

IDEATIONAL MEANING OF
A PROCEDURE TEXT “HOW TO DEVELOP TELEKINESIS”

ARFIN MAJID

13020110120010

ABSTRACT

Procedure text is a text that explains how to use instructions or shows how to make certain activities. In this case I took a procedure text which tells how to do telekinesis. The purpose of choosing the text is to show the ideational meaning of the text. In addition, since telekinesis is a concept that explains how to move a thing without touching it, therefore, I want to show the authors' intention. In this final paper I used theory of systemic functional grammar, introduced by M. A. K. Halliday especially, which discussed the ideational meaning, as the basis of analyzing every clause in the text. Based on the analysis, I found two main ideas conveyed by the authors. The first is *the belief*. The second is *capability*.

Keyword: ideational meaning, systemic functional grammar, telekinesis

1. Introduction

In social life, language is an important part. This is due to the function of language as a media of social interaction. As a media of interaction, language has functions as a connection between one to another. In addition, through language people can convey their message to others in order to get what they want.

In conveying the message, one of the methods is using indirect method. A method can be said as indirect when there is no interaction between two people in one place. One of the indirect methods is writing. Different from spoken, writing needs to pay attention to grammatical rule, so it can be understood by the readers. Therefore, the expertise of grammar is needed by the author in order to construct good sentences.

Talking about grammar, we have two perspectives, namely traditional grammar and functional grammar. In traditional grammar, we only study about how to make sentences in a good way. In this case, traditional grammar only focuses on the establishment of a sentence. However, language will be understood when it is constructed well and has meaning. Therefore, we need a model of language that enables us to explore the language both in its construction and its meaning.

On the other hand, systemic functional grammar is a theory of language which focuses on language function, which studies the connection between text and context. Language, in functional grammar, is categorized as

a resource for making meaning. Halliday (1985) stated that language has three types of meaning. They can be classified as ideational, interpersonal, and textual. In this occasion, I will focus on the ideational meaning of the text “How to Develop Telekinesis”. This text can be classified as a procedure text. It can be said that the clauses in the text may be used to represent the authors’ meaning through their utterance.

To analyze the text according to its ideational meaning, I used transitivity theory. By using the theory, I want to explore how a procedure text entitled “How to Develop Telekinesis” represents its meaning, so that I can get closer to the authors’ intention.

2. Theoretical Framework

2.1. Definition of Ideational Meaning

In this section, I use Halliday’s theory of the functional grammar revised by Matthiessen (2004) as follows.

Our most powerful impression of experience is that it consists of a flow of events, or ‘goings-on’. This flow of events is chunked into quanta of change by the grammar of the clause: each quantum of change is modelled as a figure — a figure of happening, doing, sensing, saying, being or having. All figures consist of a process unfolding through time and of participants being directly involved in this process in some way; and in addition there may be circumstances of time, space, cause, manner or one of a few other types (Halliday and Matthiessen, 2004:170) .

Besides, I also used Gerot and Wignell (1994) which simplifies Haliday’s theory as follows.

Ideational meanings are meanings about phenomena, about things (living and non-living, abstract and concrete), about goings on (what the things are or do) (Gerot and Wignell, 1994:12).

According to Gerot and Wignell (1994) ideational meaning can be formed by using transitivity theory. Transitivity itself consists of processes, participants, and circumstantial elements.

2.2. Types of Processes

There are six different types of processes identified by Halliday (1985). Then, Gerot and Wignell add one process that is meteorological process.

2.2.1. Material Processes

Processes which are some entity physically doing something. For example:

Handel	wrote	the Messiah
Actor	Material	Goal

(Gerot and Wignell, 1994:56)

2.2.2. Mental Processes

Mental processes are ones of sensing: feeling, thinking, and perceiving.

The toaster	doesn't like	me
Senser	Mental	Phenomenon

(Gerot and Wignell, 1994:58)

2.2.3. Behavioural Processes

They are processes of physiological and psychological behavior. For example:

She	lives	in the fast lane
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Behaver	Behavioural	Circ: Place
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(Gerot and Wignell, 1994:61)

2.2.4. Verbal Processes

They are processes of saying, or more accurately, of symbolically signaling.

For example:

Keating	slurred	Howard
Sayer	Verbal	Target

(Gerot and Wignell, 1994:63)

2.2.5. Relational Processes

There are two types of relational processes. The first one is identifying processes. They are processes which establish on identity of something. For example:

Barry Tuckwell	may be	the finest living horn player
Token	Identifying	Value

(Gerot and Wignell, 1994:67)

The second is attributive processes. They are processes which assign toward something. For example:

Barry Tuckwell	is	a fine horn player
Carrier	Attributive	Attribute

(Gerot and Wignell, 1994:67)

2.2.6. Existential Processes

They are processes of existence. For example:

There	is	a unicorn	In the garden
	Existential	Existent	Circ: Place

(Gerot and Wignell, 1994:72)

2.2.7. Meteorological Processes

They are processes which are talking about weather. For example:

It	's hot
	Meteorological

(Gerot and Wignell, 1994:73)

2.3. Types of Circumstantial Elements

Halliday and Mattiessen (2004) divide circumstances into nine types. They are:

2.3.1. Extent

According to Halliday and Mattiessen (2004:264), extent is indicated by the questions of *how far? how long? how many?*.

2.3.2. Location

Halliday and Mattiessen (2004:265) stated the circumstantial element of location can be divided into two kinds of element. The first one is spatial (place). It is indicated by the question of *where?*. The second is temporal (time) which is indicated by the question of *when?*.

2.3.3. Manner

Manner consists of four categories:

- Mean. It is usually indicated by a preposition phrase of *by* and *with* (Halliday and Mattiessen, 2004:267).
- Quality. It is usually indicated by an adverbial group, with *-ly* as Head (Halliday and Mattiessen, 2004:268).
- Comparison. It is indicated by prepositional phrase of *like* and *unlike*, or adverbial group of *similarity* or *difference* (Halliday and Mattiessen, 2004:268).
- Degree. It is indicated by adverbial group with general indication of degree (Halliday and Mattiessen, 2004:268).

