

　要約とは、文章などを、短時間で大事な内容を正しく把握できる形にまとめ直すことである。要約文、そして要約文作成の技術は、さまざまなビジネスシーン、あるいは研究や学習の場でも大きな役割を担うものとして期待される。

【要約】
文章などの要点をとりまとめて、短く表現すること。(『広辞苑第 5 版』より抜粋)

1-2.　要約文の種類

「要約」は、その内容や目的などによって、いくつかのタイプに分けられる。要約対象とする文書には、以下のようなものがある（それぞれの詳細については、第 4 講で取り上げる)。

⑴調査レポート：さまざまな資料や雑誌記事など。
⑵書籍：フィクション・ノンフィクションを問わず書籍全般。この場合のアウトプットは、シノプシスと呼ばれることもある。シノプシスでは、書籍内容のあらすじに加えて、一般的には内容の分析や評価なども記述し、書籍の紹介を目的とする。書籍の翻訳出版に向けた検討資料などとして活用される。
⑶ブックレビュー：書籍などの出版に際してリリースされる情報や、書評。
⑷論文：学術論文など。論文の構成に従って、その内容をまとめる。
⑸契約書：契約書から重要な情報を抜き出してまとめる。

1-3.　要約文の書き方

　ある文章の要約文を作成することになったとき、どのように作業を進めれば良いだろうか。文章を読んで印象に残った箇所を闇雲に抜き出して書いたのでは、要約文として優れ

ているとは言えない。まず、元となる文章を読むところから、要約文作成を意識して取り組む必要がある。

　そこで本講座では、要約文作成の基本的ルールである「要約英日文法」を中心に、要約文を作成するプロセスを体系的に身につけることを目標に掲げる。

2.　要約英日文法適用例

「要約英日文法」では、すでに見たとおり、12 のルールによって具体的な方法を示している。これらのルールを良く理解するためには、何よりも、実際に適用してみるのが良い。そこで、ここからは例文を用いながら要約英日文法のルールを見ていくことにしよう。

まず第 1 講では、ルール 4 までの実例を取り上げる。

[例文 A]

次の文章を元に、「一般読者向け」「要約率およそ 30%」の要約文を作成する。まずはその全文を示す。

<u>More Animals Seem to Have Some Ability to Count</u>

<u>Counting may be innate in many species</u>

Scientists have been skeptical of claims of mathematical abilities in animals ever since the case of Clever Hans about 100 years ago. The horse, which performed arithmetic and other intellectual tasks to delighted European audiences, was in reality simply taking subconscious cues from his trainer. Modern examples, such as Alex the African grey parrot, which could count up to six and knew sums and differences, are seen by some as special cases or the product of conditioning.

Recent studies, however, have uncovered new instances of a counting skill in different species, suggesting that mathematical abilities could be more fundamental in biology than previously thought. Under certain conditions, monkeys could sometimes outperform college students.

In a study published last summer in the Proceedings of the Royal Society B, Kevin C. Burns of Victoria University of Wellington in New Zealand and his colleagues burrowed holes in fallen logs and stored varying numbers of mealworms (beetle larvae) in these holes in full view of wild New Zealand robins at the Karori Wildlife Sanctuary. Not only did the robins flock first to the holes with the most mealworms, but if Burns tricked them, removing some of the insects when they weren’t looking, the robins spent twice as long scouring the hole for the missing mealworms. “They probably have some innate ability to discern between small numbers” as three and four, Burns thinks, but they also “use their number sense on a daily basis, and so through trial and error, they can train themselves to identify numbers up to 12.”

More recently, in the April issue of the same Royal Society journal, Rosa Rugani of the University of Trento in Italy and her team demonstrated arithmetic in newly hatched chickens. The scientists reared the chicks with five identical objects, and the newborns imprinted on these objects, considering them their parents. But when the scientists subtracted two or three of the original objects and left the remainders behind screens, the chicks went looking for the larger number of objects, sensing that Mom was more like a three and not a two. Rugani also varied the size of the objects to rule out the possibility the chicks were identifying groups based simply on the fact that larger numbers of items take up more space than smaller numbers.

