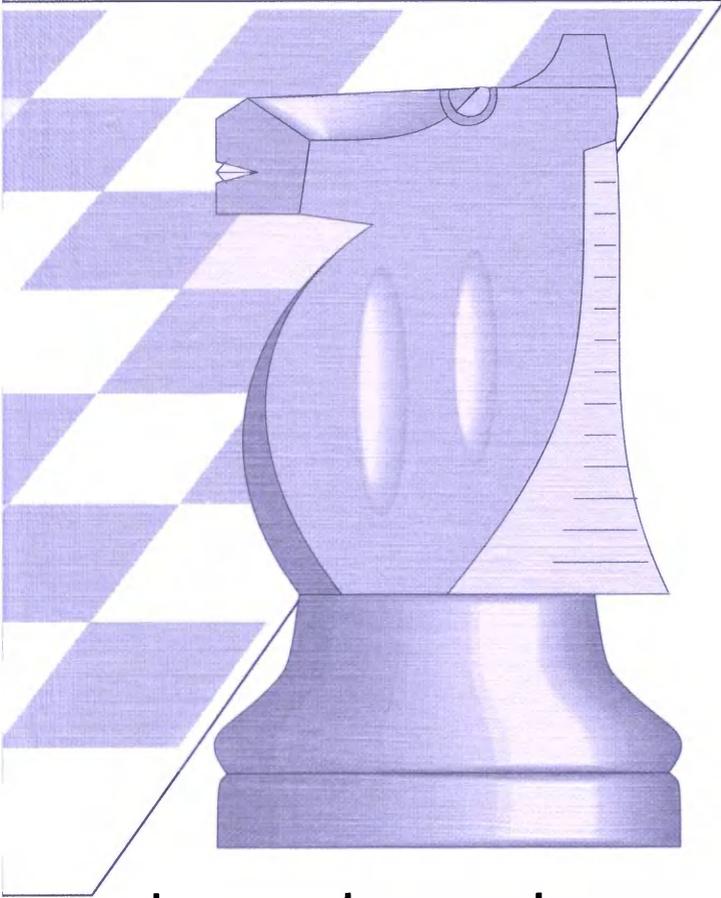
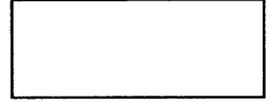
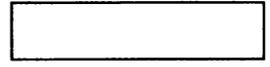
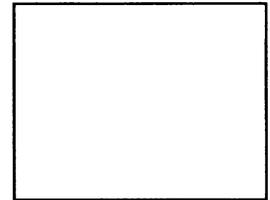


Rob Brunia  
Cor van Wijgerden



Learning chess  
Manual for  
chess trainers



# 2 steps



# **Learning chess**

**Manual for  
chesstrainers**

**Step2**

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# Preface

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The Step by Step learning system is an officially acknowledged method by the Dutch Chess Federation. It has been successfully adopted by the majority of chess clubs and schools in the Netherlands and Belgium.

The course consists of six manuals, specifically for chess teachers and trainers, and six workbooks that can be used by the students themselves.

The course introduces the game of chess in a no-nonsense, common-sense way to all budding players from ages 6 up. It introduces many psychological aspects of the game and avoids the pitfalls that characterise many less-extensive courses. It would allow anyone of average and above average ability to absorb - at one's own pace - all the rules and skills of chess that are necessary to become a strong club player. It also tries to remove most impediments that often cause players to play below their strength.

The 'real' work begins in the second step. After the rules of the game and the basic skills from the previous step the first principles of tactics and positional play are on the program now. We are going to teach attacking techniques and winning material in a clever way. Tactic is very important in playing chess. Tactical possibilities of the advanced chess players originate from a good positional play, in case of the students of step two they come out of thin air. At this level all games are decided by tactics, so it is logical to pay a lot of attention to this matter. Positional play is still being inferior comparing to tactics. The problem is that even the most simple positional concepts are aiming too high. The introduction is made in the second step but at the beginning it is better to point out the positional elements analysing the children's games.

At this moment not all books of the chess course are translated into English yet. You will find updated information on our website at:

**[www.stappenmethode.nl](http://www.stappenmethode.nl)**

For more information, please contact [info@stappenmethode.nl](mailto:info@stappenmethode.nl)

Enjoy your chess lessons.

Rotterdam, May 2004

Cor van Wijgerden

# The second step

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We go from the standpoint that the lessons of this step can only be of use when children have first successfully finished the first step. This entails more than a sufficient result at the exams. The basic skills of the first step also have to be applied by the children in their games. When there is insufficient skill, the offering of new knowledge will only backfire.

For the teacher this means that he has to be aware of the didactical approach, as described in the manual of the first step.

In the manual of the second step, the stress is on enhancing the students' skills. The stress lies on the attack. We teach targets and attack techniques because:

- A further mastery of the material becomes possible (capturing material in a clever way)
- In chess the attacker wins
- Attacking works as an incentive

Mastering which were before unknown possibilities, stimulates the young chess players.

Basic techniques as the double attack, the pin and eliminating the defence form the building blocks for the combination. That's why we need to offer these techniques as structured as possible. A good understanding, linked to a well-practised skill is the basis for future success with more difficult parts.

All the articles from Step 1 are about 'The chess development of a child' and 'Teaching' (adapted to the second step) are also adopted here. Many teachers begin in Step 2 because the child has already learned chess of grandpa or uncle Bob. They don't face the first manual. Although almost all children who come to a chess club and already know how to play chess can profit a lot from the exercises of the first step.

# The chess development of a child

The game of chess has an enormous attraction on children. Chess pieces fascinate them by their shape and by the way they move over the board. It is a game in which you can act as your own boss, and where you face the consequences of your own actions, which therefore are entirely for your own account. Good or bad luck, as you would experience in games like 'Bingo' or 'Monopoly', does not exist in chess. In short, children think it is a nice – even cool – game.

## **Capturing**

After learning the way the pieces move and how to capture, playing becomes a real treat. For children, the first aim of the game then becomes capturing pieces of the opponent. The captured pieces are then neatly arranged in order of battle alongside the board, preferably on their own side. The loot is counted regularly. Children will even count them if nothing has been captured in the meantime.

Capturing becomes the aim of the game for children. It does not really matter a lot to them whether material is lost. Even if they are aware of the concept of mating and partially know how to apply it, they will remain so fascinated by capturing that this is what they are after in the first place. They will select a piece (each child has their own preference) and will start hunting with it. If the piece is killed in action, then it is the turn of the next piece. When one of the players is mated, it is often by accident and it comes as a surprise to both players. They would rather continue! "You are mated" is countered by "Yes, but I got your queen."

## **Material phase**

The period in which children are occupied like this with the material itself is easily identifiable. We call this period: **the material phase**. The children explore the pieces and the way they work and gradually become more skilful in their play. They do not hesitate anymore about the way the pieces should go.

A total overview over the board is however far away. The understanding which pieces are in danger and which ones can be safely captured, is developing much more slowly. Playing many games is the most natural way to improve this 'board vision'.

It assists the children enormously in their chess development, if they get the chance to work through this material phase at their own pace as completely

as may be possible. One of the benefits (among others) will be that they do not continue to give pieces away in later games.

### **Spatial phase**

Mastering the mating concept and focusing on finding a mate are only sufficiently effective if a child gets sufficient insight in the spatial division of the board during the material phase. It has to discover that the way the pieces move does not only extend to other pieces but also to squares. Only then do we speak of (an attempt to) spatial control. The students reach a new plateau: **the spatial phase**, of course without completely leaving the previous one. To start with this phase without taking the previous one into account, will lead to more and unnecessary mistakes in the games of the children. After that it will take the children quite some time to reach the next phase

### **Time phase**

We play moves in chess with a certain goal in mind. We need time to reach that specific purpose.

Time is expressed in moves. Chess players call a move a tempo (i.e. 'time' in Italian, with its plural: tempi). The stronger we start playing, the more important a tempo becomes. Even playing as White is then an advantage, because White is the side that starts the game (even if it is only half a move). We therefore call the third phase of development the time phase. The fact that it takes a number of years before a child reaches that level requires some explanation

Students do not have any notion of the importance of time in the first step. They sometimes invent wonderful plans that are a few moves deep, e.g. to catch a pawn with their King. The opponent unfortunately is able to counter the threat in just one move when capture is near. A waste of time (in our eyes!) but children do not yet experience that they could have better utilised those lost moves. Even children in the second step bravely pursue an opponent's pawn with their King (White: a4 – Black: Kb3: 1. a5 Kb4 2. a6 Bb5 3. a7 Kb6 4. a8Q). We may conclude from the way they react that they not even consider that strange: "That was close!"

This insufficient understanding of the concept time is in a way remarkable. Children do not like it when they have to lose a turn during 'Monopoly'. They most certainly do realize that they are at a disadvantage as regards to their opponents. You never have to pass a single move during chess: you play whenever it is your turn. That you nevertheless may have to pass - i.e. lose a tempo - after all because of 'stupid' moves may occur to them, but

the expectation that the opponent will overlook a threat tends to overrule that thought.

As a result of the lessons and comments on their games, they will start to gradually realise during the second step the real truth that a chess game is more than just a sequence of separate moves. They learn, with help of the exercises, the importance of looking a few moves ahead; and children learn as a result of the lessons about the opening (gambits) that you may 'exchange' material for space and time. By that time however we have arrived in step 3. Only then do the concepts of gaining or losing a tempo become clearer. When commenting on their games, we shall then follow up on this point: "You can gain a tempo by playing this. You will lose a tempo in development. That is going to lose you a tempo."

None of the three above phases are clearly defined and visible periods, but they run partially along parallel tracks. Only the beginning and ending stages of each phase lie differently. Let's clarify this by making the following comparison:

Material phase: from January through June

Spatial phase: from March through September

Time phase: from May through December

It appears that children need all their attention and energy at the start of a certain phase, so that there is no room and energy left for the next one. As soon as there is a certain manner of control after a while, you may slowly start with the next phase.

### **Relevance for the chess lesson**

A chess trainer is wise to take these stages into account during his lessons. He is able to help the children by allowing them to play sufficient games and by having them do the exercises during the material phase. The right concepts and skills will thus be acquired and practised at the right moment. It is a waste of time if students have to learn a spatial aspect like mate, if they still have to think about the movement of a certain piece.

The duration of each phase tends to depend on the individual. This is the reason that our aim should be to adapt chess teaching as much as possible to suit the individual child. This will conflict of course in practice due to a lack of manpower, but we can get quite far in the right direction using the exercise sheets, and especially by playing enough games.

### **Consequences for practice**

The above-mentioned phases also have a certain importance for the practi-

cal game. It does not make sense to point out all kinds of aspects regarding the spatial division of the board during the material phase or about giving mate in a certain position. Just as useless is forcing the children to ponder their moves for a long time. The problematic nature of the game is, namely, represented by the material on the board and not by any other factors. In practice, we often notice many well-meaning people who think that they are promoting a positive development, by forcing children to think a long time about their moves. Unfortunately, the opposite is true. The child gets bored until the moment that it is allowed to make his move and will lose interest in the game.

It is evident that playing with a clock at this stage is not appropriate and only causes the child to lose concentration.

Assistance during a friendly game with the trainer in the manner of: “Just have a good look, you can capture a piece” is in a different category altogether and is the right thing to do. During teaching and when commenting on children’s games, we always need to remain aware in which phase the children presently are, so that we may correct the errors being made more effectively.

## **Characteristics of children’s games**

The children in the begin phase make mistakes of course. A child’s game has the following characteristics.

Children:

- play at the edge of the board.  
They search for the safety of the edge. You can only be attacked on one side and there is less danger.
- play with only a few pieces.  
This aspect is linked to the limited oversight that they have in the game. Only a few pieces can be watched at the same time. The possibilities of one piece are more than interesting enough. There is hardly any cooperation between pieces. This manifests itself in ‘many pawn moves’ and ‘aimlessly giving check’.
- are focussed on material.  
Squares without anything on them are not interesting. They are more prone on capturing all the opponent’s pieces. The relative value of the pieces doesn’t play a role for now. A child will without any hesitation trade his super active bishop for a rook.

- play quickly.  
Moving and capturing are the attractive sides of the game. When you play a move quickly, your turn will be up soon. The time the opponent spends on thinking is not appreciated (“Your turn!”).  
Characteristically a child wants to quickly execute the ideas in their head, maybe out of fear of forgetting them.
- see only their own possibilities.  
They don’t take the probable chances of their opponent into account, only their own action is of importance. The feeling of danger is therefore largely not present. This is evident from a sudden mate or a passed pawn, which moves to the opposite side, unhindered.
- only use a limited part of the board.  
They think that in limiting your world the problems will be less.
- have difficulty with the distances on the board.  
The orientation at a distance is limitedly present. This doesn’t only lead to errors in long moves, but also to errors like ‘going into check or remaining in check’.
- often think that only one move has a purpose.  
Black takes a pawn but they overlook that something is attacked at the same time.
- sometimes see ghosts.  
They are excessively afraid of, for example passed pawns.
- don’t look for a better move.  
When children can capture two pieces then they will capture the piece they notice first.
- are unnecessarily afraid of a ‘better’ opponent.  
He already has the second step!

When guiding these children we have to watch these ‘children’s mistakes’. It is good to take knowledge of this without immediately wanting to intervene. Explaining that playing along the border has no use remains futile if we do not teach them how the pieces work optimally. Only then it is useful for the children to let go of this kind of play, just as playing with few pieces. Being focussed on material is a natural necessary development. Intervening is not directly necessary. Playing quickly will stop when they know more. In that moment they have a reason to think. Well-meant comments to think longer are therefore futile in the begin period. The child however will wait with playing a move but only because he is told to. The danger exists that interest in the game will be partially lost.

# Material in the second step

After the rules and the basic skills in the previous step we will move on to the first principles of tactics and positional play.

## Tactics

Tactics leads to success (mate or a win in material) within a series of moves. We call this series of moves a combination. In the second step these combinations are 1½ moves deep (3 ply). White makes a move, Black responds, White scores. Tactics plays a large role in chess. Tactical possibilities come from good positional play with advanced chess players, with a second stepper they simply just fall out of the sky. All games at this level are decided by tactics. (We will count capturing an unprotected piece to tactics as well!) The means, which instantly cause a positive effect, can be divided into three groups. The combinations lead to:

- mate
- gain in material (double attack, pin, eliminating the defence, trapping)
- draw

## Positional play

Positional play for now is strongly subordinated to tactics. A problem is that even the simplest positional concepts (i.e. strong square) are still out of their league. We can explain them, but children will not be able to apply them usefully in the first years.

In this step there are two lessons devoted to positional play (lesson 1 and 6). Most important concepts that we will introduce are:

- Activity of the pieces
- Vulnerability

Pieces are only able to prove their relative value when they do 'something useful'. This 'usefulness' has to be explained so well that they can apply this in their games. We have to answer the question:

Where are the pieces positioned best?

A piece is *active* if:

- It can play many moves (mobility).
- It attacks one or more enemy pieces.
- It controls many squares (preferably in the centre and on the opponent's half).
- It cooperates with other pieces:
  - They complement each other when controlling squares (so that a con-

nected area arises)

- They support one and other at an attack (twofold attack).
- They protect each other when attacked by the opponent.
- They divide the tasks (i.e. chasing and guarding).
- They are not in each other's way.

Actively placing our pieces is a first step towards good positional play. That doesn't mean we are there yet. A piece which is active, can also be vulnerable, a concept which plays a large role in tactics.

What is *vulnerable*?

- A target (king, material or square – see lesson 2)
- Valuable pieces (the queen and to a lesser degree the rook which practically with every attack have to move away)
- A target for a combination (pieces of the same colour in the same line – lesson 4 and 11)
- An important defender (lesson 5)
- A piece with little mobility (step 3)
  - Because of the position on the board (in the corner or on the edge; one's own pieces being in the way)
  - Many enemies
- Being bound (a piece has a function – lesson 5)

The mentioned concepts have to be introduced very gradually. The first start is given in the first lesson but such positional elements can repeatedly come to order when discussing the children's games. The abstract concepts will then be more concrete because it concerns their own games.

## Sequence of the teaching material

Some teachers don't follow the lessons in the manual in order. They first choose the subjects they do like. Sometimes that doesn't matter, another time it does. Therefore here follows a short motivation for the order of the tactical subjects. The order of the other subjects is not that important, they are placed between the tactical ones for variety.

### Sequence of the tactical subjects

We teach because we want to learn the students how to play chess better. It

would be great if the learned knowledge could be applied straight away. That of course benefits the children's motivation. This is the reason that the double attack of the queen is the first combination motive. In practically any game on this level there is a possibility of a double attack by the queen (unless the queens have been exchanged). With the double attack of the queen, the three targets (king, material, square) are easily explained using not too difficult and natural positions. The order of the pin and elimination of the defence has more or less been chosen at random. Pins are more often seen in children's games. The double attack of the knight and other pieces are necessary to repeat the subject. The discovered attack will be dealt with last because it is a lot more difficult.

## Teaching

Teaching is not easy, especially not for an inexperienced teacher. He has to deal with the lesson material and the children and he will have to see whether he can lead the learning process in a good way. Merely following the ready-made lessons in this manual is not enough for that purpose. It is necessary to know what you are doing.

### Structure of a lesson

The results of learning are determined by many factors. A personal characteristic like intelligence can't be decisively influenced, we do however have a direct influence in the way the lessons are structured and presented, the help, which the students receive, and the feedback during the learning process (see schedule of the teaching structure further on).