2.3.4. Cause

It tells about the reason of the process (Halliday and Mattiessen, 2004:269).

There are three subcategories of Cause:

- Reason. It is similar to word "because" (Halliday and Mattiessen, 2004:269).
- Purpose. It represents the purpose of an action (Halliday and Mattiessen, 2004:270).
- Behalf. It is indicated by a prepositional phrase of *for* (Halliday and Mattiessen, 2004:270).

2.3.5. Contingency

There are three subcategories of Contingency:

- Condition. Based on Halliday and Mattiessen (2004:271) it is indicated by prepositional phrases with complex preposition of *in case of*, *in the event of*, *on condition of*.

- Concession. Halliday and Mattiessen (2004:272) stated that it is similar to reason, with the sense of although.
- Default. It is indicated by the word *unless* and *if not* (Halliday and Mattiessen, 2004:272).

2.3.6. Accompaniment

Accompaniment tells with and without who or what (Gerot and Wignell, 1994:53).

2.3.7. Role

It tells us about what as and is probe by what (Gerot and Wignell, 1994:53).

2.3.8. Matter

It is indicated by prepositional phrases of *about*, *concerning*, *with reference* (Halliday and Mattiessen, 2004:276).

2.3.9. Angle

It construes with a complex prepositional like, *according to*, *in the word of* (Halliday and Mattiessen, 2004:276).

2.4. Types of Participants

According to Halliday (1985) followed by Gerot and Wignell (1994) type of participant depends on what process which exists in a clause. There are seven different processes and it comes with seven different participants. The participant can be called as *Actor* and *Goal* if the process is material. Different from material, when the process is mental, the participants become *Senser* and *Phenomenon*. It becomes different when we talk about

behavioural process because it only has one participant. It is called *Behaver*. In verbal process we find four kinds of participants. They are *Sayer*, *Receiver*, *Target*, and *Range*. Relational processes are divided into two kinds of processes and each of them has different participants. We find participants as *Token* and *Value* in identifying process but *Carrier* and *Attribute* in attributive process. Similar to behavioural process, in existential process it only has one participant. It is called *Existent*. The last process is meteorological process which has no participant. According to Halliday & Matthiessen (2004:259) stated:

This last type [construed as *it* + a verb in the 'present in present' tense] is unique in English, in that it has no participant in it. The *it* serves the interpersonal function of Subject, like the *there* in an 'existential' clause, but has no function in transitivity — if you are told that it's raining, you cannot ask *What is?* and the *it* cannot be theme-predicated ... or serve as an identified Theme or Rheme ... On the other hand the tense is clearly that of a 'material' process. These clauses can be analyzed as consisting of a single element, the Process; they are the limiting case of a 'material' process clause.

3. Discussion

In this part, I am going to discuss the ideational meaning in the clauses of How to Develop Telekinesis. Ideational meaning is represented by processes, participants, and circumstantial elements that occur in each clause in the text. Based on the data, this procedure text consists of two main parts; they are introduction and the methods how to practice. The discussion will be started from the process element, the participant, and the circumstantial element.

3.1. Processes

3.1.1. Process Elements in Introduction

In this part, there are 7 clauses which are divided into 2 ideational meaning. They are *having fact* and *giving motivation*. I found ideational meaning: having fact from first to third clause, those are ⁽¹⁾Telekinesis for years has been ***ambushed*** with skepticism and mockery ⁽²⁾often people do not ***let*** the ideas of such things enter their minds simply ⁽³⁾and because they have not ***seen*** such things. The three clauses above (1-3) have ideational meaning as having fact, because in those clauses I found that the authors want to give piece of information presented as having objective reality. In the first clause, the word ***ambushed*** can be categorized into *mental affective process* because the authors want to give a strong feeling and impression to illustrate the condition of telekinesis concept. In the second and the third clauses,

there are two kinds of mental process; those are *mental affective process* and *perspective process*. The mental process categorized as affective is represented by the word **let** while the perspective process is represented by the word **seen**. The authors use two mental processes at the same time in order to draw a conclusion that every person will believe everything unless something makes sense and has been seen.

The second ideational meaning found is giving motivation that can be found in the last four clauses, those are ⁽⁴⁾telekinesis **is** possible ⁽⁵⁾with enough mind training and devotion, it **is** not hard to have that pencil roll off your desk ⁽⁶⁾if you **have** an open mind ⁽⁷⁾and this **is** for you. I conclude that those four clauses consist of giving motivation, because by those clauses the authors try to make the readers believe in telekinesis. In those clauses, the authors use *attributive process* to show that telekinesis exists in this world, possible and easy for the readers to do it unless they try hard.

3.1.2. Process Elements in the Methods How to Practice

In this part, there are 7 steps for the readers to train their telekinesis. Every step has an explanation, including a picture to help the reader easy to understand.

The first step at the beginning of explanation, the authors tell the readers more about energy as an actor that can do everything. Since, there are many *material processes* like ⁽²²⁾**use**, ⁽²¹⁾**converted and** ⁽²⁰⁾**released** used to make sentences, the authors try to make the readers understand that

energy is doing something inside the body. The others processes are *mental process* and *verbal process* used in some sentences, such as the word ⁽¹⁶⁾**obtain** and ⁽²⁴⁾**see** to show that human does not make and know the existence of energy but he can feel it. The word **states** that can be found in sentence ⁽²⁶⁾the first law of thermodynamics **states**: energy cannot be created or destroyed, although it can be transferred or changed from one form to another. It shows that the authors use a quotation to enhance their explanation.

In addition, the authors use attributive and identifying processes, such as **be (is)**, **keep and define** to classify the energy. For example, when the authors want to classify the energy based on the identity, they use Identifying Processes. It can be seen from the clause ⁽¹¹⁾energy can **be defined** as the capacity to do work, which is any change in the state or motion of matter. It means that energy is the same as capacity to do work. When the authors want to classify the energy based on the quality, they use Attributive Processes. It can be seen in sentence ⁽¹⁸⁾this energy **is** known as chemical energy. It has meaning that energy belongs to chemical energy.

