1. (2 points) In Sperling’s (1960) partial-report procedure, what does the tone cue tell the participant? What effect does delaying the cue have?

   The cue says which row of the visual stimulus to report. Delaying the cue reduces the number of items reported. (p. 148)

2. (2 points) In a study by Conrad (1964), which string was remembered more accurately, (a) BCTHVZ or (b) HBKLMW? What does this result tell us about the mechanisms of working memory?

   (a). This result tells us that rehearsal involves speech. (p. 154)

3. (2 points) Anderson describes dissertation research by Kaplan (1989) involving unsolved riddles and bathroom graffiti. What was the basic finding?

   Riddles that had been seeded with clues in the environment were twice as likely to be solved as ones that weren't. (p. 160)

4. (2 points) In Anderson and Bower (1973), study stimuli were of the form (a) “The doctor hated the lawyer” or (b) “The doctor hated the lawyer because of the malpractice suit”. What was the test stimulus for these particular study stimuli? Which form of the study stimulus produced better performance?

   The corresponding test stimulus was "The doctor hated". (b) produced better recall. (p. 166)

5. (2 points) Is it important *per se* to intend to remember something? Explain.

   No, but it helps if it leads you to use effective memory strategies, such as meaningful elaboration. (p. 171)