In this manual the structure of the matter is such that, there is a logical follow up of the whole, in the build up of a separate lesson as in the whole lesson cycle of the second step.

We will be able to accompany the learning process of the children better by using a lesson structure. We differentiate:

- Orientation
  - Prior knowledge
  - Acquisition
  - Practice
  - Testing
- 
- Feedback

For each lesson he will conduct, the teacher has to ask himself what he

wants to achieve, which goal he has in mind and which material he wants to convey. For students also, the lesson has to have a goal.

The second step is recollection of prior knowledge; the children are asked which is essential in dealing with the subject.

The children need this prior knowledge to master the new knowledge. After the explanation phase the students will practice with what they have learned, i.e. by doing the exercises. The teacher gets an insight till how far the matter has become clear. In addition, it is important that he checks if the students apply the learned in their games.

It is further desirable that after a period it is tested whether the discussed matter is still ready to be applied.

In any moment in the lesson feedback will have to be given to the students. Stress what is correct and what isn't and especially why not.

We will now discuss every part of the lesson more extensively.

## **ORIENTATION**

Orientation is indicated in the lessons with: goal of the lesson. For the instructor it is important to realise the use of the lesson to be given and why the students have to learn this now. If he is not sufficiently aware of this, then there is a chance that the focus points are not sufficiently dealt with. The summary with each lesson and if necessary the reminders are a good aid. The students also have to see the usefulness of the lesson. Why do they have to know this and what can they do with that. They have to be stimulated to actively take part.

A good start by drawing their attention is a good beginning. That can be done by going into their world of experience, using a suitable little story, a riddle or an analogy with a sport ('Manchester United fend of the double attack'). It has to connect to the subject that will be discussed. If this is not possible then placing a position on the demonstration board is a good alternative. A game that has been played by the children can also give many leads.

## **PRIOR KNOWLEDGE**

Recollection of prior knowledge is much more important than many a teacher thinks (it is conveniently skipped now and then). The specific prior knowledge: what does the student already know of the subject he needs to

know, is stated in the manual. Sometimes we can draw on general prior knowledge: what can the students use of other areas (i.e. other sports)

Having sufficient prior knowledge ensures that the new information can be processed quicker and easier. The learned is linked to that which has already been acquired.

We don't only have to repeat the present necessary knowledge but also fortify it. Strengthening the structure of the material with the students makes it easier for them to take in the new information and to remember it. Because of that, the chance for practical application is not ensured but has increased.

## **ACQUISITION**

### **Concepts**

In this header are the (possible) unknown (chess) terms which will be dealt with in the lesson. We can't just assume that the students already know concepts, which we also come across in daily life.

### **Instruction**

Conveying a new subject can be done in several ways: by telling, explaining and by showing. The demonstration board is an enormous help with this. Verbal material can always be supported by an example. The positions for each lesson are stated in this manual. It is safest to copy them exactly.

The teacher has to learn to move a step backwards from the demonstration board when executing a move. He won't be standing in the line of sight of the students and thereby also has a good view of the position on the demonstration board.

The teacher should definitely not reflect the text from the manual literally. It goes without saying that use of language and speech tempo should be suited to the level of the group.

The explanation must not strand in a prepared monologue. Children don't want to be a passive crowd. They want to actively participate. Although the students seem to pay attention, they can mentally be totally absent. Everyone has to be involved in the lesson. Examples can be placed on their own board and solved, or a child can come to the demonstration board to show a solution. Interaction is the key.

From the very first moment the preparation has to be adapted to the

reactions of the students. They either understand something or not, so a new explanation can be necessary. A short summary can also be enlightening. Furthermore the nature of the children's questions can be an indication whether an explanation of the material needs to be repeated or explained in a different way.

The main points of the lesson, when possible, have to be written down on a school board or flip-over during the lesson. The offered amount of verbal information is otherwise too huge. It is of importance that the students during the instruction learn as less as possible by heart. Later during practice the students can use the summary on the blackboard. Of importance is the fact that a part of the children like to process the material by reading. Many subjects lend themselves for a schematic representation:

- king
- targets □ material
- square

Important is realising that learning is not a passive process but requires mental activity of the students. They have to relate the new knowledge with the already present knowledge. Independently forming these connections can happen in a variety of ways. This will now be explained in the sections 'Asking questions' and 'Assignments'.

### ***Asking questions***

Asking questions when explaining is an important skill of which the teacher has to avail himself of frequently. The art of asking good questions implies being adept at listening. We ask questions with specific purposes. Firstly to know whether a certain knowledge or skill has been achieved (i.e. when recollecting prior knowledge), further more to wake the interest of the children, to 'draw them in'. An important purpose of asking questions is to have the students process the material actively. The material will be remembered better and is available whenever necessary. Focus points when asking questions:

- Ask the questions in such a way that every one gets the time to think. Ask a question, pause and only then give someone a turn. During the break think of who should get the turn and anticipate the answers.
- The time they are thinking about it should not be interrupted. In every group, someone will raise their finger directly after the question has been asked. The tendency to quickly have an answer come out of the group is great, 'the finger', will disrupt the order in the class. To give every one a chance to think, the students can write down the answers (in chess the answer is short, mostly a move) or give the answer to the

neighbour. Everyone actively participates.

- Formulate the question as clearly as possible.  
Ask single questions: Don't ask, "How can you save the bishop and what is White threatening after that?" but ask the questions after each other.
- The teacher shouldn't unnecessarily break the answer or add to it himself.  
Student: "I think I will play the bishop." Teacher: "Very good, because on g5 it is safe and gives check." Better is to ask further.
- The answer has to be judged.  
The correct feedback is essential. The way of reacting strongly determines whether the desired learning effect will manifest itself. "You are giving away your bishop" is a different approach than "The front piece attacks the rook, but do you see that the back piece is unprotected?" Try to get the right aspects out of the answer.
- Don't constantly work with the same children.  
Also choose passive children; don't let only the best student answer, but also ask children who do not raise their finger. And make sure that, from time to time, you give someone a turn twice in a row!
- The sequence of the questions has to be didactically well-founded.  
A principal is that the build up of questions should be from easy to difficult, from simple to complicated.

For the application of the latter, there is some insight required into which aspects of chess are difficult for children. An overview:

- A move forwards is often easier than a move backwards.
- A move over a long distance regardless of the nature of a move (capturing, playing, protecting) is much more difficult to see than over a short distance.
- The amount of pieces on the board is also determining; the more crowded a position is, the more difficult.

The technique 'passing on questions' fits in well in the chess lesson, particularly in enumerations. "In which ways can you defend yourself against mate?" More children will respond to that. All children are forced to stay alert. Also 'to keep on asking questions' is useful. If a student doesn't know the answer or comes with an incorrect answer, the questions can become more specific to still obtain the right answer.

### ***Assignments***

During the instruction the children can be put to work in a variety of useful ways.

### *Solve a position*

The position on the demonstration board is placed on their own boards. Every one can solve the assignment in their own tempo. The answer can easily be checked. This form suffices mainly when there is more than one solution. "Place the queen on the board for a successful double attack" is a simple example. Other positions where a piece has to be placed on the board are also suitable..

### *Compose a position yourself*

This form can be used with nearly every lesson. "Compose a position in which you can capture the defender." Fun and educational. Pairs compose a position in turn with the provided theme and solve it.

### *Finishing a game position*

The students practice along on their boards and a pair plays a move in turn, i.e. with mating the king with the rook. It can also be a short game to practice the golden rules.

### *Cooperation*

Learning together can be useful, students sometimes know better where the difficulty lies for understanding the material or for solving the problem. They are closer to each other in development. This form of cooperation can be useful, particularly if the teacher is a strong chess player.

## **PRACTICE**

An important means is the workbook with reminders and exercise sheets. Each child needs a workbook, so that everyone can work and practise what was learned at his own level and at his own pace.

### **Reminders**

The verbal instruction given by the trainer is briefly summarised for the students by means of reminders. Part of the instruction is lost for the children, even with the best teacher. From the part, which does come across, they make a random selection, some things they remember, unfortunately not always the most important of the lesson. The reminder does provide all the essential information.

Further it is important that the child next to the oral explanation can read the material at home. At home, when the possibility for asking questions

has disappeared, the reminder can refresh lost knowledge. An added advantage is that the parents see what their child is learning at the chess club and can if necessary brush up on their own knowledge.

### **Exercise sheets**

The purpose of the exercise sheets is that the children work themselves in to the material.

The amount of exercises the child does per lesson depends on the time duration, the degree of difficulty, the level and the student's interest. Keeping them quiet is definitely not the purpose for doing the exercises. It is certainly not necessary to always have them do a complete page. In all positions it is White's move, except in the positions with a black dot at the top right (●), in which it is Black's move.

Under the header 'Explanation' is stated what the purpose of the exercise sheet is and in which way it is to be done. In certain cases it is also indicated which problems can be expected.

### *Board and pieces*

A board and pieces for each child is desired so that all exercises can be placed on the real board if necessary. Gradually more children will be able to solve the position in the diagram. The mental act will take shape although little fingers and pencil dots will still often be an aid. With more difficult exercises, the possibility to set up an assignment must always be present. Solving the position is easier in that case because the child can fall back on executing a move. For the teacher using the chessboard by the students is an important indication.

### *Search and solution strategy*

On most exercise sheets there are assignments with a certain theme. Through a keen instruction we teach the children not to do these exercises at random. We teach them what they have to look for, we point out a **search strategy**. The students have to learn how they can solve a problem of a certain type. This is especially useful for the practical game in which each situation is different.

The correct way of acting can be divided in:

- Orientation (determine the characteristics of a position)
- Finding moves and trying them out (on the actual board, verbally or in a latter stage just by heart)
- Ponder on found moves and choose the best one
- Check up (attained the goal?) and execute the move

The orientation is an important sub act, which the children unfortunately skip all too often. With each lesson the questions which the student can ask are indicated, i.e. ‘Which pieces are unprotected?’ ‘Where can the king go to?’ Such questions are necessary for the correct orientation in a position.

Besides the search strategy, the **solution strategy** is of importance. Unprotected pieces can be won with a double attack; pieces with a function have to be eliminated. You don’t only search for the possibilities on the board when orientating but also for ways you know how to solve a certain situation.

Students will quickly automate certain acts. When giving mate with the queen the sub acts (fencing in, watching for stalemate, bringing the king closer and giving mate) don’t have to be consciously followed.

Important is that we teach the correct search strategies! It is useful when the teacher has an eye for the wrong solution methods, which the children use. A wrong ‘strategy’ is looking for moves using a trial and error method. Guessing and missing. A move is tried out and when it is the correct one (sometimes by accident) than that is lucky. If the move is wrong then the student will move on to the next move just as long till the right move is found.

A step further is the child, which adopts a simple search strategy and looks for one certain characteristic in a position (i.e. a battery). In simple positions this strategy will suffice. If the student sees more characteristics in a position than it is acting a lot better. A full orientation will be necessary for the mixed sheets and the actual game.

### *The use of exercise sheets*

There are many reasons for having the exercise sheets done. An incomplete enumeration:

- The learned can actively be processed (further integration of knowledge)
- Teaching to use a search strategy
- Broadening the learned concept
- Utilising the learned in other situations
- Teaching the examples (i.e. mating patterns, characteristic combinations)
- Learning to apply rules, techniques
- Learning to visualise
- Building self-confidence through a success experience
- Repeating old knowledge and skills

These arguments don't play a role in every exercise sheet. It is the task of the trainer to place the right stresses. The trainer who has his bright students work ahead in the workbook does not optimally utilise the possibilities.

### ***Giving aid (general)***

Directly after the instruction it is useful to walk amongst the working students, not to give aid, but to check whether everyone has understood the assignment and has gone to work. After that there shouldn't be any support for some time! Students have the tendency to ask anything that they momentarily don't understand.

During practice the teacher has to be on the go. Walk around, give aid and correct. A direct feedback yields the highest learning results. By seeing the amount of mistakes the instructor can determine what a child has and hasn't seen during and after practice, so that he can delve into the material deeper.

A general guideline should be that the children correctly answer at least 70%-80% of the assignments that they do. If this percentage is lower than the chance is big that the student hasn't taken in everything, will continue to make many mistakes, which can result in losing some motivation. Having the students muddle on is pointless, they will continue to make many mistakes resulting in a gradual decrease of motivation.

In such situations it is advisable to repeat a lesson or to delve deeper in the situations that the child doesn't understand. With that it is important to analyse the nature of the mistakes. If with assignments in the exercise sheet *Double attack: queen* the child repeatedly attacks one target then the essence has not come across. It is then certain that many assignments will be wrong.

Another approach is based on the assignment, which has been done correctly. Wondering why 'it went correctly this time', helps to understand the other mistakes better. Together with the coach the student learns the rules, which do apply. With this approach, the student will be less sensitive to continuously changing situations and there will be fewer mistakes when something changes. For applying the learned, adjusting to continuously changing situations in the trainings but also in the actual game, it is mostly necessary that the child is made conscious of how he goes to work.

In exercise sheet under the headers 'error' and 'aid' there is some specific aid pointed out.

### ***Giving aid (in practice)***

A child that finds difficulty in solving the exercises should get aid. The

made mistakes indicate where the borders of insight and skill lie.

Here follow some examples tapered to the second step. The first position (♠) is problem 8 of the exercise sheet *Double attack/Queen:D*.

At first the position has to be placed on one's own board. We have them search for the targets. If necessary we can ask direct questions. Can we put the king into check? Can he be put into mate? Are there pieces unprotected? Have these pieces encircled. Giving check and mate are not in this position, unprotected pieces are. The child will find Rb8 and Na5. The move **1. Qa7** will then follow automatically.



The position (⇒) is problem 12 of the exercise sheet *The pin / Pin: C*. With this position the technique of placing in will come in handy. Take the bishop of g2 and have the child place it in such a way that Black is mated. After some pondering the bishop will be placed on a6. This is nothing else than composing mate in one from the first step. With the bishop back on g2 again the answer **1. Bf1** will be found swiftly.



The position (♣) is problem 7 of the exercise sheet *Eliminating the defence / Luring away + material: B*. The aid will come by asking direct questions. Which of Black's pieces are under attack? The child points to Nc5 and Be5 (possibly also d6). Which piece is protecting these pieces? The answer is pawn d6. A way to eliminate a defender is to lure it away. This is possible with Bxc5. After taking back on c5 the bishop on e5 is unprotected. The move **1. Rxe5** is wrong. We have the



moves executed and we count how many points White wins in both cases.

The search strategy is:

- What is under attack?
- Who is the defender?
- How do we eliminate the defender?

In the given examples it is clear that the aid is provided step by step. The direct search strategy makes use of the contents of a lesson and realising what the targets are. In almost each lesson there is a search strategy indicated for the children.

The child should always experience the aid in a positive way so that it will also call on aid from now on.

### ***Differentiation***

Of course in any group there is one student quicker and handier in solving the problems. For these students there are the in depth exercise sheets. In the manual are the exercise sheets from the workbook under the header 'workbook'. The degree of difficulty is indicated with the name.

It is the idea, that the sheets with an ♁ can be done by everyone after the lesson has been conducted. The sheets with ♁♁ are more difficult and only necessary for the occasional student. They are strongly advised for everyone, only in a later stage of the training. Most children will not come to the sheets with ♁♁♁. Only at the end of the step, or even at a following step, are they ideal test exercises.

It is necessary that children who are faster than average get tougher problems. This shouldn't be seen as a way to keep them at peace. There will be an occasion that the lesson has to be differentiated in such a way that the faster and the slower students alike are challenged equally. That's why you should offer the faster children the possibility to maintain their own pace. With this last group testing will be of great importance. It should indicate whether they have really mastered the material and are able to apply it, or that they have only rushed through it.

### **Playing**

Practice doesn't always of course have to take place in written form. Playing out positions is of vital importance.

Firstly some games from the first step can serve a good purpose at this level (i.e. queen catches knight, queen and rook catch bishop). There are always few pieces left on the board with the games, this provides a correct view. In a real game the children each play their own game without paying too much attention to their opponent. With the games you soon learn that you should

watch the opponent's game.

Furthermore the children should play as many games as possible. The playing of games should be the main part of the chess hour. The relation between the chess lesson and the games should at least be 1:3. This is not an absolute given. Also determining is whether the children play chess apart from the organized chess lessons.

### *Simultaneous display*

A fine alternative to playing amongst each other is playing against the teacher (or an ex-student or a higher stepper). A position can be simultaneously played against a maximum of 12 children. More than 12 are not advisable. The students have to wait their turn too long and also with this amount there is not too much time to individually explain something. With this practice the teacher can look up closely in which aspects the children have a quick insight. but also which parts give problems or are even too difficult. He demonstrates out loud the way of thinking in a question and answer monologue. When playing of one's own move, he can audibly speak his thoughts to indicate the correct way of thinking. This model learning proves its worth on each level. "I see a vulnerable king and an unprotected piece. How can I make use of that?"

In the games the trainer can also deliberately come back to the lessons. He can allow a pin or double attack. "What do you play when I do this?" is a good form to integrate as many educational points as possible.

Appropriate subjects for the simultaneous form are predominately the outnumbered positions. Playing the weaker side (that always loses when played correctly) is not so motivating for the students. Especially when giving mate with the rook, the other side can't do much then simply moving away his king one step. In that case we can make it more exciting by having them count the moves. There is something to gain for both parties. For the defender it is the art of enduring as long as possible and for the attacker it is the assignment to get the job done as soon as possible.