The second step, there are processes which the readers have to do. The authors use *material process* such as ⁽³⁴⁾**choose and** ⁽³⁵⁾**pick**. Those material processes can be interpreted as the authors want the readers to do something. The other process is *attributive process* in the clause ⁽³⁶⁾that **has** a light mass. There is word **has** which means something or someone possesses in object. In this case, it refers to something with light mass. What

the authors mean is the readers have to try their telekinesis using a light mass thing for the first time. The authors also provide a picture which shows someone trying his telekinesis with a spoon. The spoon itself is illustrated as a thing with light mass.

The third step, the authors try to correct the readers' knowledge, they use three processes at the same time in two clauses, and those are *mental process called affective, attributive process, and identifying process*. In ideational meaning, the word **let** in clause ⁽³⁸⁾**let** go of the idea, means that the readers have to erase their view about something. The next clause is ⁽³⁹⁾that the system and the manipulator **are** different. In this clause the authors use attributive process to enhance the first clause of what the readers should release the idea. The word **are** indicates that the system and the manipulator are equal. In the third clause ⁽⁴⁰⁾because both **contain** the same energy, the authors use identifying process by the word **contain** to establish an identity of the system and the manipulator consisting of the same energy. The illustration picture explains that the author gives a symbol \div to show the equality.

The fourth step, there are one main clause and two supporting sub-steps. In the main clause, the authors want the readers to know the sensation of the energy by using word ⁽⁴¹⁾**recognize** that belongs to *mental cognitive*. The other word is ⁽⁴²⁾**feel** which belongs to *mental affective* meaning that the authors classify the energy as a sensation similar to heat and cold. In the first sub-step, the authors use *material process* in order to make the readers

do something. It can be seen in the clause ⁽⁴⁴⁾*flex* every muscle in one of your arm for 10 second which means that the readers have to do something to their muscle, like stretching. Besides mental process, there are also *mental affective* to give a choice to the readers to get what they want. This can be seen in one of the clauses, ⁽⁵²⁾*find* yourself an ideal conditioned, cold area. It means cold area which is suitable for the readers. The given picture is explained by showing someone working out with the barbell which is much more like someone flexes his muscle, and the AC temperature is 19⁰ meaning cold area.

The fifth step, there are main point and the explanation. In the main point there are two clauses. In the first clause ⁽⁵⁶⁾*decide* whether you ⁽⁵⁷⁾*wish* to pull, push, or spin the system, the word *decide* and *wish* can be categorized as *mental affective*, because this is related to the will of the authors in order to make the readers do what they want and what fit to them. The second clause, the word *has* can be categorized as *identifying process*, because in the explanation the authors give three kinds of activity that can be done using telekinesis but they are different each other, therefore the word *has* in ⁽⁵⁸⁾each option *has* a different approach, means to determine the difference of how to do them. In the explanation, there are three choices, pulling, levitation, and changing the state of the system. In the first and second category for the first clause ⁽⁶⁰⁾pulling the system *is* simple and ⁽⁶²⁾levitation *is* extremely hard the authors use word *is* which belongs to *attributive process*, because it explains what kind of pulling and levitation

is. In addition, the second clause of those categories uses *mental cognitive* and *material process*. In the first category, the use of *mental cognitive* can be seen by the word **know** in clause ⁽⁶¹⁾because you **know** the direction of the energy, which means the authors think that the readers has the same way of thinking as them about pulling. In the second category, the author uses *material process* which is represented by the word **reduce** in clause ⁽⁶³⁾as one has to **reduce** the inertia of the system. It means that the readers have to do something with their choice. The last category is changing the state of the system. The authors use attributive process which is represented by the word **require** in clause ⁽⁶⁵⁾changing the state of the system **requires** changing the total amount of kinetic energy in the system, because when someone wants to change something, he/she needs to fulfill the condition. It means the hardest category to deal with.

The sixth step consists of two paragraphs. In the first paragraph the authors want the readers to keep their state by using the word **focus** in clause ⁽⁷⁴⁾**focus** that energy and direct it toward their system. The word itself can be categorized into *material process*. The other material process is shown by the word **choose** in clause ⁽⁷⁶⁾how you choose to do this depends on you. It means the readers have to take one from another. Besides using material process, the authors also use *mental affective* which is represented by the word **depends** in sentence ⁽⁷⁷⁾how you choose to do this **depends** on you, meaning that the authors give a freedom to the readers to find their method to focus their energy. Then, the authors use *attributive process* in

the sentence just as we *have* different ways of thinking to show they respect to the diversity.

The next paragraph the authors first use *mental process* by the word *remembers*⁽⁸⁷⁾ in the beginning of the paragraph in order to make the readers aware. What the readers should be aware is the energy that flows in their body. Besides, they use the word *keep*⁽⁹⁰⁾ which can be categorized into *attributive process*, meaning that the authors assign the quality of the energy which has to be same on system. They classify it into the Newton's first law.

The seventh step, the authors ask the readers not to force themselves to learn more if they reach their limit. The word *stop*⁽⁹⁷⁾ belongs to *material process*, which shows someone's needs to cut their activity. What the limit mean is shown by the word *feel*⁽⁹⁸⁾ that belongs to *mental affective process* which explains mentally and physically tired. The other mental process is shown by the word *continue*⁽⁹⁹⁾ based on <http://www.merriam-webster.com/dictionary> having meaning *to do something without stopping*. In this case the authors use negative form to suggest the readers not forcing themselves until they are back to their normal state.

3.2. Types of Circumstantial Elements

The circumstantial element found in the data consists of seven types; duration, time, place, manner (quality), cause, accompaniment and view point.

