### SUPPLEMENTARY MATERIALS

### Norming for "color similarity":

To ensure that word pairs selected for the "color-related" condition indeed referred to things that are likely to be the same color, two separate groups of 30 participants (who did not participate in the priming study) were presented with the following instructions:

Two words will appear on the screen.

Picture the objects that the words refer to and rate them according to how likely they are to be the same <u>color</u>.

For example, "brownie" and "moose" refer to things that are often very similar in color. Therefore this pair would get a higher rating than "carpet" and "grapes", which refer to things that are often different in color.

Use this scale:

1	2	3	4	5	6	7	
very	unlikely	y					very likely
to b	e the						to be the
sam	e <u>color</u>						same color

### Norming for "importance of color":

To ensure that color is important for recognizing objects that comprised color-related pairs, a separate group of 30 participants (who did not participate in the priming study or the norming study described above) were asked to rate each object on "How important is color for recognizing this object?" on a 1-7 scale, from "not important" to "extremely important".

## Instructions for animal judgment priming task:

"On each trial, one word will flash and then a second word will stay on the screen. Press "A" if the second word is an animal. Press "I" if it is not an animal. (Do not respond to the first word unless you see the prompt "Was the first word an animal?").

### Post-test questions

All 120 participants were given a post-test questionnaire that asked what they thought the experiment was about. Ninety-three were also explicitly asked whether they noticed any relationships between the first and second word. No participant guessed the purpose of the experiment, and only two noticed that the 1<sup>st</sup> and 2<sup>nd</sup> words occasionally referred to things of the same color. The pattern was unchanged with these two participants removed (in fact, effects were stronger).

### Stroop task procedure (additional details)

The word remained on the screen until the response. The inter-trial interval was 500ms.

# STIMULI:

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<b>RELA</b>	TED PRIME	CONTROL PRIME	<b>TARGET</b>			
	toast	candy	acorn			
	cigar	mirror	almond			
	ruby	kite	apple			
	basil	curry	asparagus			
	ivy	wine	avocado			
	dandelion	carnation	banana			
	sour cream	padlock	baseball			
	carrot	doorknob	basketball			
	tomato	onion	beets			
	garlic	sandwich	birch			
	sugar	curtain	bone			
	radish	necklace	brick			
	lawn	granola	broccoli			
	lemonade	club soda	butter			
	chopsticks	chocolate	cardboard box			
	panther .	leopard	cauldron			
	mayonnaise	vinegar	cauliflower			
	lily pad	mushroom	celery			
	duct tape	flashlight	cement			
	polar bear	kangaroo	chalk			
	sun	barn	cheese			
	rose	tulip	cherry			
	tuxedo	sneakers	coal			
	emerald	pendant	cucumber			
	corn	wheat	daffodil			
	toilet paper	toothbrush	egg			
	plum	pineapple	eggplant			
	lime	berry	fern			
	pepperoni	lantern	fire extinguisher			
	iguana	scorpion duck	forest			
	swan beaver	chicken	ghost			
	cotton	mitten	gingersnap			
		nest	glue			
	peas frog	moth	grass guacamole			
	canary	pigeon	highlighter			
	egg yolk	yogurt	lemon			
	dollar	sandal	lettuce			
	lizard	beetle	lima bean			
	potato	canteen	log			
	snowball	hammer	marshmallow			
	snow	key	milk			
	cinnamon	vanilla	nut			
	grasshopper	tarantula	palm tree			
	spinach	pretzel	pear			
	salt	bagel	pearls			
	algae	mold	pickle			
	beans	oats	pine tree			
	cabbage	pasta	relish			
	lab coat	test tube	rice			
	heart	bracelet	salsa			
	mustard	violin	school bus			
	ketchup	telephone	stop sign			
	blood	beer	strawberry			
	sunflower	laptop	taxicab			
	raven	robin	tire			
	clover	spider	vine			
	iceberg	mountain	volleyball			
	peanut butter	sunglasses	wood			
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