## **TESTING**

Every teacher has to watch whether the students apply the learned knowledge in their games. It is of importance to not have the knowledge level and the skill level run too far apart. Temporarily stopping with teaching new knowledge is the correct solution if that is the case.

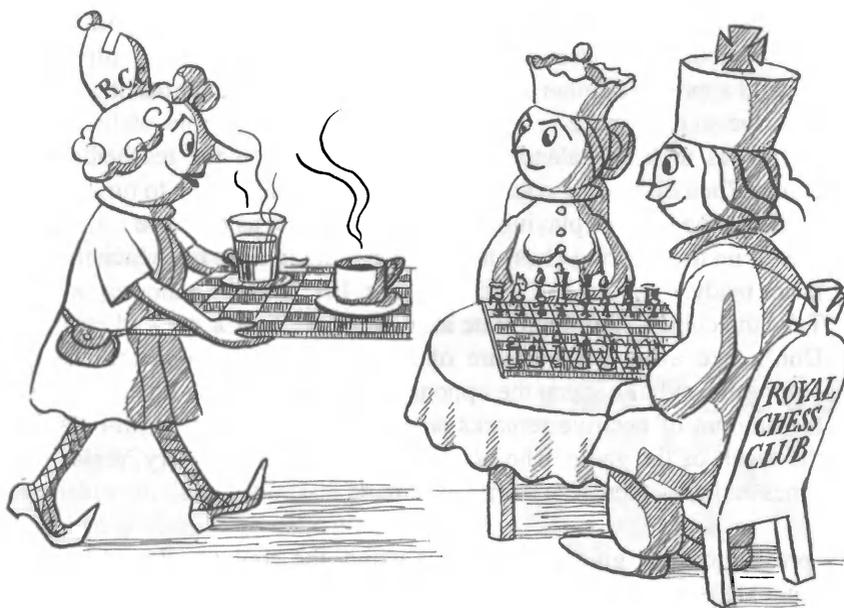
It is advisable to have the children write down their games more frequently.

This will not be easy in the beginning. Initially writing down the first 15 moves will suffice. This amount can gradually be extended.

It is also of importance to watch the knowledge level. After 5 lessons it is wise to revise the discussed material. The easiest way is to make a compilation of already done practice material. This has been done with the exercise sheets *Repetition*.

The familiarity with the material coincides with the familiarity of the positions. The familiar gains the upper hand and a good result is most likely. A lot more difficult is solving the subjects in new positions. The test sheets with *Mix* are appropriate for this. The mixed exercises are difficult but most resemble an actual game.

It is unwise to just skip these sheets. An analysis of the made mistakes can be useful. If a child makes 6 errors in three mixed sheets then that is not bad, except when all the errors are of the same nature. In that case it is correct that that part is discussed again.



# The discussion of children's games

Besides the normal lessons we will reserve some time for discussing the children's games. Unfortunately that isn't really applied in reality. Discussing the games should be an add on for the lessons from the manual. It is the way to help the children advance. What will the children expect from discussing a game?

- Approval
- Help in a position they do not understand
- Common sense remarks with concrete variants
- An understandable evaluation of a position or move

For this last concept it is handy to maintain the concepts of the schedule 'Positional play' on pages 11 and 12.

The teacher has to enjoy examining the children's games himself. He has to create understanding for playing chess and maintain the pleasure.

A good communication is a first requirement. The teacher should:

- Work up the patience  
Much explanation will have to be dealt with time and time again.
- Know about the children's point of view  
A child appreciates other matters in a chess game than an adult.
- Give the student space  
There has to be a balanced contribution between the teacher and the child. When discussing a game, both parties should come to turn.
- Estimate the level of playing strength as accurate as possible  
It is of no use to bring chess technical matters to light for which the child is not ready.
- Take the child's emotional state into account  
Don't take away the pleasure of the winner by announcing that just before the end of a game the opponent missed a mate in three. In general the amount of positive remarks should have the upper hand, regardless the result of the game. The positive approach is necessary, praise three times and only then give a critical remark.

To provide correct guidance during a game, the contents should be clear. We quickly play the game over before we look at it together.

The first game is between two children that are still at the beginning of the second step. By replaying this beforehand the following stands out:

- Many pawn moves

- Aimlessly giving check
- Playing with a limited amount of pieces
- Capturing instead of a smart move

We should not try to cure all wrong aspects in one session. We limit ourselves to one item, in this game ‘using all the pieces’. We try to achieve that the children answer the question: “What other move you could have played?” with “Bring in a new piece”. In that case they have learned from their game.

### Josina-Daniëlle

1. **d2-d4** **f7-f6**

Aimless pawn moves such as this move take away the place for the knight on g8. That is, for children of this level an understandable argument.

2. **e2-e4** **e7-e5**

3. **d4-d5** **c7-c6**

4. **f2-f3**

Many pawn moves in the opening are very usual with children. At this moment we will not go into that. Only when later there is a missed developing move, will we come back to that.

4. .... **Qd8-a5+** (diagram ♫)

Beginners love to give check. Black doesn't achieve anything with this. After White's response, Black will understand that. Step by step a beginner will have to learn to play his moves more focused.

5. **Bc1-d2** **Qa5-d8**

6. **f3-f4** **c6xd5**

7. **e4xd5** **Bf8-d6**

The bishop on d6 is the vassal of his pawn. We try, in general to give the pieces a more active role.

8. **Qd1-h5+** **g7-g6**

9. **Qh5-f3** **e5xf4**

10. **Bd2xf4** **Qd8-c7**

11. **Bf4xd6** **Qc7xd6**



12. **g2-g4** (diagram ↑)

12. ... **Qd6-e7+**

This is the moment to look at the position. Where are the pieces? What are they doing? When the double attack of the queen has been discussed, we can look at the move 12. ... Qb4+ and the correct response to that 13. Qc3.

13. **Ke1-d1** **f6-f5**

14. **g4xf5** **g6xf5**

15. **Qf3xf5** **Qe7-f7**

Again a look at the position. Where are the pieces and what are they doing?

16. **Qf5-e5+**

A double attack with the queen. The king and rook are attacked at the same time. Black attacks the white bishop on f1. After a king move, white doesn't have the time to capture the rook. After the played knight move, White can capture by giving check.

16. .... **Ng8-e7**

17. **Qe5xh8+** **Qf7-f8** (diagram ⇒)

18. **Qh8xh7**

A typical 'error'. Capturing an unprotected pawn is preferred to a safe exchange of queens. The white player is only paying attention to her own game and oversees the hanging bishop on f1.

18. .... **Ne7xd5**

When capturing the attention first goes out to the nearest piece. Moves over a greater distance (18. ... Qxf1+) are more difficult..

19. **Qh7-e4+** **Nd5-e7**

20. **h2-h4** **Nb8-c6**

21. **Bf1-b5** **d7-d5**

22. **Qe4-f3** **a7-a6**

23. **Bb5xc6+** **b7xc6**

24. **Qf3xf8+** **Ke8xf8**

25. **h4-h5** **Bc8-g4+**

26. **Ng1-e2** **Bg4-f3** (diagram ↓)



One's own chances are being observed well; moves of the opponent are not taken into consideration.

## 27. Rh1-h4

Here a psychological approach would be appropriate. If the white player is extremely proud of this move, because the move was played with the purpose 28. Rf4+, then caution is advised. We praise the move because 27. Rh3 was too obvious. We can spoil her fun by telling her that 27. Rf1 would have been better.

27. .... Ne7-f5

28. Rh4-f4 Bf3-g4!

Of course we ask why this is a good move.

29. h5-h6 Ra8-e8

30. Rf4xg4 (diagram ⇒)

30. ... Nf5xh6

Foolish in our eyes, but completely understandable. Capturing is almost always more attractive for players of this level than another move. The missed chance: 30. ... Ne3+.

31. Rg4-f4+ Nh6-f7

32. b2-b4 Re8-e4

33. Rf4xe4 d5xe4

34. a2-a3 Nf7-e5

35. c2-c3 Ne5-c4

and White won.



In the second example the children play more focussed. They are already applying the golden rules. The grave errors, which are still being made, are mainly due to misdirected attention. When discussing this game we stress the importance of the opponent's move. It is not enough to execute your own plans. You have to pay attention on what the opponent is doing. What is threatening? Mainly look at the move played last.

## Anne-Alessandra

1. e2-e4 e7-e5

2. Ng1-f3 Nb8-c6

3. **d2-d4 e5xd4**
4. **Nf3xd4 Bf8-c5**
5. **Bc1-e3 Qd8-f6**
6. **c2-c3 Ng8-e7** (diagram ↑)

Till thus far the girls are following the wise lessons of the trainer. The next move shows that they have to make up their own moves.

7. **Nd4xc6 Qf6xc6**

This move is not the best one, but Black does not capitalise on that. The played capturing move draws all attention to itself especially because there has been a capture. Looking beyond this doesn't happen. There is a simple capture back. After 7. ... Bxe3 8. fxe3 Nxc6, Black has developed two pieces.

8. **Be3xc5 Qc6xc5**
9. **Qd1-f3**

The good times of scholar's mate are still fresh on our memories! Better is developing the bishop in order to castle quickly. Anne has developed her own 'strategy' to consciously play towards mate. This is evident from this game.

9. ... **0-0**
10. **Bf1-e2 d7-d6**
11. **0-0 Qc5-b6** (diagram ↓)

Not a bad move. Black's development has not yet been completed, but the played move forces White to protect b2. What the opponent does then is less interesting. Pawn b2 is not protected.

12. **Qf3-h5 Qb6xb2**
13. **Be2-d3 Qb2xa1**
14. **e4-e5 h7-h6**

The queen threatened to capture on h7 and that's why most children at this level will play h6 and not g6.

15. **e5xd6 c7xd6**



16. Qh5-e2 (diagram ↑)

16. ... Ne7-d5

Alessandra sees threats better than Anne. She has the tendency to move a threatened piece away. She chooses other forms of defence less often. Nearly all children do this. Here 16. ... Be6 with an attack on a2 would be a fine move. Although the current move is amply sufficient.

17. Qe2-e4 Qa1xa2 (diagram ⇒)

That's a shame. Capturing and protecting, which is more obvious? The error may have another explanation. The attack on the knight on d5 is more direct and therefore more visible than the threat on h7. There is not even anything placed there. In general, attacks on material are much more concrete than an attack on a square. Additionally we see that the attack on h7 is a twofold attack. These are more difficult. Better is 17. ... Nf6.

18. Qe4-h7#

Black is mated, one more mating pattern learned.



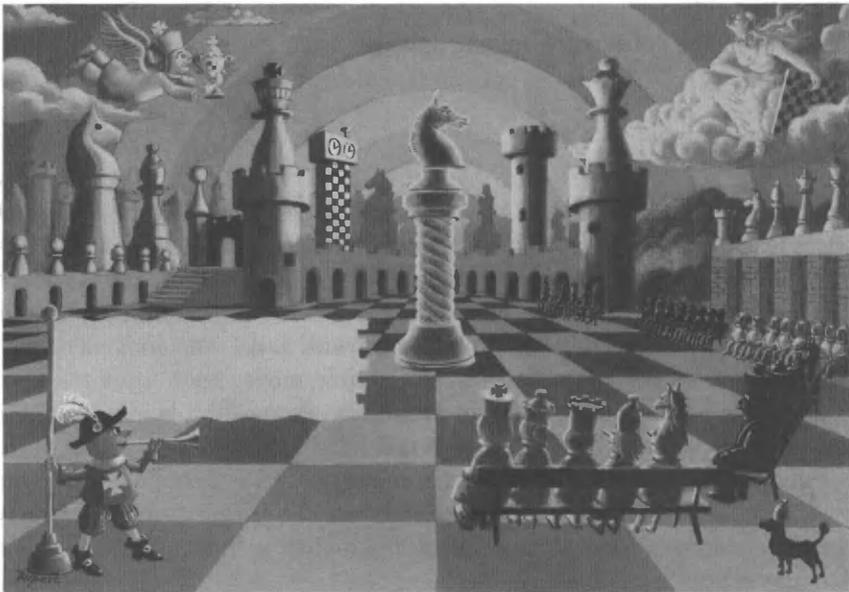
In conclusion an example on how it should not be done. On the internet a chess teacher discusses a beginner's game. The game starts with 1. e4 e5 2. Nf3 Ne7. The knight move gets two question marks. The move is indeed not the strongest one; Black gives away a pawn and the knight on e7 is blocking its own pieces. White followed on with 3. d4. This move also gets two question marks, with the addition: terrible move. Such a remark is of course misplaced. The move is not absolutely wrong for a beginning chess player; there is just a better one: 3. Nxe5. That's not a reason to put down the played move. Even in computer programs 3. d4 is noted as one of the best 4 moves. Especially stronger players should refrain themselves; they have a tendency to judge a move according to their own measures.

# Certificate

The children may take an examination after the lessons of 'step one.' They will get a certificate (see picture – the real one is in full colour) when they pass. The certificate is not a goal in itself. We give chess lessons in the first place to build and to raise their skills ('how to learn and play better chess') not to get certificates. But these can be a good stimulus to continue with the course material to the end.

We also have to realize that to give children the prospect of the certificate at the beginning of the year will not be a stimulus for very long. The point at which they will receive the real certificate lies too far in the future. Goals that are closer by have to serve as a real stimulus.

When preparing for the examination it is sensible to let the children make a test examination first, and if necessary a second time. However, try to prevent that them doing test examinations too many times. It will put a severe strain on their enthusiasm, and it put too much emphasizes on the examination and the certificate.





**GOAL OF THE LESSON**

- learning how to use the pieces optimally
- realising the importance of the centre

**PRIOR KNOWLEDGE**

- movement of the pieces

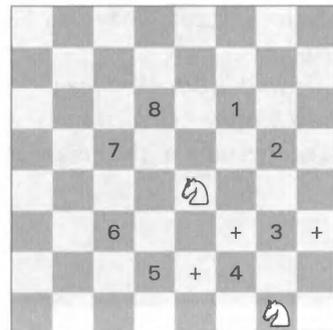
**ACQUISITION****Concepts**

activity, movement, mobility, attacker, centre, dominate, vulnerability, control

**Instruction**

The games of children with their first step certificate are more or less random. They play their own little plans, but they are not according to our ideas of what is 'correct'. With this lesson as our starting point we will gradually bring a change to this.

We start the lesson with an empty demonstration board and place the knight on g1 (diagram ♠). We ask the students how many different moves this knight is allowed to play. The knight can be played to the squares with a plus sign: e2, f3 and h3. The edge of the board is obstructing the way for more moves. We place the knight on c2 and ask the same question. The knight can make more jumps (6). Finally we place the knight on e4 and we allow the answer 8 to come out of the group. If we now ask what is the best place for the knight, then everyone will indicate e4 because there the knight has the most



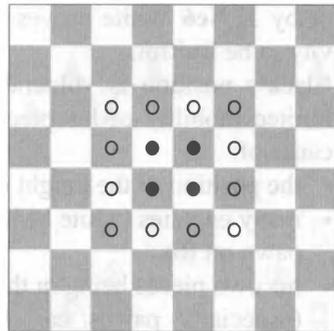
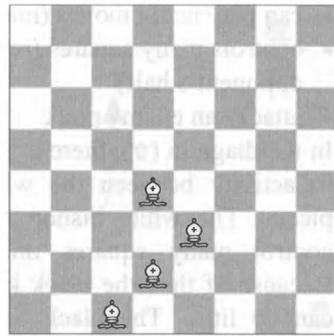
potential. The more moves a piece can play, the stronger it is.

We perform the same calculating game using the bishop (diagram ⇑). The moves are calculated respectively for the bishop on c1 (7), d2 (9), e3 (11) and d4 (13). Here also, we may conclude that we would rather place the bishop in the middle of the board from where he will have the most firepower.

The same goes for the queen. For the rook it doesn't matter where it is placed.

The middle of the board is important in chess. We call the middle part of the board the **centre** and those are the squares indicated with a dot d4, d5, e4 and e5. The squares with an open dot around them, from f3 to f6 and from f6 to c6 and c6 to c3 and from c3 back to f3 are called the central squares (diagram ⇐). We would rather place our pieces in or around the centre. The battle in chess largely takes place in or around the centre. The difference in the number of possibilities for the knight on g1 and on e4 reflects a difference in mobility. Additionally the knight aims at a few squares on the opponent's half of the board and therefore has more **activity**. The knight controls these squares. A knight on e4 will be involved in an attack sooner, than a knight on g1. The same goes for a bishop on c1 and d4. In the centre the bishop aims at more squares and therefore aims at more squares on the opponent's half. The centrally placed bishop is therefore more active and more offensive. Because in chess the attacker wins, it will be clear that we aim to place as many pieces as active and attacking as possible.

A piece is active when it:



- can play many moves (mobility)
- controls many squares (preferably on the opponent's half)
- attacks an enemy piece

In the diagram (♁), there is a big difference in activity between the white and black pieces. The white bishop and the knight control many squares on black's half. Because of this, the black king and knight can do little. The black bishop can only play 3 moves. He is directly facing his own pawns and besides that he has to protect the pawn on d5. The position doesn't have to be dealt with extensively (just in general) but with **1. Kd4** (followed by **Ne5-d3-f4**) or by **1. Nc6** White proves his larger activity to be fruitful.