First, circumstantial element of duration tells us about the duration of the process. It answers the question *how long?* For instance, ⁽¹⁾Telekinesis for year has been ambushed with skepticism and mockery. The word ‘for year’ answers the question *how long*. Second, circumstantial element of time answers the question like *when?*, *how often?* and *how long?*. For example, ⁽³⁵⁾In the beginning, pick something that has a light mass. The word ‘in the beginning’ includes the circumstantial element of time which answers the question *when*. Third, circumstantial element of place answers the question *where?* and *how far?*. For example ⁽²⁵⁾It is still very much there. The underline word answers the question *where*. Fourth, circumstantial element of Manner (Quality) answers the question *how?*. For example, ⁽¹⁴⁾There is energy continually running through our body. The underline word answers the question *how*. Fifth is circumstantial element of cause. There are three kinds of this circumstance. The first one is reason. It tells what cause the process and answers the question like *how?* And *why?* For example, ⁽²⁾Often people do not let the ideas of such things enter their minds simply because they have not seen such things. The underline words answer the question *why*. The next is purpose. It tells the aim of the Process and answers the question *what for?* For example ⁽¹⁹⁾In muscle cells, only about 40% of the chemical

energy is actually used for mechanical work. The underline words can be categorized as circumstantial element of purpose which answers the question *what for*. The last is behalf. It answers the question *for whom?*. For example, ⁽⁷⁾This is for you. The underline words can be categorized as circumstantial element of behalf which answers the question *for whom*. Sixth, circumstantial element of accompaniment tells about with or without, who or what. Here the following example. ⁽⁵⁾With enough mind training and devotion, it is not hard to have that pencil roll off the desk. Seventh, circumstantial element of view point is used to represent the information given from somebody's point. The underline words below shows an example of view point. ⁽⁵⁾With enough mind training and devotion, it is not hard to have that pencil roll off the desk.

3.3. Types of Participants

3.3.1. Material Process

A clause represents material process if the process occurring in it is the process of doing.

Choose your system

According to Halliday and Matthiessen (2004:179) in procedure text, the participant who is as an actor in the material clauses becomes implicit "you", because of the construction of the procedure text brought a person is being instructed.

So the clause can be written as:

(You) choose your system

Then, each of them will be classified into their function, process and participant.

(You)	choose	your system
Actor	Material	Goal

3.3.2. Mental Process

- Perception Type

Perception type of mental process occurs in the clause with the verb like *see, hear, notice, and listen*.

Here the following example found in the data.

because they have not seen such things.

because	they	have not seen	such thing
	Senser	Mental: Perceptive	Phenomenon

- Affection Type

Affection type of mental process generally occurs in the clause with verb like *hate* and *like*.

Here the following example:

Telekinesis for years has been ambushed with skepticism and mockery.

Telekinesis	for years	has been ambushed	with skepticism and mockery
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Senser	Circ: Duration	Mental: Affective	Circ: Accompaniment
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- Cognition Type

Cognition type of mental process generally occurs in the clause with the verb like *know, think, understand, etc.*

For instance,

Remember that a continuous flow of energy is needed

To make it simple, the writer adds noun at the beginning without changing the meaning.

(You) remember that a continuous flow of energy is needed

(You)	remember
Senser	Mental: Cognitive

3.3.3. Relational Process

- Attributive Process

It is the process that is signed a quality. It has no passive form. The participant roles in this process are carrier and attribute.

Telekinesis is possible.

Telekinesis	is	possible
Carrier	Attributive Process	Attribute

- Identifying Process

It is the process of establish the identity. The participant roles are Token and Value.

Because both contain the same energy.

because	both	contain	the same energy
	Token	Identifying Process	Value

3.3.4. Verbal Process

Verbal process is the process of saying. The participant takes role as Sayer.

The first law of thermodynamics states: energy cannot be created or destroyed although it can be transferred or change from one form to another.

The first law of thermodynamics	state	energy cannot be created or destroyed although it can be transferred or change from one form to another
Sayer	Verbal Process	Range

Based on the analysis above, I may show that the ideational meaning represented by the text “How to Develop Telekinesis” is that the authors has an intention to prove that telekinesis can be done by anyone. This is proven by the used of material process are mostly occur in the text. It indicates that the authors try to realize his intention by asking the readers to follow their action. Secondly, relational process occurs after material process. As an addition, relational process is a process of being and having (Gerot and Wignell, 1994:67). We know that telekinesis is a controversial concept of doing something toward things without touching it. It looks like magic. People around the world know that magic is a trick. Therefore, by writing this text, the authors can represent his point of view to telekinesis using the application of relational process, that telekinesis is not a trick. It exists even people do not believe it.

4. Conclusion

Systemic functional grammar is a form of grammatical description originated by Michael Halliday which explains not only how language structure is formed but also how the meaning is being produced.

Based on the analysis above, the writer may conclude that there are two main points in the procedure text entitled “How to Develop Telekinesis”. The first one is how the authors show their conviction that telekinesis is real because by using scientific concept it can be explained. The second one is the authors believe that every person can do telekinesis by the condition he/she wants to train it. The main factor to do telekinesis is how we can control energy inside our body as the first step to train our telekinesis.

The use of ideational meaning by the authors has a purpose to share the idea of telekinesis concept. It explains that after analyze the text through ideational meaning using transitivity theory, the writer can get closer to the authors' intention.

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Table 1. Table of Transitivity of Introduction

⁽¹⁾Telekinesis for years has been ambushed with skepticism and mockery.

Telekinesis	for years	has been ambushed	with skepticism and mockery
Senser	Circ: Duration	Mental: Affective	Circ: Accompaniment

⁽²⁾Often people do not let the ideas of such things enter their minds simply ⁽³⁾because they have not seen such things.

Often	people	do not let	the idea of such things
	Senser	Mental: Affective	Phenomenon

enter	their minds	simply
Material	Circ: Place	Circ: Quality

because	they	have not seen	such things
Circ: Reason	Senser	Mental: Perspective	Phenomenon

⁽⁴⁾Telekinesis is possible.

Telekinesis	Is	possible
Carrier	Attributive	Attribute

⁽⁵⁾With enough mind training and devotion, it is not hard to have that pencil roll off your desk.

With enough mind training and devotion	it	is not hard	to have that pencil roll off your desk
Circ: Accompaniment	Carrier	Attributive	Circ: View Point

⁽⁶⁾If you have an open mind, ⁽⁷⁾this is for you.

