

JOHNNY MNEMONIC

By William Gibson

A) Comprehension (1–13)

1. How is Ralfi's awareness of his fate described in the opening of the passage?
 2. What imagery is used to describe the method of Ralfi's death?
 3. How does the "yo-yo trick" metaphor contribute to the depiction of the attack?
 4. Why is there a delay in blood flow after the initial slicing?
 5. How is the moment of Ralfi's death characterized in terms of sound?
 6. What physical reaction does the narrator experience when raising the gym bag?
 7. What does the environmental description (rain, geodesic rupture) add to the scene's tone?
 8. Where do the narrator and Molly take cover, and why?
 9. What is the significance of the "Volks module" in front of the Drome?
 10. What is implied by the phrase "asking questions" in this context?
 11. Why is the gym bag described as "scorched white fluff"?
 12. What does Molly's explanation about the attacker's nervous system suggest?
 13. How does Molly's emotional reaction contrast with the narrator's?
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B) Vocabulary (14–20)

14. What does "dark crescents of sweat" metaphorically indicate?
15. What is meant by "geodesic" in architectural context here?
16. What does "convulsed" suggest about involuntary bodily response?
17. What does "jacked up nervous system" imply in cybernetic terms?
18. What does "factory custom" mean in relation to human augmentation?
19. What does "snicked out" describe in mechanical weapon activation?
20. What does "Nigtown" imply about the socio-cultural environment?

 **A) Comprehension (1–13)**

1. How does Mozart’s invitation to Rice frame their relationship at the beginning of the passage?
 2. What does Rice suggest as a social activity for the evening?
 3. How is Rice physically prepared for security threats before leaving?
 4. What does Rice place in his pockets, and what does this suggest about his behavior?
 5. Why does Rice feel conspicuous in the environment despite attempting to blend in?
 6. How is the club environment described in terms of architectural and social hybridity?
 7. What does the audience’s behavior during Mozart’s performance suggest about cultural conditions?
 8. How is Mozart’s musical style characterized in the performance scene?
 9. What does the post-performance drug use suggest about Mozart’s social integration?
 10. What question does Mozart ask Rice after the performance?
 11. How does Rice describe his own future society?
 12. What is Mozart’s reaction to Rice’s description of the future?
 13. What contradiction does Mozart perceive in Rice’s decision to travel back in time?
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 **B) Vocabulary (14–20)**

14. What does **“sachertorte”** indicate culturally in this context?
15. What does **“mesh body armor”** suggest about personal security norms?
16. What is meant by **“giveaway consumer goods”**?
17. What does **“aristo’s townhouse”** imply about social class?
18. What does **“sequenced choral motifs”** refer to in musical structure?
19. What does **“Realtime”** mean in the temporal framework of the story?
20. What does **“portal”** signify in the context of time-travel infrastructure?

By Jonathan Lethem

 **A) Comprehension (1–13)**

1. How does the crab respond to accusations about his artistic influences?
 2. What does the crab reject in the narrator's interpretation of his career?
 3. How does the crab characterize the public perception of his success?
 4. What does the crab claim about the duration of his early career struggle?
 5. How does the crab describe his performance venues during the early years?
 6. What emotional emphasis does the crab place on his career hardships?
 7. How does the crab reinterpret the idea of "overnight success"?
 8. What is the crab's attitude toward cultural critics and intellectual interpretation?
 9. How does the crab use physical gestures to reinforce his speech?
 10. What tension emerges between mythologized fame and lived experience?
 11. How does the narrator attempt to frame the crab's artistic legacy?
 12. How does the crab resist symbolic or historical classification?
 13. What shift occurs in tone during the crab's monologue?
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 **B) Vocabulary (14–20)**

14. What does **"slugging it out on the circuit"** imply about performance labor and mobility?
15. What does **"paying my dues"** suggest about professional legitimacy and apprenticeship?
16. What does **"fershlugginer"** express in terms of emotional intensity and register?
17. What does **"lodge dinners and state fairs"** indicate about early performance contexts?
18. What does **"overnight success"** imply as a cultural myth?
19. What does **"coming up"** refer to in artistic career development?
20. What does **"circuit"** mean in the context of performance economies?

 A) Razumevanje (1–13)

1. How does Pico react immediately after disabling the nacker?
 2. What self-image does Pico momentarily construct after the fight?
 3. Why does Pico hesitate to fully secure the disabled nacker?
 4. What object does Pico retrieve as potential evidence or trophy?
 5. How does Pico verbally address Mouse while she is unconscious?
 6. What emotional contradiction appears in Pico's apology?
 7. How is the dump environment described in terms of accumulated material history?
 8. What kinds of objects are present in the dump's layered debris?
 9. What time-of-day transition is approaching and why is it significant?
 10. What concerns does Pico have about being discovered?
 11. How does Pico interpret how his family perceives his absence?
 12. What hope does Pico still maintain regarding Mouse's situation?
 13. How does Pico physically react when attempting to listen for Mouse's heartbeat?
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 B) Vokabular (14–20)

14. What does **“nacker killer”** imply in terms of self-mythologization?
15. What does **“roto”** suggest about mechanical breakdown and slang usage?
16. What does **“sweetwine”** continue to signify in the narrative economy?
17. What does **“dirt port”** suggest about informal technological environments?
18. What does **“kek”** refer to as part of subcultural or drug-coded language?
19. What does **“decomposition of generations of trash”** imply about temporal layering of waste?
20. What does **“buzzing”** (in sensory context) suggest about affective overload?