Black's position is vulnerable because of limited mobility of his pieces. This is because of:

- the position of the knight on the edge
- many enemies (white bishop, knight and pawn on f6)
- his own pieces being in the way (especially pawns can be particularly annoying for a bishop)

On the left in the diagram (♁) the white bishop is completely dominating the knight on the edge. The knight's vulnerability becomes even more obvious when we place a white pawn on b4. The knight will be lost after **1. b5**.

In the lower right part, the bishop cannot be played because of an enemy knight and his own pawn on c4.

We need to ensure that in our chess games the pieces are placed actively. We need to take care however, that we do not hamper the mobility of the pieces by obstructing them with our own pieces.



Examples from games played by students are more appealing in dealing with this abstract subject than strange positions. Should this not be possible, then take the next two examples.

Allow someone, in the position of the diagram (♠), to indicate the pieces that are inactive and which pieces are obstructing.

The white king is awkwardly positioned and must make way for the rook, i.e. with the move **1. Kg2**. The bishop on b2 has to be played around the pawn to e3. With black, it is pawn f6, which is in the way. It has to be played to f5 to make way for the knight.

We do the same for the diagram (♣). Both parties must place their pieces more actively. White can start with **1. d4** (otherwise **1. ... Bf5** will follow and the white bishop will keep facing his pawn)

**1. ... Kf7** (to involve the rook) **2. Nd2 Re8**. **1. Bb3** is also a plausible move to make things more difficult for the black king. A form of activity, which is also important to mention, is cooperation of the pieces. Most possibilities are already known from the first step:

- protect each other at an enemy attack (defend)
- support each other (with supporting mate or a twofold attack)
- complement each other (with complementary mate)
- divide the tasks (i.e. chasing and guarding)
- not obstructing each other

This lesson is important; it doesn't have to be taught in one go. The terms activity (mobility, controlling squares, attacking)



and vulnerability are necessary to explain the right and wrong moves in a comprehensible manner when discussing the students' games.

The activity of which children avail themselves most, attacking a target will be discussed in the next lesson

## PRACTICE

### Reminder

◇ *Activity of the pieces*

### Workbook

□ *Test / Mix (1<sup>st</sup> step): A*



Explanation: The subjects are 'mate in one', 'defend', 'mate or stale-mate' and 'capture a piece which is attacked twice'. Discuss the possibilities beforehand.

- Can you give mate?
- Is there a piece in danger?
- Can you gain material? (unprotected piece, profitable exchange or a twofold attack)

Mistake: The position is too difficult.

Help: Give assistance when it's a single position. Ask specific questions. Stop with the exercises when nearly all positions are too difficult. Let the student play more games first.

Mistake: Position 5 is wrong.

Help: The bishop on e7 is protected in the wrong way. Set up the position on the board and execute the given move. Ask for a good move of the opponent. Turn round the board if necessary.

□ *Test / Mix (1<sup>st</sup> step): B*



Explanation: The subjects are 'gain of material' (profitable exchange and capture a piece which is attacked twice), 'mate in one', 'and 'getting out of check'.

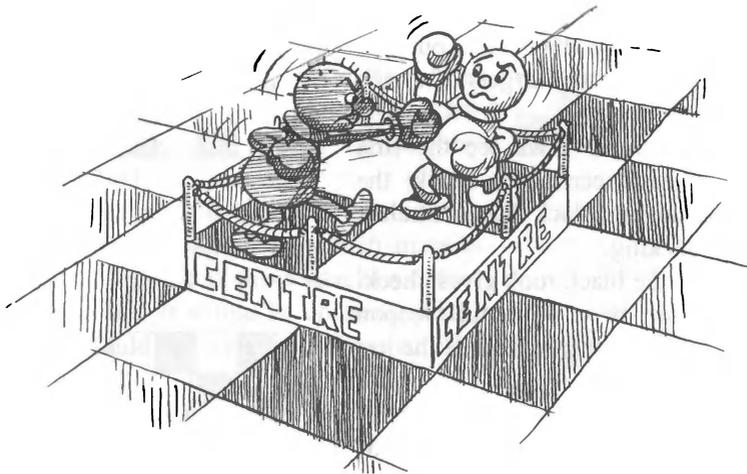
## ANSWERS

### ☐ *Test / Mix (1<sup>st</sup> step): A*

- |                   |                                    |
|-------------------|------------------------------------|
| 1) 1. Qd5-a8#     | 7) stalemate                       |
| 2) 1. Ne6-c7#     | 8) mate                            |
| 3) 1. ... Be2-f3# | 9) stalemate                       |
| 4) 1. ... b7-b6   | 10) 1. Bg3xc7 or 1. Nd5xc7         |
| 5) 1. ... Rf8-f7  | 11) 1. ... Nf6xe4 or 1. ... Bb7xe4 |
| 6) 1. Bg2-f1      | 12) 1. Bb3xf7+; 1. Rf1xf7? a4xb3   |

### ☐ *Test / Mix (1<sup>st</sup> step): B*

- |                   |                    |
|-------------------|--------------------|
| 1) 1. ... Bc5xf2+ | 7) 1. ... Rh6-a6   |
| 2) Drawing        | 8) 1. ... Ne5-c6   |
| 3) Drawing        | 9) 1. Rc1xc2       |
| 4) 1. Bb2-g7#     | 10) 1. Ne4-f6#     |
| 5) 1. ... Qh4-e1# | 11) 1. ... Rh3-f3# |
| 6) 1. ... Qd4xb2# | 12) 1. ... Bf8xb4  |



# 2

# Double attack (1)

## GOAL OF THE LESSON

- learning to recognise targets
- using the queen as an attacker

## PRIOR KNOWLEDGE

- attacking and taking
- worth of the pieces

## ACQUISITION

### Concepts

target, double attack, mutual attack, making a gap

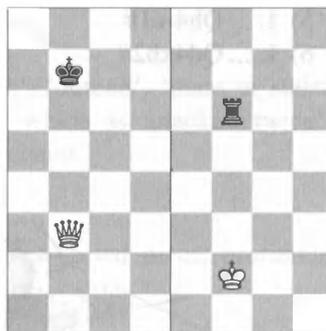
### Instruction

We begin the lesson concerning the double attack by repeating the attack. The purpose is to make clear what the targets of attack in chess are.

Left in the diagram (⇒) we see the first target. The white queen gives check; the 'king' is the target. Black has neutralize the attack on his king.

In the right part the black rook gives check. Giving check can be a powerful weapon because the opponent has no choice: he has to get out of check.

In the diagram (⇓) the king has been replaced by other pieces. Now the queen attacks the bishop and the rook the knight. The attack on the pieces is only dangerous because they are not protected. Black has to get his bishop to safety, white his knight. Subsequently replace the bishop by other pieces.



Point out that with a mutual attack it is important whose move it is.

The second target is material. (a piece or pawn). In this series we use the short and powerful term '**material**'.

Next to unprotected pieces, insufficiently protected pieces and pieces with a higher value are suitable targets. In the diagram (♠) in the left part the rook on b3 is in danger.



On the right the rook is being attacked and although it is protected it has to be played.

These two attacks (on the king and on material) will be easily recognised by children and they will be able to find them without any difficulty in practice positions.

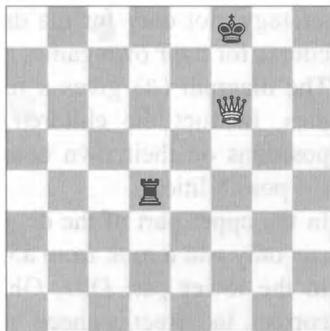
The third target is more difficult. In the upper part of the diagram (♢) the queen threatens to mate on c8. Black has to defend against the threat by playing the pawn forward ('making a gap'). The queen is attacking an important square.



In the lower part, a square is also the target. Black threatens mate with the rook on h4, however White can defend himself by playing g2-g3.

The third target is a '**square**', in this step almost always a square on which mate is imminent. Against all these attacks a defence is possible. It would be convenient if a defence could be avoided. Time for the introduction of the double attack: two targets are being attacked at the same time.

To illustrate this we set up the position in the diagram (♣). The white queen is attacking both the king and the rook. The king has to get out of check and the rook can be taken.



Execute the moves on the demonstration board and show the lute.

The combination of goals: king + piece. For the children we speak of **king + material** (K + M). It is the most simple and most compelling form of the double attack. In the diagram (↑) are more examples. On the left the black king has to move, after which the queen will take the bishop. On the right the same result, now a knight will be lost. Both positions are of the category king + material.



Having the children perform these moves on their own board stimulates recognition. With young children, asking questions and refraining from making too much tempo is necessary.

The next phase is learning to apply the newly acquired concepts. During the instruction we do this with positions in which the queen has to be placed in them.



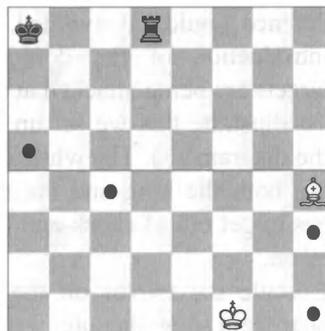
We ask the students where we have to place the queen so we get a double attack. Provided of course that White does not lose its queen. The rook therefore has to be attacked diagonally. In the diagram (⇒) the queen gives a correct double attack on a7 as well as on f2.

Positions with unprotected pieces and a king in an open field are asking for a double attack. With placement exercises, we provide the children with a direct search strategy, not only for the drills but also of course for their own games.

The diagram (∩) gives a few more examples. Instruct the children to set up the positions on their own boards and try out the possibilities.

In the upper part of the diagram, the queen can only win a rook from a5.

In the lower part Qh1, Qh3 and Qc4 are correct. Incorrect is check on f4, the bishop



can save himself by interposing on f2.

In the upper part of the diagram (↑) there are two correct solutions: **Qg6** and **Qd8**. Wrong would be Qd5 because Black could interpose his knight on f7. White also wins the knight with the queen on g4. That is not a double attack.

In the lower part, the gain is achieved by **Qc1** or **Qe1**. Wrong would be Qc3 and Qa5 respectively because of Rb2 and Ra2.

It is an easy step from placing a piece to executing a move in simple positions.

In the diagram (⇒) in the left part, White can gain a bishop with **1. Qa7+**. An easy assignment, because there is no temptation.

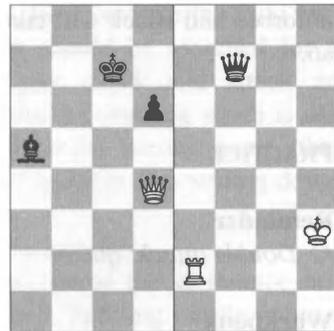
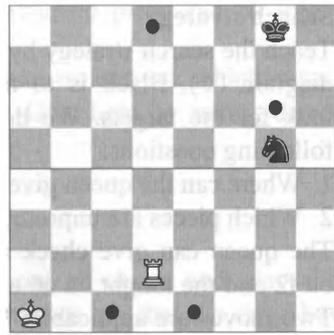
In the right part there is; Black may choose. Correct are the moves **1. ... Qh5+** and **1. ... Qf3+**. Incorrect is **1. ... Qf1+** because White has the defence **2. Rg2**.

The double attack on 'material + material' can still be dealt with in this lesson or wait till the next one. This depends on the level and attention, which the students can still bring up.

The form 'material + material' is less compelling, but also not difficult. The condition for a gain in material is that both targets are unprotected and can't protect each other.

Left in the diagram (↓) the white queen attacks two pieces at the same time, White wins a bishop or a knight.

On the right the black queen gives a double attack. The white pieces can protect each other, but not without being taken. The black queen controls the vital squares g6, f8 and h4.



## Search strategy

Teach the search strategy by employing the diagram (♠). Black is to move. First we look for the targets. We do this with the following questions:

1. Where can the queen give check?
2. Which pieces are unprotected?

The queen can give check and the bishop on f2 and the knight on a6 are unprotected. Two moves are applicable: 1. ... Qf4+ and 1. ... Qh6+. What does White play after 1. ... Qf4+. The bishop is in danger but luckily White can play 2. Kg1 (2. Bg3 Qxd4) protecting the bishop. More successful is 1. ... Qh6+ because also now 2. Kg1 is forced and Black will take the knight on a6.



## PRACTICE

### Reminder

◇ *Double attack: queen*

### Workbook

□ *Double attack / Setting up a double attack: A* ♠

Explanation: It is the objective to first provide one good solution.

Placing the letter D is a simple way, but also a cross on the correct square will suffice. Those in favour may also annotate (i.e. Qa5)

Finding more or all possibilities (attack and defence) is best left for later and of course for those who already have a command of the subject. Pins and x-ray checks can be appreciated but are not the purpose.

Mistake: The queen is only attacking one target.

Help: Place the queen on the board and ask which pieces are under attack. Move the threatened piece if necessary and ask for the move, which gains material.

Mistake: There is a possible defence against the double attack. The

queen can be taken or the attacked piece can be interposed.

Help: Place the queen on the given square and ask which possibilities the opposite side has. Give help by asking direct questions:

“Can you take the queen?”

“Can you interpose a piece?”

Mistake: The target is protected.

Help: Instruct the children to get out of check and play the move. At this moment the chances are that the error has already been discovered, otherwise we ask what the opposite side can play.

□ *Double attack / Queen: A*



Explanation: The purpose is to gain material by a queen move. The targets are king and material. First encircle the king and unprotected pieces, only then should be searched for a solution. The queen must give check and attack an unprotected piece. An arrow for the winning move is not enough, also have them indicate the second move (this should be a capturing move). Useful is also writing down the gain. (i.e. rook).

Mistake: The wrong pieces have been encircled.

Help: Find out whether the students know the difference between protected and unprotected. Pointing out the unprotected pieces should not really pose any problems. Should this be the case then fall back on an exercise sheet from the first step (Capture an unprotected piece).

Mistake: The queen move is wrong.

Help: Set up the position on a board and ask which targets are being attacked. Afterwards go back to the initial position and use a step-by-step approach.

- Where can you give check?

- Which pieces are unprotected?

- Which queen move gives check and attacks an unprotected piece?

□ *Double attack / Queen: B*



Explanation: The purpose is to gain material by a queen move. The targets are unprotected pieces: so material + material.

First encircle the unprotected pieces, only then should be searched for a solution. The queen can attack two unprotected pieces at once. An arrow for the winning move alone is not enough, have them also indicate the capturing move and what the gain is (i.e. bishop). The arrows can be numbered 1 and 2.

**Mistake:** The queen is only attacking one unprotected piece, the other piece is protected. The queen can be taken after execution of the move.

**Help:** The moves are executed on the board. Have the students find out for themselves, which move the opponent can play now. That's the assignment 'capture an (unprotected) queen.' Ask how you can take a rook, bishop or a knight with a queen without the queen being placed under attack herself.

**Mistake:** Position 4 or 12 cannot be solved.

**Help:** 'Simplify' the position by removing the black pawn, which has to be taken. The fact that the queen may capture in a double attack may sometimes come as a surprise.

## ANSWERS

### *Double attack / Setting up a double attack: A*

- |                   |                       |                    |
|-------------------|-----------------------|--------------------|
| 1) d7, f7         | Wrong: Qd1 Nb3,       | 10) d6, e6, f6, g1 |
| Wrong: Qb3 Rb6,   | Qd7 Nb5               | 11) a2             |
| Qd5 Rc6           | 5) e4, f4, g8         | Wrong: Qf5 (Nf4    |
| 2) b8, f6, h2     | 6) a5, d5, g2         | is protected)      |
| 3) a8, b7, f5, g8 | 7) a2, a8, d5, d8, g5 | 12) b6, f4         |
| Wrong: Qd8/d7     | 8) c1, c5             | Wrong: Qd8/d6      |
| Nd6               | 9) b1, c2, f2         | Nd5, Qh4 Ne4       |
| 4) a1, a7, c4     | Wrong: Qb5 Be5        |                    |

### *Double attack / Queen: A*

- |               |               |                    |
|---------------|---------------|--------------------|
| 1) 1. Qe7-e1+ | 5) 1. Qc2-c7+ | 9) 1. Qe1xb4+      |
| 2) 1. Qc2-c6+ | 6) 1. Qe2-b5+ | 10) 1. Qf1-c4+     |
| 3) 1. Qg7-b2+ | 7) 1. Qd2-h6+ | 11) 1. Qd1-d6+     |
| 4) 1. Qg4-d4+ | 8) 1. Qf3-d5+ | 12) 1. ... Qf6-c6+ |

□ *Double attack / Queen: B*

- 1) 1. Qc2-c7
- 2) 1. Qe2-b5
- 3) 1. Qd1-d6
- 4) 1. Qf3xb7

- 5) Drawing
- 6) 1. Qf3-d3
- 7) 1. ... Qd8-e7
- 8) 1. Qd2-f2

- 9) 1. Qd6-d1
- 10) 1. Qd4-h8
- 11) 1. ... Qd1-h5
- 12) 1. Qf2xb4



# 3

# Double attack (2)

## GOAL OF THE LESSON

- learning to recognise targets
- using the queen as an attacker.

## PRIOR KNOWLEDGE

- targets
- double attack (lesson 2)

## ACQUISITION

### Instruction

Before the more difficult forms of the double attack are being discussed, we will ascertain what has remained from the previous lesson on the same subject. For a good explanation goes that little influences the studying more as that what the student already knows.

We build the following schedule together with help of the students:

- king
- targets:
- material
  - (important) square

After this have a child explain the form in the diagram (♠) king + material.