If	you	have	an open mind	this	is	for you
	Carrier	Attributive	Attribute	Carrier	Attributive	Circ: behalf

Table 2. Table of Transitivity of the Method of How to Practice

⁽⁸⁾Understand ⁽⁹⁾how telekinesis can help, ⁽¹⁰⁾and how it is possible.

In order to make the first clause be able to understood, the writer adds subject “you” in the beginning of the clause. Then, it becomes “you understand how telekinesis can help, and how it is possible.”

You	understand	how	telekinesis	can help
Senser	Mental: Affective		Actor	Material

and	How	it	is	possible
		Token	Identifying	Value

⁽¹¹⁾Energy can be defined as the capacity to do work, ⁽¹²⁾which is any change in the state or motion of matter.

Energy	can be difined as	the capacity to do work
Carrier	Attributive	Attribute

which	is	change in the state or motion of matter
	Identifying	Value

⁽¹³⁾There is ⁽¹⁴⁾energy continually running through our body, ⁽¹⁵⁾the same energy that keeps us moving, breathing and simply working.

There	is	energy	Continually	running through	our body
	Existential	Actor	Circ:Quality	Material	Circ: Place

The same energy	that	keeps	us moving, breathing	and	simply working
Carrier		Attributive	Attribute		Circ: Quality

⁽¹⁶⁾We obtain the energy from food, ⁽¹⁷⁾which is measured in calories (the amount of energy found in food).

We	Obtain	the energy	from food
Senser	Mental: Affective	Phenomenon	Circ: Place

which	is measured	in calories
	Material	Range

⁽¹⁸⁾This energy is known as chemical energy.

This energy	is known as	chemical energy
Senser	Mental: Cognitive	Phenomenon

⁽¹⁹⁾In muscle cells, only about 40% of the chemical energy is actually used for mechanical work.

In muscle cells	only about 40% of the chemical energy	is	actually used for mechanical work
Circ: place	Token	Identifying	Value

⁽²⁰⁾Potential chemical energy released by cellular respiration ⁽²¹⁾is converted into kinetic energy in the muscles.

Potential chemical energy	released	by cellular respiration	is converted	into kinetic energy	in the muscle
Goal	material	Actor	Material	Range	Circ: place

⁽²²⁾But instead of using physical, kinetic energy to move such things, one should use the chemical energy ⁽²³⁾already stored in the body.

But instead of using physical, kinetic energy to move such things	One	should use	the chemical energy	already stored	in the body
Circ: Condition	Actor	Material	Goal	Material	Circ: Place

⁽²⁴⁾Although we cannot see the energy (with the naked eye) ⁽²⁵⁾it is still very much there.

Although	we	cannot see	the energy (with the naked eye)
	Senser	Mental: Perceptive	Phenomenon

it	Is	still very much there
Carrier	Attributive	Attribute

⁽²⁶⁾The first law of thermodynamics states: energy cannot be created or destroyed, although it can be transferred or changed from one form to another.

The first law of thermodynamics	states	energy cannot be created or destroyed, although it can be transferred or changed from one form to another.
Sayer	Verbal	Range

⁽²⁷⁾The energy of any system and its surroundings is constant.

The energy of any system and its surroundings	is	constant
Carrier	Attributive	Attribute

⁽²⁸⁾A system may absorb energy from its surroundings ⁽²⁹⁾or it may give up some energy from its surroundings, ⁽³⁰⁾but the total energy content of that system is always the same.

A system	may absorb	energy	from its surroundings
Actor	Material	Goal	Circ: Place

or	it	may give up	some energy	from its surroundings
	Actor	Material	Goal	Circ: Place

but	the total energy content of that system	is	always the same
	Carrier	Attributive	Attribute

⁽³¹⁾Telekinesis is not magic, ⁽³²⁾although probably mistaken for thousands of years; ⁽³³⁾one is really just transferring the energy from their body (the surroundings) to an object outside of the body (the system).

Telekinesis	is not	magic
Carrier	Attributive	Attribute

although	(telekinesis)	probably (is being) mistaken	for thousands of years
	Carrier	Attributive: intensive	Attribute

one	is just really transferring	the energy	from the body (the surroundings) to an object outside of the body (the system)
Actor	Material	Goal	Circ: Place

⁽³⁴⁾Choose your system (the object to be moved).

In order to make the first clause be able to understood, the writer adds subject “you” in the beginning of the clause. Then, it becomes “you choose your system (the object to be moved).”

You	choose	your system (the object to moved)
Actor	Material	Goal

⁽³⁵⁾In the beginning, pick something ⁽³⁶⁾that has a light mass.

In order to make the first clause be able to understood, the writer adds subject “you” in the beginning of the clause. Then, it becomes “in the beginning, you pick something that has a light mass.”

In the beginning	you	pick	something	that	has	a light mass
Circ: Time	Actor	Material	Goal		Attributive	Attribute

⁽³⁷⁾The farther apart the molecules inside the system, the easier to manipulate it.

The farther apart the molecules inside the system	the easier	to manipulate	it
Circ: Condition	Circ: Quality	Material	Goal

⁽³⁸⁾Let go of the idea ⁽³⁹⁾that the system and the manipulator are different, ⁽⁴⁰⁾because both contain the same energy.

In order to make the first clause be able to understood, the writer adds subject “you” in the beginning of the clause. Then, it becomes “you let go of the idea that the system and the manipulator are different.”

you	let go of	the idea	that	the system and the manipulator	are	different
Senser	Mental: Affective	Phenomenon		Carrier	Attributive	Attribute

because	both	contain	the same energy
Circ: Reason	Token	Identifying	Value

⁽⁴¹⁾Recognize and ⁽⁴²⁾feel the energy ⁽⁴³⁾that flows through the body.

Recognize	and	feel	the energy	that	flows	through the body
Mental: Cognitive		Mental: Affective	Phenomenon		Material	Circ: Place

Exercise 1: ⁽⁴⁴⁾Flex every muscle in one of your arms for 10 seconds, including your fist.

Flex	every muscle	in one of your arms	for 10 seconds	including your fist
Material	Goal	Circ: Place	Circ: Time	Range

⁽⁴⁵⁾After those 10 seconds are up, completely relax the arm ⁽⁴⁶⁾and study the feeling of heat going through it.