For the past five years Jessica Cantlon of the University of Rochester has been conducting a series of experiments with rhesus monkeys that shows how their numerical skills can rival those of humans. The monkeys, she found, could choose the lesser of two sets of objects when they were the same in size, shape and color. And when size, shape and color were varied, the monkeys showed no change in accuracy or reaction time. One animal, rewarded with Kool-Aid, was 10 to 20 percent less accurate than college students but beat them in reaction time. "The monkey didn't mind missing every once in a while," Cantlon recounts. "It wants to get past the mistake and on to the next problem where it can get more Kool-Aid, whereas college students can't shake their worry over guessing wrong."

Elizabeth Brannon of Duke University has conducted similar experiments with rhesus monkeys, getting them to match the number of sounds they hear to the number of shapes they see, proving they can do math across different senses. She also tested the monkeys' ability to do subtraction by covering a number of objects and then removing some of them. In all cases, the monkeys picked the correct remainder at a rate greater than chance. And although they might not grasp the deeper concept of zero as a number, the monkeys knew it was less than two or one, conclude Brannon and her colleagues in the May Journal of Experimental Psychology: General.

Although Brannon feels that animals do not have a linguistic sense of numbers—they aren't counting "one, two, three" in their heads—they can do a rough sort of math by summing sets of objects without actually using numbers, and she believes that ability is innate. Brannon thinks that it might have evolved from the need for territorial animals "to access the different sizes of competing groups and for foraging animals to determine whether it is good to stay in one area given the amount of food retrieved versus the amount of time invested."

Irene Pepperberg of the Massachusetts Institute of Technology, famous for her 30-year work with Alex the parrot, says that even bees can learn to discriminate among small quantities. "So some degree of 'number sense' seems to be able to be learned even in invertebrates, and such learning is unlikely without some underlying neural architecture on which it is based," she remarks.

Understanding the biological basis of number sense in animals could have relevance to people. According to Brannon, it may suggest to childhood educators that math, usually taught after age four or five, could actually be introduced earlier into the curriculum.

（出典：Scientific American ウェブサイト　From the September 2009 Scientific American Magazine）

早速、要約英日文法のルールを適用しよう。
例文のなかでルールに該当する箇所に印をつけ、その解説をページの下部に記す（このあとも同様の方法で進める）。

More **Animals** Seem to Have Some Ability to **Count**[1]
Counting may be innate in many species

[2] *Scientists have been skeptical of claims of mathematical abilities in* ***animal****s ever since the case of Clever Hans about 100 years ago.*[3] *The horse, which performed arithmetic and other intellectual tasks to delighted European audiences, was in reality simply taking subconscious cues from his trainer.* Modern examples, such as Alex the African grey parrot, which could **count** up to six and knew sums and differences, are seen by some as special cases or the product of conditioning.

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1 【ルール 2】　タイトル（サブタイトル）に注目する

タイトル中で重要と思われるワードやフレーズを見つける。
例文のタイトル中で重要ワードと考えられるのは、**animal**、**count**（あるいは **counting**）。タイトル以外（本文中）でこれらが用いられている箇所も太字で表記する。

2 【ルール 3】　全体構成を把握する

本文全体の構成を把握する。この例文の場合には、
・現状紹介（一般的な考え方）
・具体的事例（最近の研究成果）
・まとめ
という構成になっている。

3 【ルール 4】　章やパラグラフ内を把握する

それぞれの章やパラグラフ内で重要と思われる箇所を見つける。章やパラグラフの冒頭、あるいは末尾を中心に見るのが一つのポイントである。
この例文中で重要と考えられる箇所を含むセンテンスを*イタリック体に網かけ*で示す（以降、同様）。

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In a study published last summer in the Proceedings of the Royal Society B, Kevin C. Burns of Victoria University of Wellington in New Zealand and his colleagues burrowed holes in fallen logs and stored varying numbers of mealworms (beetle larvae) in these holes in full view of wild New Zealand robins at the Karori Wildlife Sanctuary. Not only did the robins flock first to the holes with the most mealworms, but if Burns tricked them, removing some of the insects when they weren't looking, the robins spent twice as long scouring the hole for the missing mealworms. "They probably have some innate ability to discern between small numbers" as three and four, Burns thinks, but they also "use their number sense on a daily basis, and so through trial and error, they can train themselves to identify numbers up to 12."

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