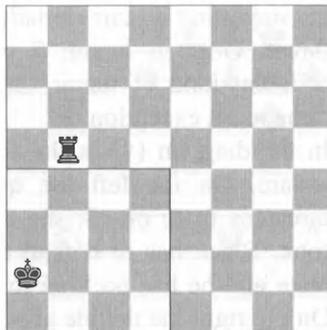
In the left part the queen has to give check and at the same time attack the knight.

This is possible with **1. Qc5+** (not **1. Qa4+** because black saves his knight with **1. ... Na6**). The king can only move away and the knight will be lost.

On the right **1. Qh5+** is the correct move to win the rook. Incorrect is **1. Qf5+** because of **1. ... Rg6**.



With the help of the position in the diagram (♁), we can treat a lot of double attacks in a useful way. On which square can the queen deliver a correct double attack? We can put the rook anywhere outside the frame. The actual position has some temptations (Qc4+ / Rb3; Qe2+ / Rb2), but also two correct solutions: **Qa4+** and **Qa6+**.



The grade of difficulty of the position can depend on the quality and the rate of the answers. A difficult question is: On which squares outside the frame is the rook safe? On the squares f8, h8 and h2 the rook is out of danger. Repeat this kind of exercise in a lesson later on.

The form material + material can also briefly be repeated (or dealt with = see last lesson).

In the diagram (♁) all Black's pieces are unprotected. That is an important precondition. On the left there is no defence any more for Black and one of the minor pieces will be lost. On the right the pieces can protect each other yet not without directly being lost.



In the diagram (♁) the students have to find the correct double attack. They will not have any trouble with it. In the upper part White gains material with **1. Qb8**. Wrong is **1. Qc5 Rb7**.

Point out that a queen can only attack a rook diagonally and a bishop straight on. This aid will help to solve the position below. After **1. ... Qg3** White loses material.

The third form of the double attack (material + square) is a lot more difficult and should only be dealt with when the exercise sheets with the other forms have been done correctly. For the time being attacking



an important square entails only a mate threat. Only in lesson 9 we will find a different kind of threat and that for now remains an exception.

In the diagram (♠) is the form material + square. On the left the queen not only threatens mate on c8, she also attacks the rook. Black has to defend himself against mate and he has no time to save the rook. On the right the double attack is formed by the attack on the knight and a mate threat on f3. White can prevent mate but the knight will be lost.



The familiarity with the mating pattern defines for a large part the degree of difficulty of a position.

With the diagram (⇒) we practise searching for an important square and the unprotected piece. White can give mate on c8 and Ra2 is not protected. With 1. Qc4 White wins a rook. (on the demonstration board, without the position on the right 1. Qh8+ is also possible; a black pawn on f6 suffices)



Not always will the queen be able to give mate on her own. She needs the support of another piece. The cooperation can be supportive or complementary.

On the right the mate threat might not be directly visible. Black plays 1. ... Qg8. The twofold attack on g2 can be viewed as an attack on an important square. White can just barely protect from mate by Bf1, however, the rook on h7 will be lost.



This type of the double attack remains difficult and that's why there are two more examples in the diagram (♠). On the left Black can attack the rook and threaten mate on b1 with 1. ... Qb7.

On the right White plays 1. Qe6. There is a mate threat on g8 and the rook on h3 is

attacked an additional time.

### Search strategy

Teach the search strategy by employing the diagram (↑). Black is to move.

1. Can the queen give check?
2. Which pieces are unprotected?
3. On which square can you give mate?
4. Which pieces are insufficiently protected?



Instruct the students to look at the assignments in this way. There is no useful check yet. White's bishop and knight are unprotected. This provides Black with the possibility for a double attack. After 1. ...

**Qb5** White will lose a piece.

Positions with unprotected pieces and an open king, also in one's own games are asking for a double attack.

### PRACTICE

#### Reminder

◇ *Double attack: queen*

#### Workbook

□ *Double attack / Queen : C*



**Explanation:** All double attacks are of the category 'king + square'. The queen can give mate 'somewhere'. It is good to first have the students cross the square on which the queen can give mate. Subsequently the unprotected pieces are next. In some positions (i.e. where mate can be given on the back rank) there are more squares on which the queen can give mate. The students may have difficulty with the mating patterns for which a double attack is required.

**Mistake:** The solution is not found.

**Help:** Take the queen of the board and have her placed on a square where the opponent is mated. Subsequently we

will look for an other target: unprotected pieces.

Mistake: There is a defence.

Help: Instruct the position to be set up on the board and execute the given solution. Ask for a defence. After that have the position solved step by step.

□ *Double attack / Setting up a double attack: B* 

Explanation: The queen has to give a winning double attack. Mostly there is only one correct solution (the alternative gains less material). Writing down the letter Q is an easy way but also a cross on the square will suffice. The odd student will want to write down the moves.

Mistake: The queen is only attacking one target.

Help: Have the position set up on the board and execute the queen move. Which pieces are attacked? Move the threatened piece away and ask for the move which wins material. There isn't one. Have them try again or provide step-by-step aid, if necessary.

Mistake: The solution in position 11 is 1. Qc5.

Help: The correct pieces are being attacked, only from the wrong square. Have the students indicate, which moves White can play now. Besides the strong 2. Qg4xg7#, 2. Re7-e3 is also a possible defence. From which square can the queen attack Re7 and Nc3 and simultaneously protect g7?

□ *Double attack / Queen: D*  

Explanation: On this sheet all forms of the double attack are incorporated. 'king + material', 'material + material' and 'material + square'. They are nicely placed in order: 4x K+M, 4x M+M and 4x M+S. Only if the students have trouble with the assignments may this be pointed.

Mistake: The solution is not found.

Help: Work towards the solution step by step. First have them indicate the targets and only then look at possible queen moves.

Mistake: The positions with 'material +square' are wrong.

Help: Have the queen placed correctly for mate. Then try again.

□ *Double attack / Queen: E*  

Explanation: All forms of the double attack are mixed. The method

remains the same as in the previous exercise sheets. First look for the targets and only then for queen moves.

*Double attack / Queen: F*



Explanation: In this sheet there are a few difficult assignments. It is a good repetition exercise at the end of step 2. The students won't have that much difficulty with it any more.

**ANSWERS**

*Double attack / Queen: C*

- |  |                  |                   |
|--|------------------|-------------------|
| 1) 1. Qf1-c4   | pawn.)           | 8) 1. Qd2-g5      |
| 2) 1. Qe2-e5   | 4) 1. Qa2-f2     | 9) 1. ... Qf7-b7  |
| 3) 1. Qd1-d6 (1.<br>Qd1-h5 and 1.<br>Qd1-d5 only win a | 5) 1. ... Qb5-g5 | 10) 1. Qb2-c3     |
|  | 6) 1. ... Qa5-c3 | 11) 1. ... Qd8-h4 |
|  | 7) 1. ... Qd7-b5 | 12) 1. Qd4-f2     |

*Double attack / Setting up a double attack: B*

- |        |        |        |         |
|--------|--------|--------|---------|
| 1) Qd5 | 4) Qb5 | 7) Qa4 | 10) Qf5 |
| 2) Qc1 | 5) Qh7 | 8) Qe4 | 11) Qf6 |
| 3) Qd5 | 6) Qf2 | 9) Qd8 | 12) Qf4 |

*Double attack / Queen: D*

- |                   |                  |                    |
|-------------------|------------------|--------------------|
| 1) 1. ... Qe7xc5+ | 6) 1. ... Qe3-e2 | (1. Qa8-f3 Nf2xh1) |
| 2) 1. Qf3-f8+     | 7) 1. ... Qe8-c6 | 11) 1. ... Qf6-c6  |
| 3) 1. Qd1-h5+     | 8) 1. Qf2-a7     | 12) Drawing        |
| 4) 1. Qd7-h3+     | 9) 1. Qe2-e4     |                    |
| 5) 1. Qc4-a4      | 10) 1. Qa8-a7    |                    |

*Double attack / Queen: E*

- |                   |                  |                   |
|-------------------|------------------|-------------------|
| 1) 1. ... Qe7-b4+ | 5) 1. Qd1-b3+    | 9) 1. ... Qd7-e7  |
| 2) 1. Qd2-h6      | 6) 1. Qd1-a4     | 10) 1. ... Qb8-g3 |
| 3) 1. Qc4-d4      | 7) 1. Qe2-d1+    | 11) 1. ... Qd7-g4 |
| 4) 1. Qd1-a4+     | 8) 1. ... Qa2-d5 | 12) 1. Qe2-e5+    |

*Double attack / Queen: F*

- |                   |                  |                   |
|-------------------|------------------|-------------------|
| 1) 1. Qf3-f6      | 5) 1. Qc1-h1     | 9) 1. ... Qe6-c4  |
| 2) 1. ... Qc7xc2  | 6) 1. Qd2-b4     | 10) 1. ... Qe8-d8 |
| 3) 1. ... Qf7-a7+ | 7) 1. Qf2-c2+    | 11) 1. ... Qd8-b6 |
| 4) 1. Qg7-b2      | 8) 1. ... Qf7-a2 | 12) 1. Qe3-c5     |

**GOAL OF THE LESSON**

- learning an offensive weapon

**PRIOR KNOWLEDGE**

- value of the pieces
- targets

**ACQUISITION****Concepts**

pinning, front piece, back piece

**Instruction**

The pin is a difficult form of attack, which requires an extensive explanation. This is why the lessons concerning the pin have been divided in three different segments (part 2 and 3 will follow in step 3).

Pin is derived from to pin, to attach with pins. In the diagram (♠) we see a pin. The black knight on e4 may not be played because Black would put himself into check. White wins the knight with this pin because it is not protected and can also not be protected.

In the begin phase we will use the pin exclusively as an offensive weapon which is used to win material.

With a pin there are three pieces of importance. In this example:

1. the rook, the piece which pins
2. the knight, which is pinned
3. the king is the piece behind

For the children the terms **front piece** and **back piece** provide more stability. The



king is the back piece, the knight the front piece.

The same terms will return later with the discovered attack. Stress the importance of the correct terminology from the start. In the foregoing position, the rook pins the knight; the black knight is pinned against the king.

One example of course is not enough. To broaden the concept of pinning and not to cause any confusion we explain the (♁) diagram in the same fashion. On the left the rook pins the bishop, on the right the bishop pins the rook. White wins material although the rook is protected. Point out that a pin is also effective, when the pinned piece is protected, but is of a higher value than the pinning piece, as shown in the right part.

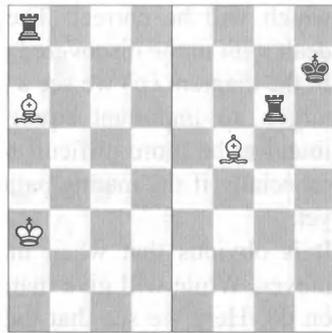
Have the children identify the front piece and the back piece time and time again. It is of importance to show the pin in all its forms (horizontally, vertically and diagonally). Have the children set up a pin with the king as a back piece.

When the examples have come across clearly enough, we will move on to the second form of the pin. This pin is directed at the target: **material**.

In the diagram (♁) Black may move the knight although it is not wise. If the knight is played the black queen on d8 will be lost.

There is a pin here, however White will not win any material because Black is not obliged to play his knight. The queen protects the knight. If we replace the queen for a rook, the pin will cost a piece.

(We will not discuss relative pins and we will not go into moves with the knight,



which will be correct. The latter will be dealt with in the discovered attack.)

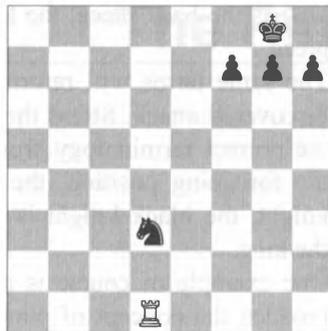
In the diagram (†) we see a pin on the third target: an important square. This pin is found to be more difficult by the students, especially if the mating pattern is not clear yet.

It is obvious that when the black knight moves, White will give mate with the rook on d8. Here we see that the knight is pinned because an important square is attacked behind the knight.

The same targets, which we already saw with the double attack, come back with the pin: the king, material or a square.

After presenting positions with an existing pin we now will deal with the positions in which you pin with a move. In order to recognize the pins we will return to the first diagram. The only difference being, that we now place the rook on a1 (diagram ⇨). By playing the rook to e1 we pin the knight. We can follow the same procedure with the remaining diagrams. Only in the position with the pin against a square we will let the rook come from h1. The children will see that the move, which places the pin on the board, can be utilized as an offensive weapon. The students will have to find the pinning moves themselves in the following positions. In this phase we only take positions in which the pin gains material.

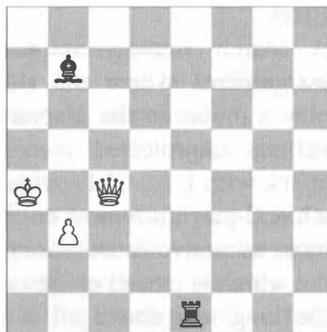
It is important to keep the instruction as varied as possible. Have the students set up positions with winning pins. Check the positions yourself or have a neighbour solve the position. The best examples can be placed on the demonstration board and dealt with shortly. With no doubt, there



will be an enlightening error in the example, or even a very instructive one.

A different kind of example is explained in the diagram (♁). Because of the mutual attack of queen and rook it is necessary that after 1. ... Re4 the rook is protected. Although the queen is protected, Black will win material because of a pin.

With pins the back piece is always more valuable than the front piece. The reverse version is x-ray check or the x-ray attack. (see step 3). For now this is not of importance for the children. They learn that the attack on the pinned piece is directed against the back piece. If the children can solve the examples quickly and correctly, they will not encounter any problems with the exercise sheets.



### Search strategy

A search strategy is only necessary with the somewhat crowded positions.

1. Find pieces of the opponent, which are placed in the same line (file, rank or diagonal). Certainly look at the position of the king.
2. Which piece is unprotected? Can you pin it?
3. No unprotected piece? Look at important pieces like a queen or the rook.

First we will apply it to a placement exercise.

In the diagram (♁) White has to place a rook (of course on an empty square, nothing may be captured). We see that the black king and the unprotected bishop on e7 are placed on the same rank. We can, with the placement of the rook, set up a winning pin. Black can't protect the bishop. The pin therefore results in a piece for



Black.

A search strategy is also required in assignments where the students have to play a move. In the diagram (♁) there are various unprotected pieces. The double attack with 1. ... Qb1+ wins a pawn but the white d-pawn is almost on the other side. A more attractive catch would be the rook on d4, which is placed on the same diagonal as the king and above all it is unprotected. Black takes advantage from this with 1. ... Qc5, after which the rook will be lost.



## PRACTICE

### Reminder

◇ *The pin*

### Workbook

#### □ *The pin / Pin: A* ♁

**Explanation:** The side to move has to pin a piece. An easy exercise sheet. Indicate that not every pin will win material.

**Mistake:** No pin is produced.

**Help:** If the student only makes a single mistake, this might indicate a careless way of working. An additional look should be sufficient or have a look at the reminder. More mistakes indicate that the concept of the pin is not clear yet. More explanation with easy positions is necessary.

#### □ *The pin / Setting up a pin: A* ♁

**Explanation:** The piece next to the board has to be drawn in (a cross or the begin letter of the piece is also correct) resulting in a winning pin. Point out the search strategy from the lesson.

**Mistake:** The pinning of a protected piece is not found.

**Help:** Simplifying the position by removing redundant pieces is a possibility. Another approach is directly indicating a pin

on an important piece.

Mistake: The placed piece gives a correct double attack.

Help: Have the pin indicated. Mostly this will be sufficient in letting the student realise that he was mistaken.

□ *The pin / Pin: B*



Explanation: The side to move has to produce a winning pin. Point to the search strategy in the lesson. On the exercise sheet there are pins with different targets: king, material and square. For some students encircling the targets is useful. In some positions it is possible to pin with more than one piece (positions 4, 5, 9 and 12). Point is to do this with the 'cheapest' piece.

Mistake: The pin to a square is not found.

Help: Take the piece that has to pin and have the student place it in such a way that the opponent is mated. That is, after some searching an obtainable goal. Place the piece back to its initial square and ask if the piece with a pin can be played to the mate square.

Mistake: The pin with support cannot be found. The student sees the pin but thinks that the piece can be captured.

Help: Too much attention is directed to the pin itself. Return to the workbook to *Pin: A* and point to a similar example. Empty positions explain the purpose of a supporting piece much more clearly. After this little excursion the chance a solution is found, is enhanced. If not, indicate the supporting piece.

□ *The pin / Pin: C*



Explanation: The side to move has to give a winning pin. Point out the search strategy from the lesson. On the exercise sheet are pins with three different targets: king, material, square.

Mistake: The pin against a square is not found.

Help: Try the approach of the B-sheet or simplify the position.

Mistake: The pin is placed on the board but there is a defence against the pin.

Help: In position 5, for example, the bishop can be captured after 1. ... Qf4 and in position 11 1. Qd2 is a pin, but Black has the winning 1. ... Bxf2+. We set up the position, execute the move and ask what the opponent can play now.