After those 10 seconds are up	completely	Relax	the arm	and	study	the feeling of heat	going through it
Circ: Time	Circ: Quality	Material	Goal		Material	Goal	Circ: Quality

⁽⁴⁷⁾The heat may pulse, or feel almost of an electrical sensation.

The heat	may pulse	or	feel	almost of an electrical sensation
Carrier			Attributive	Attribute

⁽⁴⁸⁾That feeling after the muscle has been contracted is that energy.

That feeling	after the muscle has been contracted	is	that energy
Carrier	Circ: Time	Attributive	Attribute

⁽⁴⁹⁾Being able to control that without the initial trigger of moving your muscles is what you want to obtain.

Being able to control that without the initial trigger of moving your muscles	is	what you want to obtain
Token	Identifying	Value

⁽⁵⁰⁾Once you have control over this, you must be able to sustain energy controlled emission, ⁽⁵¹⁾and not bursts.

Once you have control over this	you	must be able to sustain	energy controlled emission	and	not bursts
Circ: Condition	Actor	Material	Goal		Material

Exercise 2: ⁽⁵²⁾Find yourself an ideal conditioned, cold area.

Find yourself	an ideal conditioned, cold area
Mental: Affective	Phenomenon

⁽⁵³⁾Completely relax your body, so much that you can sit (or lay) there without getting the hair on your body to stand up.

Completely	relax	your body	so much that you can sit (or lay) there without getting the hair on your body to stand up
Circ: Quality	Material	Goal	Circ: Quality

⁽⁵⁴⁾The longer you practice controlling the energy that naturally wants to heat you up and keep you from freezing, the more you can control how much extra energy is used in useless things.

In order to make the clause be able to understood, the writer auxiliary “is” between word *freezing* and *the*. Then, it becomes “The longer you practice controlling the energy that naturally wants to heat you up and keep you from freezing is the more you can control how much extra energy is used in useless things.”

The longer you practice controlling the energy that naturally wants to heat you up and keep you from freezing	is	the more you can control how much extra energy is used in useless things
Carrier	Attributive	Attribute

⁽⁵⁵⁾Eventually you should be able to send the energy out through your body, to any part of your body (one arm or leg, a hand, chest, etc.) on demand.

Eventually	you	should be able to send	the energy	through your body, to any part of your body	on demand
Circ: Quality	Actor	Material	Goal	Circ: Place	

⁽⁵⁶⁾Decide ⁽⁵⁷⁾whether you wish to pull, push, or spin the system.

Decide	whether	you	wish to	pull, push, or spin the system
Mental Affective		Senser	Mental Affective	Phenomenon

⁽⁵⁸⁾Each option has a different approach than ⁽⁵⁹⁾one trying to change the state of or levitate the system.

Each option	has	a different approach	than	one	trying to change	the state of or levitate the system
Carrier	Attributive	Attribute		Actor	Material	Goal

⁽⁶⁰⁾Pulling the system is simple, ⁽⁶¹⁾because you know the direction of the energy.

Pulling the system	is	simple	because	you	know	the direction of the energy
Token	Identifying	Value	Circ: Reason	Senser	Mental Cognitive	Phenomenon

⁽⁶²⁾Levitation is extremely hard, ⁽⁶³⁾as one has to reduce the inertia of the system ⁽⁶⁴⁾to make it light enough for the electromagnetism of the system and its surroundings to react.

Levitation	is	extremely hard	as	one	has to reduce	the inertia of the	to make	it light enough	for the electromagnetism	to react
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						system			of the system and its surroundings	
Token	Identifying	Value		Actor	Material	Goal	Material	Goal	Circ: Purpose	Material

⁽⁶⁵⁾Changing the state of the system requires changing the total amount of kinetic energy in the system ⁽⁶⁶⁾which we commonly known as heat).

Changing the state of the system	requires	changing the total amount of kinetic energy	in the system
Carrier	Attributive	Attribute	Circ: Place

which	we	commonly	known	as heat
	Senser	Manner: Quality	Mental: Cognitive	Phenomenon

⁽⁶⁷⁾The amount of heat energy (Calorie) is equivalent to 4.184 joules ⁽⁶⁸⁾which is also equals the amount of heat required ⁽⁶⁹⁾to raise the temperature of 1 g of water 1 degree Celsius.

The amount of heat energy (Calorie)	is equivalent to	4.184 joules	which	is also equals	the amount of heat required	to raise	the temperature of 1 g of water 1 degree Celsius
Token	Identifying	Value	Token	Identifying	Value	Material	Goal

(70)But other common substances such as metals, glass have much lower specific heat values.

But	other common substances such as metals, glass	have	much lower specific heat values
	Token	Identifying	Value

⁽⁷¹⁾You can see why changing the state of an object ⁽⁷²⁾would be hard ⁽⁷³⁾for the mind to do.

You	can see	why changing the state of an object	would be	hard	for the mind	to do
Senser	Mental: Cognitive	Phenomenon	Attributive	Attribute	Recipient	Material

⁽⁷⁴⁾Focus that energy ⁽⁷⁵⁾and direct it toward their system.

Focus	that energy	and	direct	it	toward their system
Material	Goal		Material	Goal	Circ: Place

⁽⁷⁶⁾How you choose to do this ⁽⁷⁷⁾depends on you.

How	you	choose	to do this
	Actor	Material	range

depends	on you
Mental: Affective	Senser

⁽⁷⁸⁾Different methods work for different people, just as ⁽⁷⁹⁾we have different ways of thinking.

Different methods	work	for different people	just as	we	have	different ways of thinking
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Actor	Material	Recipient		Token	Identifying	Value
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⁽⁸⁰⁾Try feeling the system first ⁽⁸¹⁾and pay attention to the weight of it, ⁽⁸²⁾how much energy does it take ⁽⁸³⁾to physically move it?