## ANSWERS

### □ *The pin / Pin: A*

- |                  |                  |                   |
|------------------|------------------|-------------------|
| 1) 1. ... Be8-b5 | 6) 1. ... Qd6-c5 | 10) 1. Bf1-b5     |
| 2) 1. Ra1-a5     | (c6, c7)         | 11) 1. ... Bg7-e5 |
| 3) 1. ... Qh8-h6 | 7) 1. Bf2-h4     | 12) Drawing       |
| 4) 1. Bd6-c5     | 8) 1. ... Rh4-c4 |                   |
| 5) 1. Ra4-d4     | 9) 1. Bc2-e4     |                   |

### □ *The pin / Setting up a pin: A*

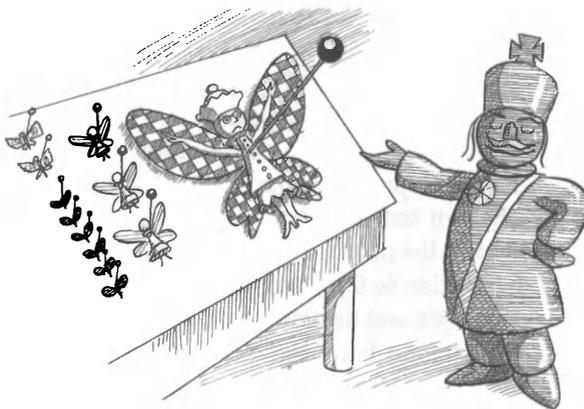
- |        |               |         |
|--------|---------------|---------|
| 1) Ra8 | 5) Bc5 or Bd4 | 9) Rc4  |
| 2) Be5 | 6) Qa8        | 10) Qa4 |
| 3) Qe6 | 7) Bh1        | 11) Bg5 |
| 4) Rh2 | 8) Qa3        | 12) Ra4 |

### □ *The pin / Pin: B*

- |                  |              |                   |
|------------------|--------------|-------------------|
| 1) 1. Qe2-e4     | 5) 1. Bc1-b2 | 9) 1. Be2-f3      |
| 2) 1. ... Rf8-c8 | 6) 1. Bd3-b5 | 10) Drawing       |
| 3) 1. ... Qd6-c5 | 7) Drawing   | 11) Drawing       |
| 4) 1. Rc5-c7     | 8) Drawing   | 12) 1. ... Rf8-e8 |

### □ *The pin / Pin: C*

- |                  |                  |                    |
|------------------|------------------|--------------------|
| 1) 1. Ra1-d1     | 6) 1. ... Be7-c5 | 11) 1. Qc2-d1! (1. |
| 2) 1. ... Be7-b4 | 7) 1. Qe1-b4     | Qc2-d2? Bd4xf2+)   |
| 3) 1. Rf1-e1     | 8) 1. Bh3-f1     | 12) 1. Bg2-f1      |
| 4) 1. ... Ba4-c6 | 9) 1. ... Qf8-a8 |                    |
| 5) 1. ... Qd4-d6 | 10) 1. Qe1-b1    |                    |



# 5 Eliminating the defence

## GOAL OF THE LESSON

- learning an offensive technique

## PRIOR KNOWLEDGE

- forms of defence
- value of the pieces

## ACQUISITION

### Concepts

defender, defence, eliminate, task, sacrifice, function

### Instruction

With help of the diagram ( $\Rightarrow$ ) we will verify if the concepts, which are necessary for eliminating the defence, are sufficiently known. The attack and defence by protecting are evident. The rook attacks the bishop. The knight protects the bishop and the pawn the knight. The knight is an important defender because it protects a piece, which is under attack. Black can play the g-pawn without any worries, but not the knight, he has a function.

If White wants to accomplish anything, then the defender, the knight, will have to be eliminated; it has to move away from its spot or maybe of the board. We place a bishop on g5 (diagram  $\Downarrow$ ). White to move can eliminate the defender by capturing him with **1. Bxf6**. Black takes back on f6 with his pawn and White takes the bishop on e4 which is now unprotected. The result is White gaining a piece. There will always



be a student who will suggest saving the bishop on e4 but in that case the knight on f6 is the gain.

The action in words: capturing the defender eliminates the defence of the bishop on e4. We call this combination the elimination of the defence. The means is capturing, the goal is a gain in material.

We speak of '**capturing + material**'. This short formulation is a good verbal support for the students. For adults, it will take some time getting used to.

The example in the diagram ( $\Rightarrow$ ) gives a similar situation. We ask what part the pieces play in this position. We see that the white rook attacks the knight; the knight is protected by the bishop. We point this bishop out to be the defender, which we can eliminate by taking with **1. Nxe6**. After taking back on e6, the knight on g4 will be unprotected and the rook can take on g4 without retaliation.

We still have to point out two aspects. In a mutual attack it is important that the defender is captured by giving check. Left in the diagram ( $\Downarrow$ ) White will accomplish nothing with **1. Nxb6 Rxc1**. He has to take the bishop on b6 giving check: **1. Bxb6+ cxb6**  
**2. Rxc4**.

Black first has to invest material on the right. Sacrificing first is not so easy for the students. However the gain can be extensive. After **1. ... Rxh2+ 2.Kxh2 Qxg4** Black has earned 7 points.

It is of importance that the children learn to distinguish this form of eliminating the defence from the second form, which still has to be dealt with. The combination 'capturing + material' therefore has to be practiced at this moment.



### Search strategy

Using the diagram (♁) we look at an exercise like on an exercise sheet. The correct search strategy is.

1. Which pieces are under attack?
2. Find the defender of those pieces.
3. Can I capture a defender?

The knight the bishop and the pawn on b6 are under attack. The solution will not pose any problems. After **1. Bxe5 Rxe5 2. Qxg4** White has won a piece.



### PRACTICE

□ *Elimination of the defence / Capturing + material: A*

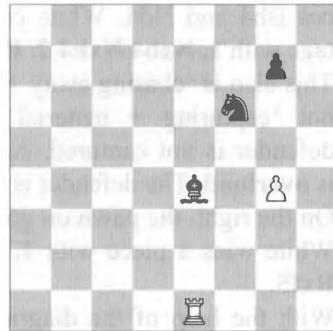
If after six positions everyone seems to understand the concept, we can start with the instruction of the second form. This can also wait till next time.

### Instruction

Now the children have gained some experience in eliminating the defence, pointing out the defender in the diagram (⇒) will be child's play.

The knight on f6 protects the bishop on e4. If the pawn on g7 is pointed out, then we will have to explain that the pawn is defending but that this defence plays no significant role. The knight on f6 is not being attacked. The knight is however an important defender because the bishop is under attack. White can attack the knight with **1. g5**. The knight has to move away and give up the defence on Be4 or it will be lost. We chase the defending piece away in order to win material: **chasing away + material**.

In the diagram (♁) the rook on c8 is the defender of Bc7. White can chase the rook away with **1. Bg4** in order to capture on c7.



Another way to eliminate a defender is to lure it away. In the diagram (♁) the bishop on b6 is the important defender. He protects the knight on c5. With 1. a5 White lures the bishop away. After 1. ... **Bxa5** 2. **Rxc5** White has won a piece.

On the right White lures the black king as a defender away with 1. **Bh7+**. After 1. ... **Kxh7** 2. **Qxf8** White wins the queen.

A bit confusing is that luring the defender away is also possible with a capturing move. In the diagram (♂) we find two examples.

The black knight on c6 on the left has got a too heavy a task. It has to defend two pieces Bb4 and Nd4. White can take advantage with 1. **Nxb4** **Nxb4** 2. **Rxd4**.

This also is 'chasing away + material', and not 'capturing + material', because the defender is not captured. A common term is **overload**. The defender is overloaded.

On the right, the pawn on g6 is overloaded. White wins a piece with 1. **Bxh5** **gxh5** 2. **Rxf5**.

With the help of the diagram (♁) we can point out an important difference between line pieces (queen, rook or bishop) and the knight. The bishop on d3 is the essential defender of the knight on g6. Black can chase the bishop away with 1. ... c4 (or luring him away if the black bishop would be on b7). The supremacy of a line piece is that the protection can remain intact. In this case with 2. **Bc2**. A knight that is chased away must always give up the protection. By the way, Black can win a piece in the diagram by 1. ... **Ne1**. White has two possibilities: 2. **Bc2** **Nxc2** (capturing + material) or 2. **Be2** **Kxg6** (chasing away + material).



Capturing, chasing away and luring away are not the only ways to eliminate the defence. Other forms will be dealt with in the following steps.

### Search strategy

Using the diagram (†) we look at an exercise like on an exercise sheet. The correct search strategy is.

1. Which pieces are under attack?
2. Find the defender of those pieces.
3. Can I chase away or lure away a defender?



The rook on a8 and the bishop on d6 are under attack. The rook on d8 is the important defender. His task is protecting both attacked pieces. We can't capture or chase him away, however we can lure him away. Not 1. Qxa8 Rxa8 2. Rxd6 and White loses 1 point, but with **1. Rxd6 Rxd6 2. Qxa8+** and White will have won a piece.

## PRACTICE

### Reminder

◇ *Elimination of the defence*

### Workbook

□ *Elimination of the defence / Capturing + material: A*



Explanation: Material can be earned with the correct capturing move. The students have to look at the position in the correct way. Point out the search strategy as discussed in the lesson. First have the students encircle the attacked pieces. Only then do they have to make the choice which piece is an important defender. After that the correct capturing move will not be a problem any more.

Mistake: The moves are in the wrong order.

Help: Execute the moves on the board and ask what the gained

material is. There isn't any. Have the student find out for himself that he has to capture the defender.

Mistake: Position 11 is wrong.

Help: Point out that sometimes you have to give some points away first.

□ *Elimination of the defence / Chasing away+ material: A*     ♁

Explanation: Have the students encircle the attacked pieces. Only after that will they have to make a choice which piece is an important defender. The defender can be eliminated by chasing away.

Mistake: The defender is chased away incorrectly (positions 9, 10, 11 and 12 – see answers).

Help: Execute the wrong move and have them find the correct move for the opponent. Gain of material is not possible. The correct solution will not pose a problem any more because the correct defender has been found.

□ *Elimination of the defence / Capturing + material: B*     ♁♁

Explanation: See the A-sheet. The positions are hardly more difficult.

□ *Elimination of the defence / Chasing away + material: B*     ♁♁

Explanation: First have the students encircle the attacked pieces. Only then do they have to make the choice which piece is an important defender. The defence can be eliminated by chasing away utilising a sacrifice. Point out that a capturing move is also possible!

Mistake: The positions 7, 8 or 9 are wrong.

Help: First have them find the defender. He has two functions in this position: he protects two pieces. By capturing one of these pieces the defender is overloaded. The problem is that the students are not looking for a capturing move because the assignment isn't 'capturing + material'. In position 9 the extra difficulty is that you have to give away points first.

## ANSWERS

### *Elimination of the defence / Capturing + material: A*

- |                                       |  |
|---------------------------------------|--|
| 1) 1. Bb2xf6+ Ke7xf6 2. Rd1xd5        | 7) 1. Re8xd8 Bf6xd8 2. Bb3xd5                            |
| 2) 1. ... Nb6xc4+ 2. b3xc4<br>Re8xe2+ | 8) 1. Nd3xc5 b6xc5 2. Ba4xd7; 1.<br>... Bd7xa4 2. Nc5xa4 |
| 3) 1. Bd3xg6+ Kf7xg6 2.<br>Nf3xe5+    | 9) 1. ... Qg6xc2 2. Rc1xc2<br>Bd7xa4                     |
| 4) 1. ... Ra2xg2 2. Kh1xg2<br>Kh7xg7  | 10) 1. Ng4xf6 Rf8xf6 2. Re3xc3                           |
| 5) 1. Rh1xh7 Kg8xh7 2. Kf3xe4         | 11) 1. ... Ra2xe2 2. Re1xe2<br>Be6xc4                    |
| 6) 1. Be3xb6 a7xb6 2. Rd1xd7          | 12) 1. Rc1xc7 Na6xc7 2. Re1xe7                           |

### *Elimination of the defence / Chasing away + material: A*

- |                   |                      |                       |
|-------------------|----------------------|-----------------------|
| 1) 1. ... b5-b4   | 7) Drawing           | Bg6-h5? Re2-e5.       |
| 2) 1. ... g5-g4   | 8) Drawing           | 11) 1. ... Nc6-a5; 1. |
| 3) 1. c2-c4       | 9) 1. ... Bf8-h6; 1. | ... Nc6-e5?           |
| 4) 1. Bf2-c5      | ... Bf8-a3? 2.       | 12) 1. ... Ra8-d8     |
| 5) 1. Rd2-f2+     | Ra1.                 |                       |
| 6) 1. ... Rh8-h4+ | 10) 1. Bg6-d3; 1.    |                       |

### *Elimination of the defence / Capturing + material: B*

- |                  |                   |                    |
|------------------|-------------------|--------------------|
| 1) 1. Bb3xd5+    | 5) 1. ... Qg7xg2+ | 9) 1. Nf5xh6+      |
| 2) 1. Rg1xg6     | 6) 1. Rh6xc6+     | 10) 1. ... Qc5xe3+ |
| 3) 1. Ra7xf7+    | 7) 1. Nc7xe8      | 11) 1. e6xf7+      |
| 4) 1. ... Bc5xd4 | 8) 1. Re1xe6      | 12) 1. Re6xf6      |

### *Elimination of the defence / Luring away + material: B*

- |                                      |   |
|--------------------------------------|---|
| 1) 1. b5-b6                          | 9) 1. ... Rd2xd1 2. Qf1xd1<br>Qe3xf2                        |
| 2) 1. Re2-e5+                        |   |
| 3) 1. Nc3-d5                         | 10) 1. ... b7-b5 2. Qc4xb5 Re8xe4                           |
| 4) 1. f5-f6+                         | 11) 1. ... Ra8-a1+ 2. Bd4xa1<br>Qc7xc5; 2. Bd4-g1 Qc7xc5;   |
| 5) 1. ... Ba5-d2+                    | 1. ... Qc7xc5? 2. Bd4xc5                                    |
| 6) 1. ... d5-d4                      | Ra8-a1+ 3. Bc5-g1   |
| 7) 1. Bf2xc5 d6xc5 2. Re1xe5         |   |
| 8) 1. ... Rf8xf2 2. Be3xf2<br>Kg6xg5 | 12) 1. Nf3-g5+ Bd8xg5 (other-<br>wise 2. Ng5xe6) 2. Rc1xc7+ |

# 6

# The 3 golden rules

## GOAL OF THE LESSON

- learning to play sound opening moves

## PRIOR KNOWLEDGE

- activity of the pieces
- safety for the king

## ACQUISITION

### Concepts

developing, development

### Instruction

It is not easy for the children to start a chess game. Without help they will keep making 'child's mistakes' like playing on the edge and playing the same piece repeatedly. We therefore give three supporting rules. These 'golden rules' aid in playing the opening a bit better.

In the first lesson, we learned to place our pieces as actively as possible. We place them in or around the centre, from where they aim at our opponent's half. Because the battle is about the centre, we must strive to place as much influence as we can in the middle of the board. The first rule of the opening is:

#### 1. Pawn in the centre

(preferably the move 1. e4 - diagram ♣)

Advantages of this move are:

- The pawn aims at d5 and f5 (important squares on the opponent's half which Black therefore cannot use for his own



pieces.

- The bishop on f1 can be played as well as the queen. Together they control 3 squares on the opponent's half.
- White on his first move has 30 moves to choose from.

With one move White already gains some control in enemy territory (diagram ♁).

Counting the number of moves is fun for the students (skip the counting with children which are too young). The number of different moves is 20, 16 pawn moves and 4 knight moves. After the move **1. a3** (or **1. f3**, **1. h3**) Whites mobility has even decreased with 1 move! After a 'beginner's move' like **1. a4** White has the choice of 21 moves only.

## 2. Pieces out

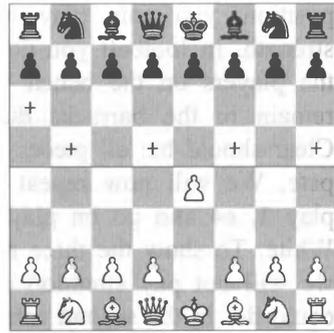
The first pieces we play are the knights and bishops: **2. Nf3** and **3. Bc4** (diagram ♁). We try to play as many pieces to the middle of the board as possible, so they can be as active as possible. After this we will have to bring the bishop on c1 and the knight on b1 into play.

## 3. King to safety

This means that in the opening we place the king out of the dangerous middle by castling (diagram ♁). The rook all of a sudden has also come into play. If you neglect one of these three, you may get into trouble.

We can find these three elements in every good opening. We already indicate that we should complete the opening. Before we begin any attack we make sure that all of our pieces are participating.

If some pieces are left on their initial



position, you only play with half your strength. In football you don't see half of the players on the bench. Soldiers don't remain in the barracks during the war. Clear should be: all pieces should participate. We will now repeat the rules. We play **1. e4** and go on playing moves for White. To show the three rules explicitly, we will not pay attention on what Black could do. In the second rule the knight on g1 and the bishop on f1 will be placed on the familiar spot.

The third rule will not be difficult anymore: **4 0-0**. The other pieces however are still placed in their initial position. It cannot be stressed often enough that White still has to complete the opening. Good moves are **d4**, **Nc3** and after that **Bf4** (diagram ⇒) or also **Bg5**.

Of course the moves will depend on what the opponent will play. We will now play from the initial position for White and Black: **1. e4 e5 2. Nf3 Nc6** (the attacked pawn on e5 is protected) **3. Bc4 Bc5 4. 0-0 Nf6 5. d3 0-0** (see diagram ⇓). Both players have now applied the three golden rules as quickly as possible. Their task is now to bring other pieces into play as well. Children sometimes have the tendency to play with a limited number of pieces and only after the piece, which was played with, with so much enthusiasm, disappears in the box, will they resort to another piece. The activity of all the pieces has to be increased in such a way that they are as active a possible. That means:

- Pieces have to control as many squares as possible (preferably in the centre)
- Pieces have to attack the opponent's pieces and squares when possible.



- Pieces have to protect each other.
- Pieces have to work together in an attack (with a twofold attack)
- Pieces should not be in each other's way.

The points mentioned above are fairly abstract for the children. They slowly have to play a bigger role when discussing the games so the moves in their own games are chosen more precisely.

Now a warning is in its place. The queen and to a lesser degree the rook are worth more and they are therefore more vulnerable. They have to move away when other pieces attack them. The discussion of the following game is therefore extremely instructive.

**1. e2-e4 e7-e5 2. Qd1-h5 (diagram ⇒)**

A popular move amongst young people. The queen is active on h5, she threatens to capture on e5 and also attacks the pawns on f7 and h7. These for now are sufficiently protected. The disadvantages of the queen move will soon come to light.

**2. ... Nb8-c6**

A fine move. Black protects the pawn on e5 and develops a piece to the centre. An often-made mistake is 2. ... g7-g6 which after 3. Dh5xe5+ loses a rook.

**3. Bf1-c4**

With a mate threat on f7! This is often overlooked. Black plays 3. ... Ng8-f6 and is mated after 4. Qh5-f7#. The name of this mate is 'scholar's mate'.

**3. ... g7-g6**

With an attack on the queen. She has to move again and White has no time to develop a new piece.

**4. Qh5-f3 Ng8-f6**

Now this is a good developing move. Black



defends himself again against mate on f7.

### 5. g2-g4

White plays further for mate. Also applicable is 5. Qf3-b3 (diagram ♠) and now 5. ... Qd8-e7 is a good defence. If you look further then Black can win the bishop (if White takes the bait): 5. ... Nc6-d4 6. Bc4xf7+ Ke8-e7 7. Qb3-c4 b7-b5 and the defender of the bishop is chased away.

5. ... Nc6-d4 6. Qf3-d3 d7-d5 7. e4xd5 Bc8xg4.

Black's position is better and threatens with 8. ... Bg4-f5.



Before we teach more about the opening, the children will have to gain an amount of experience to apply one and the other in their own games. Without this experience it's difficult to apply the learned concepts.

## PRACTICE

### Reminder

◇ *The 3 golden rules*

### Playing format

Play a simultaneous display from the begin position in which extra attention is placed on the discussed rules. Taking back a move can be allowed. If there are more than ten students it's better to let them play against each other or another strong player has to be available.

### Workbook

*Opening / Golden rules: A* ♠

Explanation: Which of these three moves beneath the diagram is the best one. The students can underline or encircle the move. The students can indicate why precisely that move is the best one, when discussing the exercise sheet together and what the disadvantage is of the other moves. There is a

short motivation with the answers.

Mistake: The wrong move is indicated.

Help: Study all three moves beneath the diagram. Weigh the pros and cons of the moves. Different criteria are indicated with the answers.

Mistake: Position 12 is wrong.

Help: The alternatives are also good moves but the queen move wins in every way.

□ *Test / Repetition: A* 

Explanation: The positions are known. Problems can only be expected when the material is insufficiently mastered. This can be the case if the lessons have been conducted in a high tempo. In that case it is better not to proceed with the new material but to plan some revisions first and above all to let them play more.

Mistake: Positions 7, 10 and 11 will most often be wrong.

Help: Give some general aid. Have the student find out for himself why the answer is incorrect. Check if other assignments with the same theme are also incorrect. In that case revision is certainly in its place.

□ *Test / Mix: C*  

Explanation: This is the first exercise sheet with mixed assignments from the second step. They are still grouped (see answers) but don't indicate this for now. Utilising the search strategy is required if the answer is not directly found by recognising the position. First have them name the characteristics of the position (targets!) and ask them to come up with a solution. Most students will come to the right move in this way. Should this aid lead to nothing, than more direct questions are in order. These depend on the theme of the exercise.

1. Which pieces are unprotected?
2. Can I give a useful check?
3. Can I use a pin?
4. Which are the important defenders?
5. Can I give mate?

Mistake: The answer is wrong.

Help: Have the student motivate his answer and use this answer

as your starting point for the help. Direct your attention to the right elements in the answer.

Mistake: The answer is not found.

Help: Help the student by asking questions. Have the targets indicated or directly pose the question: "Can you put the king in check?" or "Could you give mate?"

□ *Test / Mix: D*



Explanation: The themes on this exercise sheet are also sorted by three after each other. Only have this sheet done if the last mix has been done with reasonable success.

Mistake: Position 9 doesn't work or has 1. Qh4-f6+ for an answer.

Help: A difficult position. It is so tempting to give check on f6. Have the student name the relevant characteristics in the position (vulnerable king and unprotected bishop on d2). Take the queen of the board if necessary and ask her to be placed in such a way that Black is mated. If the student finds square f8 then the solution is also near.

Mistake: Position 10 is wrong.

Help: First try a general approach by naming the characteristics. Should this be insufficient then the position can be simplified by taking the queens of the board. The function of the defending bishop on c4 will be more obvious then.

□ *Test / Mix: E*



Explanation: The themes are spread throughout the exercise sheet.

Mistake: The answer is wrong.

Help: Ask questions that will lead to the most important characteristics in the position: "Do you see an important defender?" Which pieces are unprotected?"

## ANSWERS

□ *Opening / Golden rules: A*

1) **Bf1-c4:** The bishop controls the centre and has some control over the opponents side of the board

**Bf1-d3:** The bishop is in the way of the pawn on d2.

**Nb1-a3:** On a3 the knight has less mobility and no control of the centre.

- 2) **Bf1-c4** The bishop controls the centre and has some influence over the opponents side of the board.  
**Bf1-b5+** Giving check is not correct in this position. Black can play 1. ... c7-c6 and the bishop must move again.  
**Bf1-e2** This move is too modest. The move makes castling possible but the bishop does not control the centre.
- 3) **Nb8-c6** The best way to protect the pawn on e5.  
**f7-f6** The pawn on f6 is in the way of the knight on g8. It is still too early to explain the consequences of 2. Nf3xe5.  
**Qd8-e7** The queen protects the pawn on e5 but prevents the bishop on f8 from coming out.
- 4) **Nb8-c6** A developing move attacking the queen. White must lose time now because the queen has to move again.  
**c7-c5** The pawn move attacks the queen, but on c5 the pawn is somewhat obstructing the bishop on f8.  
**d7-d6** Not a bad move, but not the best one. White plays 2. Ng1-f3 and can play 2. ... Nb8-c6 3. Bf1-b5 next. He keeps the queen on d4.
- 5) **Ng1-f3** The best place for the knight. White can castle next move.  
**Qd1-f3** Only if Black is not careful, is this a good move, but after 1. ... Ng8-f6 Black has parried the mating threat. The queen on f3 is in the way of the knight on g1.  
**Qd1-h5** Black plays 1. ... Qd8-e7 and on the next move chases away the queen with 2. ... Ng8-f6.
- 6) **0-0** Black protects f7 with a good developing move.  
**Qd8-e7** The queen doesn't really protect f7. She is too valuable.  
**Rh8-f8** Not a proper protecting move. Black cannot castle kingside any longer.
- 7) **0-0** The king is safe. A fine move.  
**Bg5-e3** The bishop is well placed on g5. There is no reason to move the same piece twice in the opening.  
**Bg5xf6** An unnecessary exchange. Don't exchange when it is not necessary.
- 8) **Ng8-f6** The correct move. Here the knight controls two centre squares.  
**Ng8-e7** The knight has less mobility on e7 than on f6. From there it controls two squares in the centre.  
**Bc8-d7** A developing move, but the bishop is not so active on d7.
- 9) **0-0** White correctly applies the third golden rule.  
**Nf3xe5** The pawn on e5 can not be taken so easily. Black wins the

- knight by the double attack: 1. ... Qd8-a5+.
- Nf3-g5 A premature attack on f7. Black plays 1. ... d7-d5.
- 10) **Ng1-f3** The move of the knight enables castling. On f3 the knight attacks e5 and he controls two centre squares.
- Bf1-b5 This is a good move only when there is a knight on c6. The bishop can be chased away by a pawn.
- d2-d3 Not a bad move but the bishop on f1 can not be developed to an active square anymore.
- 11) **e2-e3** White must parry the threat Qh4xf2#. This is the only way.
- d2-d4 Counters mate on f2, but after 1. ... Bc5xd4 White is a pawn behind and there is a mate threat again.
- Ng1-f3 Sometimes developing is not correct. Black gives mate on f2.
- 12) **Qd1-d5** Once in a while, a quick attack on f7 is correct. Black can protect f7 only by 1. ... Ng8-h6, but with 'capturing + material' (2. Bc1xh6). White wins material.
- Nb1-c3 Good move but not the best one. There are always exceptions to the rules.
- 0-0 Good move but not the best one.

□ *Test / Repetition: A*

- |                  |                  |                   |
|------------------|------------------|-------------------|
| 1) 1. ... Ra8-d8 | 5) 1. ... Rf8-c8 | 9) 1. ... Rf8-e8  |
| 2) Ra8           | 6) Qa2           | 10) Qf4           |
| 3) 1. Qe2-e4     | 7) Drawing       | 11) 1. ... Qa6-f6 |
| 4) 1. ... Qg6xc2 | 8) 1. Rh1xh7     | 12) 1. Bd3-b5     |

□ *Test / Mix: C*

- |                        |                           |
|------------------------|---------------------------|
| 1) 1. Bf1-b5 (pin)     | 8) 1. ... Qg6-c2+         |
| 2) 1. ... Bf8-h6 (pin) | (double attack: queen)    |
| 3) 1. Rf1-e1 (pin)     | 9) 1. ... Qd7-b7          |
| 4) 1. Re1xe5           | (double attack: queen)    |
| (capturing + material) | 10) 1. ... Ra1xe1         |
| 5) 1. Ng3xe4           | (luring away + material)  |
| (capturing + material) | 11) 1. Be3-h6+            |
| 6) 1. ... Rf8xf3       | (luring away + material)  |
| (capturing + material) | 12) 1. Nf3-e5             |
| 7) 1. Qe7-e3+          | (chasing away + material) |
| (double attack: queen) |                           |

□ *Test / Mix: D*

- |  |  |
|--|--|
| 1) 1. ... Bh4-f6 (pin)                     | 8) 1. Qe2-h5<br>(double attack: queen)       |
| 2) 1. Qd4-d1 (pin)                         | 9) 1. Qh4-d8<br>(double attack: queen)       |
| 3) 1. ... Ra8-d8 (pin)                     | 10) 1. ... b7-b5<br>(luring away + material) |
| 4) 1. Rg1xg7+<br>(capturing + material)    | 11) 1. Rh1-h8+<br>(luring away + material)   |
| 5) 1. Qd4xf6+<br>(capturing + material)    | 12) 1. Ne5-c4<br>(chasing away + material)   |
| 6) 1. Re1xe5<br>(capturing + material)     |  |
| 7) 1. ... Qg6-f6<br>(double attack: queen) |  |

□ *Test / Mix: E*

- |  |   |
|--|---|
| 1) 1. ... Qc7-f4+<br>(double attack: queen)                                      | (double attack: queen)                      |
| 2) 1. Bg2xd5 (pin)   | 7) 1. Nf5xg7<br>(capturing + material)      |
| 3) 1. ... Qa5xd2+<br>(capturing + material)                                      | 8) 1. Rd1-d8+<br>(luring away + material)   |
| 4) 1. Bc2-b3+ (chasing away +<br>material); 1. Bc2-h7+ Kg8-f7 is<br>not working. | 9) Drawing                                  |
| 5) 1. Bg3xd6+<br>(capturing + material)  | 10) 1. ... Rf8-d8 (pin)                     |
| 6) 1. Qd1-a4+  | 11) 1. ... Qe3-e4<br>(double attack: queen) |
|  | 12) Drawing                                 |



**GOAL OF THE LESSON**

- finding mate quickly

**PRIOR KNOWLEDGE**

- mate
- attacking techniques

**ACQUISITION****Concepts**

mating pattern, flight square

**Instruction**

The following elements are of importance when teaching mate in two:

1. recognition of a mating pattern  
(the end position with mate)
2. cooperation of the pieces  
(with supportive or complementary mate)

First we will practice recognising mate, which also played an important role with the mate in one exercises. The depicted positions in the diagram (♠) can serve to recall some relevant knowledge. We have to place the piece, which gives mate. This chaser (a term we already used in step 1) can perform several other tasks besides giving mate: take away flight squares and protect one's own pieces (and he performs the function of a guard as well). The guard keeps the flight squares under control but at the same time he can protect the chaser. Have the students make up their own exercises on their own board.



Only when these mate-in-one exercises do not cause any problems any more will we turn to positions with mate in two.

In most cases the cooperation between the pieces will consist of alternately chasing and guarding. The point is to close in the king. Left in the diagram (♠) the rook gives check first: **1.... Rb8+ 2. Ka1 Bc3#**.

On the right the roles have been reversed: **1. Bf6+ Kg8 2. Tg1#**. The loser has no choice, so the effect of the moves is easy to oversee.

The first condition for giving mate is the accessibility of the black king. Giving check has to be possible. Second is the cooperation between the pieces. They have to divide the tasks. One piece chases the king to a square so another piece can intervene. The tasks of the guards weigh heavier in the diagram (♣). On the left the knight protects the rook after **1. Nc6+ Ka8 2. Rb8#** and takes away the square a7 from the king: a combination of supporting and supplementary mate.

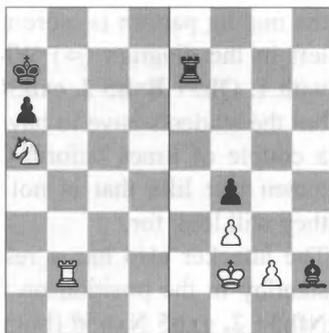
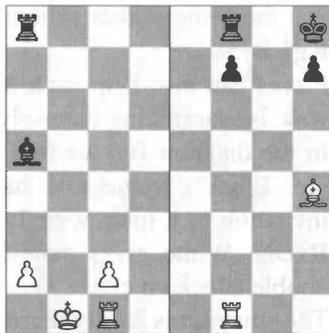
On the right a similar picture after **1. ... Bg3+ 2. Kf1 Re1#**. Note that the rook also takes the square g1 for his account.

Cooperation entails:

- supporting one another
- controlling together the flight squares of the enemy king

When giving mate with two pieces 'help' of enemy pieces, which are in the way, is almost always required. In the following example (♣) in both parts the bishop and the knight work together.

On the left White plays **1. Bc6+** in order to give mate after **1. ... Kb8 2. Na6**. On the right the roles have been reversed. Now the knight has to give check first, only after



that the bishop takes action: **1. ... Ng3+ 2. Kg1 Be3#.**

Pieces can also help each other in another way: by sacrificing themselves! On the left in the diagram (↑) we find an easy example. Black's vulnerable back rank gives invitation to a mate with **1. Rc8+ Nxc8 2. Rxc8#.** White gives mate because of the double attack on c8.



The situation is hardly more difficult on the right. The bishop on g3 protects h2. Black has two attackers and that is sufficient to take out the bishop: **1. ... Rxh2+ 2. Bxh2 Rxh2#.**

The twofold attack is more difficult when the mating pattern is more unusual. On the left in the diagram (⇒) White gives mate with **1. Qb5+ Bxb5 2. cxb5#.** Not difficult, but the students have to have seen this type a couple of times before. Giving up your queen just like that is not the first thing they will look for.



The attacker also has a reserve player on standby in the position on the right: **1. ... Nfh5+ 2. gxh5 Nxh5#** (but not **2. ... f4+ 3. Kg4**).

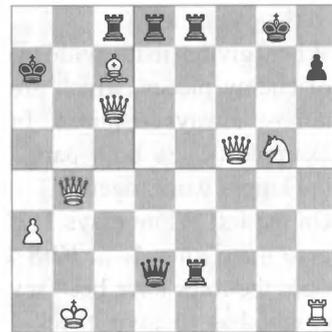
The B-exercise sheet with this lesson is full with mate-in-two exercises utilising the twofold attack.

In the diagram (∅) there are three positions in which one piece retains the role of the hunter. They are very common and worth remembering.

On the left top White gives mate with **1. Qb6+ Ka8 2. Qa6#.**

On the right top Black is lost after **1. Qxh7+ Kf8 2. Qf7#** or **1. Qf7+ Kh8 2. Qxh7#.**

In the bottom half Black can also give mate in two ways: **1. ... Qa2+ 2. Kc1 Qc2#** or **1. ...**

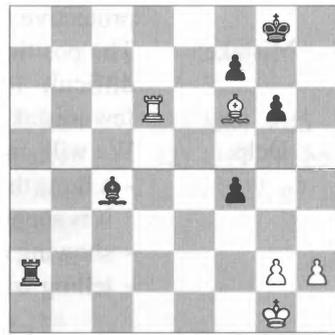


... Qc2+ 2. Ka1 Qa2#.

Especially the queen is a very suitable piece to place the king in a worse position giving check and then giving mate.