Try	feeling the system	first	and	pay attention	to the weight of it
Material	Range	Circ:		Material	Range

how much	energy	does	it	take	to	physically	move	it
	Goal		Actor			Circ: Quality		Goal
			Material			Material		

⁽⁸⁴⁾Then try to match that with the energy ⁽⁸⁵⁾you feel in your body ⁽⁸⁶⁾when you are not touching it.

Then	try to match	that	with the energy
	Material	Goal	Circ: Accompaniment

you	feel	in your body
Senser	Mental: Affective	Circ: Place

when	you	are not touching	it
Circ: Time	Actor	Material	Goal

⁽⁸⁷⁾Remember ⁽⁸⁸⁾that a continuous flow of energy is needed, ⁽⁸⁹⁾once you start to change the system, ⁽⁹⁰⁾you must keep that energy ⁽⁹¹⁾focused on it, ⁽⁹²⁾or else it will go back to its primary state.

Remember	that	a continuous flow of energy	is needed
Mental: Cognitive		Actor	Material

once	you	start to change	the system
Circ: Time	Actor	Material	Goal

you	must keep	that energy	focused	on it
Carrier	Attributive	Attribute	Material	Circ: Place

or	else	it	will go back to	its primary state
		Actor	Material	Range

⁽⁹³⁾This is Newton's first law: ⁽⁹⁴⁾What is at rest stays at rest (⁽⁹⁵⁾unless a force is acted upon it, ⁽⁹⁶⁾and that's you)!

This	is	Newton's first law
Carrier	Attributive	Attribute

In order to make it understandable, I will change the second clause into “which is stated what is at rest stays at rest”

which	is stated	what	is	at rest	stays	at rest
	Verbal	Carrier	Attributive	Attribute	Material	Range

unless	a force	is acted	upon it
Circ: Condition	Actor	Material	Goal

and	that	is	you
	Carrier	Attributive	Attribute

⁽⁹⁷⁾Stop when ⁽⁹⁸⁾you feel mentally and physically tired (usually one before the other).

Stop	when	you	feel	mentally and physically tired
Material	Circ: Time	Senser	Mental: Affective	Phenomenon

⁽⁹⁹⁾Do not continue until ⁽¹⁰⁰⁾your fatigue is back to a normal level.

Do not continue	Until	your fatigue	is	back to a normal level
Material	Circ: time	Carrier	Attributive	Attribute

APPENDIX

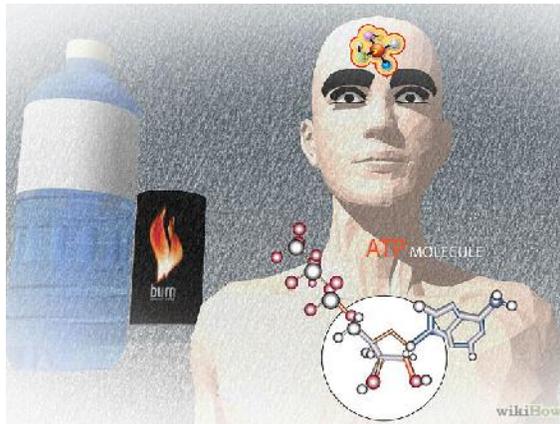
How to Develop Telekinesis

Edited by Mel, Krystle, Carolyn Barratt, Luv_sarah and 37 others

A. Introduction

⁽¹⁾Telekinesis for years has been ambushed with skepticism and mockery. ⁽²⁾Often people do not let the ideas of such things enter their minds simply ⁽³⁾because they have not seen such things. ⁽⁴⁾Telekinesis is possible. ⁽⁵⁾With enough mind training and devotion, it is not hard to have that pencil roll off your desk. ⁽⁶⁾If you have an open mind, ⁽⁷⁾this is for you.

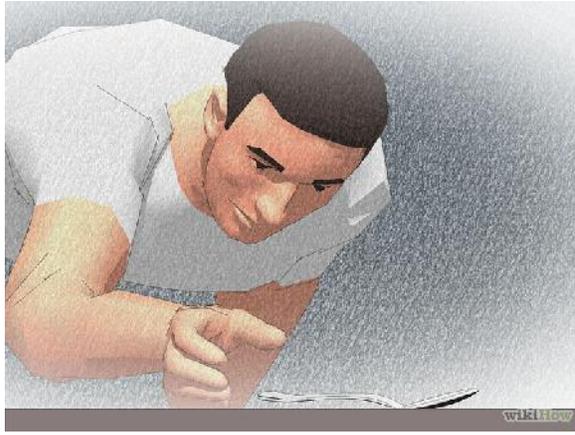
B. Method How to Practice



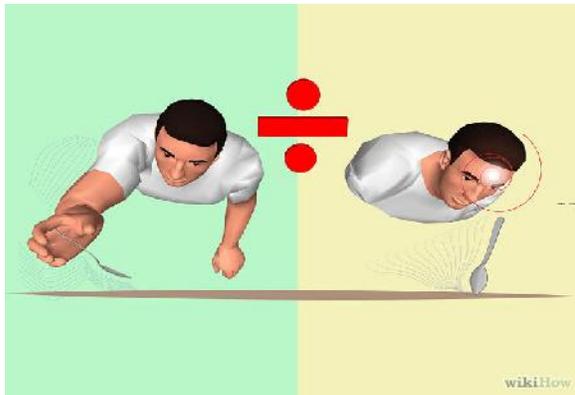
1. ⁽⁸⁾Understand ⁽⁹⁾how telekinesis can help, ⁽¹⁰⁾and how it is possible.

⁽¹¹⁾Energy can be defined as the capacity to do work, ⁽¹²⁾which is any change in the state or motion of matter. ⁽¹³⁾There is ⁽¹⁴⁾energy continually running through our body, ⁽¹⁵⁾the same energy that keeps us moving,

breathing and simply working. ⁽¹⁶⁾We obtain the energy from food, ⁽¹⁷⁾which is measured in calories (the amount of energy found in food). ⁽¹⁸⁾This energy is known as chemical energy. ⁽¹⁹⁾In muscle cells, only about 40% of the chemical energy is actually used for mechanical work. ⁽²⁰⁾Potential chemical energy released by cellular respiration ⁽²¹⁾is converted into kinetic energy in the muscles. ⁽²²⁾But instead of using physical, kinetic energy to move such things, one should use the chemical energy ⁽²³⁾already stored in the body. ⁽²⁴⁾Although we cannot see the energy (with the naked eye) ⁽²⁵⁾it is still very much there. ⁽²⁶⁾The first law of thermodynamics states: energy cannot be created or destroyed, although it can be transferred or changed from one form to another. ⁽²⁷⁾The energy of any system and its surroundings is constant. ⁽²⁸⁾A system may absorb energy from its surroundings ⁽²⁹⁾or it may give up some energy from its surroundings, ⁽³⁰⁾but the total energy content of that system is always the same. ⁽³¹⁾Telekinesis is not magic, ⁽³²⁾although probably mistaken for thousands of years; ⁽³³⁾one is really just transferring the energy from their body (the surroundings) to an object outside of the body (the system).



2. ⁽³⁴⁾**Choose your system (the object to be moved).** ⁽³⁵⁾In the beginning, pick something ⁽³⁶⁾that has a light mass. ⁽³⁷⁾The farther apart the molecules inside the system, the easier to manipulate it.



3. ⁽³⁸⁾**Let go of the idea that** ⁽³⁹⁾**the system and the manipulator are different,** ⁽⁴⁰⁾**because both contain the same energy.**



4. ⁽⁴¹⁾**Recognize and** ⁽⁴²⁾**feel the energy that** ⁽⁴³⁾**flows through the body.**
- Exercise 1: ⁽⁴⁴⁾Flex every muscle in one of your arms for 10 seconds, including your fist. ⁽⁴⁵⁾After those 10 seconds are up, completely relax the arm ⁽⁴⁶⁾and study the feeling of heat going through it. ⁽⁴⁷⁾The heat may pulse, or feel almost of an electrical sensation. ⁽⁴⁸⁾That feeling after the muscle has been contracted is that energy. ⁽⁴⁹⁾Being able to control that without the initial trigger of moving your muscles is what you want to obtain. ⁽⁵⁰⁾Once you have control over this, you must be able to sustain energy controlled emission, ⁽⁵¹⁾and not bursts.
 - Exercise 2: ⁽⁵²⁾Find yourself an ideal conditioned, cold area. ⁽⁵³⁾Completely relax your body, so much that you can sit (or lay) there without getting the hair on your body to stand up. ⁽⁵⁴⁾The longer you practice controlling the energy that naturally wants to heat you up and keep you from freezing, the more you can control how much extra energy is used in useless things. ⁽⁵⁵⁾Eventually you

should be able to send the energy out through your body, to any part of your body (one arm or leg, a hand, chest, etc.) on demand.

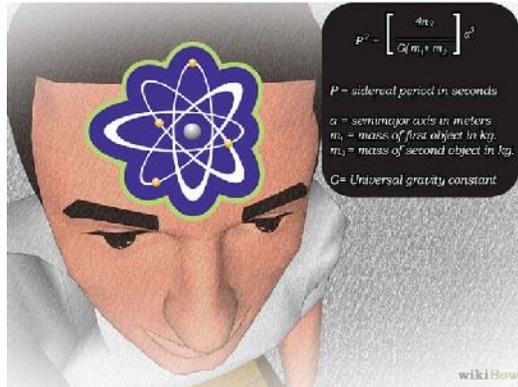


5. ⁽⁵⁶⁾**Decide** ⁽⁵⁷⁾**whether you wish to pull, push, or spin the system.**

⁽⁵⁸⁾Each option has a different approach ⁽⁵⁹⁾than one trying to change the state of or levitate the system.

- ⁽⁶⁰⁾Pulling the system is simple, ⁽⁶¹⁾because you know the direction of the energy.
- ⁽⁶²⁾Levitation is extremely hard, ⁽⁶³⁾as one has to reduce the inertia of the system ⁽⁶⁴⁾to make it light enough for the electromagnetism of the system and its surroundings to react.
- ⁽⁶⁵⁾Changing the state of the system requires changing the total amount of kinetic energy in the system ⁽⁶⁶⁾which we commonly known as heat). ⁽⁶⁷⁾The amount of heat energy (Calorie) is equivalent to 4.184 joules ⁽⁶⁸⁾which is also equals the amount of heat required ⁽⁶⁹⁾to raise the temperature of 1 g of water 1 degree Celsius. ⁽⁷⁰⁾But other common substances such as metals, glass

have much lower specific heat values. ⁽⁷¹⁾You can see why changing the state of an object ⁽⁷²⁾would be hard ⁽⁷³⁾for the mind to do.



6. ⁽⁷⁴⁾**Focus that energy** ⁽⁷⁵⁾**and direct it toward their system.** ⁽⁷⁶⁾How you choose to do this ⁽⁷⁷⁾depends on you. ⁽⁷⁸⁾Different methods work for different people, just as ⁽⁷⁹⁾we have different ways of thinking. ⁽⁸⁰⁾Try feeling the system first ⁽⁸¹⁾and pay attention to the weight of it, ⁽⁸²⁾how much energy does it take ⁽⁸³⁾to physically move it? ⁽⁸⁴⁾Then try to match that with the energy ⁽⁸⁵⁾you feel in your body ⁽⁸⁶⁾when you are not touching it.
- ⁽⁸⁷⁾Remember ⁽⁸⁸⁾that a continuous flow of energy is needed, ⁽⁸⁹⁾once you start to change the system, ⁽⁹⁰⁾you must keep that energy ⁽⁹¹⁾focused on it, ⁽⁹²⁾or else it will go back to its primary state. ⁽⁹³⁾This is Newton's first law: ⁽⁹⁴⁾What is at rest stays at rest ⁽⁹⁵⁾unless a force is acted upon it, ⁽⁹⁶⁾and that's you)!



7. ⁽⁹⁷⁾**Stop when** ⁽⁹⁸⁾**you feel mentally and physically tired (usually one before the other).** ⁽⁹⁹⁾Do not continue until ⁽¹⁰⁰⁾your fatigue is back to a normal level.