The rook can also do the job alone. In the top half in the diagram (↑) Black is mated after 1. Rd8+ Kh7 2. Rh8#.

A well known mating pattern comes to existence in the bottom part after 1. ... Ra1+ 2. Kf2 Rf1#.



For a first encounter the given examples are sufficient. The students will have to gain more skill in giving mate on their own by practising.

Important points are:

- coming closer to the enemy king
- the cooperating (supportive and complementary or a combination)
- recognizing typical mating patterns (in which the colour and place principally are insignificant)

## PRACTICE

### Workbook

*Mate / Composing mate: A* 

**Explanation:** The two pieces next to the board have to be positioned in such a way that the opponent is mated. The first letter of the piece will suffice.

There will be big differences between the students. With such an exercise the spatial aspect plays a huge role. Not all students are as advanced in this area. In particular the positions where the king is in the middle of the board are difficult for them.

**Mistake:** The solution is wrong.

**Help:** Have the students indicate which flight squares are still available to the king. The main piece principally has to take away the most squares. The lower piece mostly has a

protective function or will take care of giving check  
Mistake: The position is too difficult. Spatial influence of pieces is difficult. It's possible that a student who usually makes few mistakes in his exercises now has many.

Help: We will simplify the exercises by:  
- a hint (the knight gives check; the bishop has to protect, it is supportive mate)  
- showing a similar mating pattern  
- telling where a piece should be

□ *Mate / Mate in two: A*                      ♘

Explanation: Have them indicate both moves until it is mate. Young children still drawing arrows can number these with 1 and 2. In all positions one piece will give check first after which another piece gives mate.

Mistake: The solution is not found.

Help: Explain which mating pattern appears on the board (i.e. rook and bishop). Should this hint be insufficient show a similar mating pattern on another part of the board.

□ *Mate / Mate in two: B*                      ♘

Explanation: In all positions the side to move can give mate by initiating a twofold attack.

Mistake: The answer is wrong.

Help: Probably not very necessary. Remove an attacker and defender if necessary so a mate in one position remains.

□ *Mate / Mate in two: C*                      ♘ ♘

Explanation: The hunt on the king (check) and the final blow (mate) is carried out by the same piece.

Mistake: The solution is not found.

Help: Which piece can give check? Where can the king still go?

□ *Mate / Mate in two: D*                      ♘ ♘ ♘

Explanation: See the A-sheet.

## ANSWERS

### □ *Mate / Composing mate: A*

- |                         |               |              |                              |
|-------------------------|---------------|--------------|------------------------------|
| 1) Qa4, b3              | 4) Ra6, Na3   | Qh3, Rf3     | 11) Kb4, Rd5                 |
| 2) Qf6, c4 /<br>Qd6, e5 | 5) Re7, Ne6   | 8) Qd5, Re5  | 12) Qg7, f6, h6<br>/ Qd7, g7 |
| 3) Rg1, Nf3             | 7) Qh3, Rf3 / | 9) Qg6, Bh6  |                              |
|                         |               | 10) Qd6, Bg6 |                              |

### □ *Mate / Mate in two: A*

- |   |         |   |
|---|---------|---|
| 1) 1. Rf5-f7+ Ka7-b8 2. Rg6-g8#;<br>smart is 1. Rf5-b5 Ka7-a8 2.<br>Rg6-a6# | Rf8-f1# | 8) 1. ... Bg4-f3+ 2. Kg2-f1<br>Rh8-h1#  |
| 2) 1. Rb1-b7+ Kh7-g8 2. Ra1-a8#   |         | 9) 1. ... Bf5-h3+ 2. Kg2-g1<br>Rf8-f1#  |
| 3) 1. Rb2-g2+ Kg7-h6 2. Ra1-h1#   |         | 10) 1. ... Rd8-g8+ 2. Kg2-h1<br>Nd3-f2# |
| 4) 1. Qh2-g2+ Ka8-b8 2. Qg2-<br>b7#   |         | 11) 1. Nd5-e7+ Kg8-h7 2. Rg2-<br>h2#    |
| 5) 1. Qf3-f7+ Kg8-h8 2. Qf7xg7#   |         | 12) 1. ... Nd4-f3+ 2. Kg1-h1<br>Ra2xh2# |
| 6) 1. ... Qd3-e3+ 2. Kf2-f1<br>Qe3-e1#                                      |         |   |
| 7) 1. ... Be7-c5+ 2. Kg1-h1   |         |   |

### □ *Mate / Mate in two: B*

- |  |            |   |
|--|------------|---|
| 1) 1. ... Re8xe1+ 2. Rd1xe1<br>Re8xe1# | 6) Drawing | 7) 1. Ne4-f6+ Kg8-g7 2. Qf5-h7#         |
| 2) 1. Qc7-c8+ Rb8xc8 2.<br>Rc1xc8#     |            | 8) 1. ... Qf4-f3+ 2. Kg2-g1<br>Nd4-e2#  |
| 3) 1. Rc1xc8+ Re8xc8 2.<br>Qa6xc8#     | 9) Drawing | 10) 1. Qa4-e8+ Kh8-h7 2. Qe8-g8#        |
| 4) 1. ... Qe3-e1+ 2. Rd1xe1<br>Re8xe1# |            | 11) 1. Qe3-a3+ Ka7-b7 2. Qa3-a6#        |
| 5) 1. Qc3xe5+ Qc7xe5 2.<br>Bb2xe5#     |            | 12) 1. ... Qd7-d5+ 2. Kg2-f1<br>Qd5-f3# |

### □ *Mate / Mate in two: C*

- |  |         |  |
|--|---------|--|
| 1) 1. Qd7-d1+ Ka4-b4 2.<br>Qd1-d4#     | Bb2xf6# | 5) 1. Qh6xh7+ Kg8xf8 2.<br>Qh7-h8#     |
| 2) 1. Re1-e8+ Kb8-a7 2. Re8-a8#        |         | 6) 1. ... Re8-e1+ 2. Ra1xe1<br>Qh4xe1# |
| 3) 1. ... Bh5-f3+ 2. Kh1-h2<br>Bf8-d6# |         | 7) 1. Ne8-f6+ Bd4xf6 2. Re1-e8#        |
| 4) 1. Qd4xf6+ Ne8xf6 2.                |         |  |

- 8) 1. ... Be5-f4+ 2. Kd2-c3  
Qf1-a1+
- 9) 1. ... Rb3-a3+ 2. Ra4xa3  
Qb5-b2#

- 10) 1. Nf4-e6+ Kf8-e8 2. Rb7-e7#
- 11) 1. Qh7-h8+ Kf8-e7 2.  
Qh8xg7#
- 12) 1. Qe6-c8+ Kf8e7 2. Rh6-e6#

□ *Mate / Mate in two: D*

- 1) 1. Na4-b6+ Kc8-d8 2. Ra1-a8#
- 2) 1. ... Re8-e1+ 2. Kb1-c2  
Qa3-c1#
- 3) 1. Qh1-h8+ Kf8-e7 2. Rc4-c7#
- 4) 1. ... Qh6-c6+ 2. Kh1-g1  
Qc6-g2#
- 5) 1. Qd4-b6+ a7xb6 2. Be3xb6#
- 6) 1. ... Rd8-d1+ 2. Kf1-e2  
Rd1-e1#

- 7) 1. Bc3-a5+ Kc7-c8 2. Rd1-d8#
- 8) Drawing
- 9) Drawing
- 10) 1. ... Rd3-a3+ 2. Ka4-b5 c7-  
c6#
- 11) 1. ... Qf2-f3+ 2. Kh1-h2  
Qf3-h3#
- 12) 1. ... Ne4-g3+ 2. Kh1-g1  
Rd2xg2#



# 8

# Double attack: knight

## GOAL OF THE LESSON

- learning the attacking possibilities of a knight

## PRIOR KNOWLEDGE

- targets
- double attack with the queen

## ACQUISITION

### Concepts

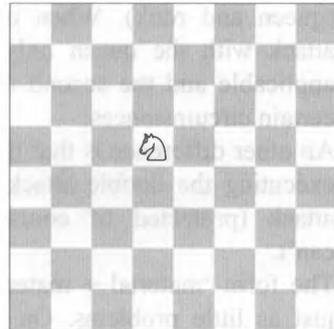
exchange, knight fork, hanging

### Instruction

We ask the students the best position for the knight on the demonstration board. Undoubtedly they will place the knight on a square from which it can jump to eight squares, i.e. on d5. Is it possible for the knight to aim at more squares at the same time? No this is not possible. Still we can let a knight cover much more than 8 squares.

We build the position of the diagram ( $\Rightarrow$ ) further by placing the black queen on c8. Can, White to move, take the queen with the knight? No but after placing the black king on g8 (diagram  $\Downarrow$ ) it appears that the black queen on c8 is not so safe. Have the children name the other squares themselves where the black queen is lost by a double attack. The knight gains strength significantly by use of a double attack because it indirectly (through check) covers more squares.

In the first example the goals 'king +



material', is a terminology which the children already have come to know. We will build further on this already existing knowledge.

The positions in the diagram (↑) serve to indicate the differences in the double attack between the queen and the knight.

On the left the double attack of the queen falls on barren earth 1. ... Kc8.

In the right part the knight does win material by giving check on f6 because it is of less value than the rook. The double attack of the knight can win material by attacking the unprotected pieces, insufficiently protected pieces and more important pieces (queen and rook). When using a double attack with the queen only the first one applicable and the second one only under certain circumstances.

An other difference is that the knight when executing the double attack can be under attack (protected of course), the queen can't.

The form 'material + material' will cause just as little problems. On the left in the diagram (⇒) 1. Nb6+ results into nothing because of 1. ... Bxb6. Correct is 1. Nd6, which wins a rook for a knight. The difference between a rook and a knight or a bishop is called an **exchange**.

On the right after 1. Ng5 Black cannot give an adequate response to the double attack of the knight. The rook can't safely protect the bishop.

Apart from unprotected pieces insufficient protected pieces can be a target. A piece which is attacked and protected once is a suitable target. We take a somewhat more crowded position (diagram ↓). Some students will at once have more troubles.



After 1. ... Nf6 Black attacks the queen and the bishop. The queen must move and the black knight can capture the bishop on g4.

The third form of ‘material + square’ is yet again the most difficult. In the diagram (♠) the mating pattern is known and therefore the solution 1. ... Nb4 is not difficult.

As soon as the knight has to attack two squares, which also is the case in the exercises, the degree of difficulty increases significantly. Certainly, White has also a winning double attack in the right part, which is not immediately evident. Only when we discover where the knight should be placed for mate will things become clear. After 1. Ne3 Black can't escape from losing the bishop because of mate on f5.

The knight fork, as the double attack of the knight also is called, does not differ as such from the double attack with the queen. Due to the surprising leap of the knight a separate discussion is in its place, also because of the reoccurring aspect of the double attack.



### Search strategy

For this assignment the students have to search for pieces, which are in the knight's leap range. That's also a better strategy in games as opposed to simply trying out all the knight's moves. The targets are obviously always on the squares of the same colour! The diagram (♣) gives an example. Most of the students will play 1. ... Nc2+ with a rook win. Only when first all the possibilities are looked at, will it be clear that 1. ... Nd3+ is a much stronger move (the queen is worth more, furthermore the rook hangs on h8)



## PRACTICE

### Workbook

*Double attack / Knight: A*      ♘

Explanation: The side to move can win material by using a double attack with the knight. Indicating one move is sufficient when also is pointed out what is won. The alternative is to have them write down two moves.

Mistake: The knight is only attacking one target.

Help: Execute the move on the board and have them come up with the right move for the opponent. Gain of material remains forthcoming. An additional look suffices.

Mistake: The promotion to a knight is missed.

Help: A hint in the right direction will work miracles.

Mistake: A defence is possible. See the alternatives to the answers.

Help: Have them come up with the right move for the opponent on the board.

*Double attack / knight: B*      ♘ ♘

Explanation: See the A-sheet.

Mistake: A defence is possible. See the alternatives to the answers.

Help: Have them come up with the right move for the opponent on the board.

## ANSWERS

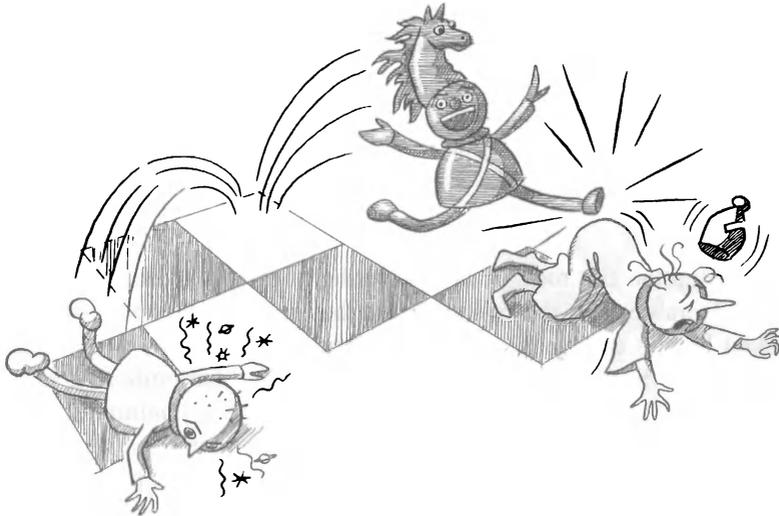
*Double attack / Knight: A*

- |                   |                       |                  |
|-------------------|-----------------------|------------------|
| 1) 1. Nd5xc7+     | 7) 1. Ne4-d6          | ... Nf4-d3? 2.   |
| 2) 1. Nc4-d6+     | 8) 1. Nb5-c7 (1.      | Nb3xc5+; 1. ...  |
| 3) 1. Nf5-d6+     | Nb5-d6?               | Nc5xb3 2.        |
| 4) 1. Nb5xc7+ (1. | Re8-e7)               | Bd1xb3 Nf4-d3 is |
| Bf4xc7 only wins  | 9) 1. Nf4-e6 (1.      | correct too)     |
| a pawn)           | Nf4-d5 Nb8-a6)        | 12) 1. Nf4-d5    |
| 5) 1. Nc4xb6)     | 10) 1. ... Ne6-g5     | (1. Nc3-d5?      |
| 6) 1. ... Nf5-d6  | 11) 1. ... Nc5-d3 (1. | Qc7xc2#)         |

*Double attack / Knight: B*

- |              |               |
|--------------|---------------|
| 1) 1. Nc4-e3 | 2) 1. Nc5-e6+ |
|--------------|---------------|

- 3) 1. ... Ne5xd3+
- 4) 1. Ne4-d6+
- 5) 1. e7-e8N+ (1. Nf4-e6+ is against the rules; 1. e7-e8Q Qc7xc2#)
- 6) 1. Ne5xf7+
- 7) 1. ... Nc4-d6
- 8) 1. ... Ne5-f3
- 9) 1. ... Ne5-f3+
- 10) 1. ... Nf6-g8 (1. ... Nf6-d5? 2. Bg2xd5)
- 11) 1. Nf4-g6+
- 12) 1. ... Nh5-g3 (1. ... Nc6-d4? 2. Qe2-d1 but Black is better)



# 9

# Mating with the rook

## GOAL OF THE LESSON

- learning skills in giving mate

## PRIOR KNOWLEDGE

- mate
- stalemate
- giving mate with the queen

## ACQUISITION

### Concepts

waiting move

### Instruction

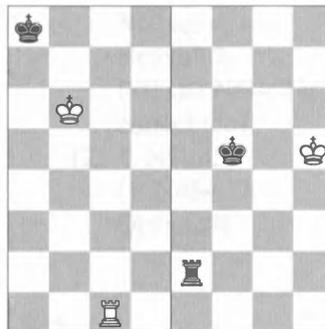
As an exception the rook in this lesson is more vulnerable than the queen. It can be attacked by the enemy king and therefore cannot force the king to the edge on his own. The aid of one's own king is indispensable.

The plan for giving mate consists of three phases:

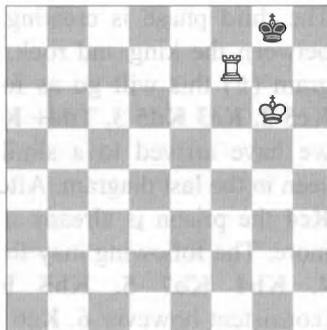
- creating a cooperation between the king and the rook.
- chasing the enemy king to the edge (corner).
- giving mate.

Just like in giving mate with the queen we follow the reverse order, from beginning with mate to a position with the black king in the middle to explain the plan.

On the left in the diagram (♣) the black king is in the corner and on the right somewhere on the edge. Mating in one will not cause a problem.



In the diagram (♁) the question is: how does White get the black king in the corner? The solution requires two steps. If Black is to play, the king has to go to the corner. White to play plays a waiting move so the king can't escape over f8. White retreats his rook over the f-file to a random square.



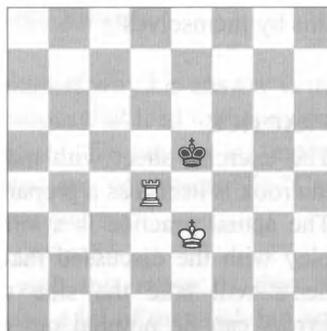
The same kind of problem we see in the diagram (♂). In the upper part the black king threatens to leave the edge. The move 1. Kf6 is obvious but after 1. ... Kh7 White faces the same dilemma. The rook must close in the king with 1. Ra7. It will be mate after 1. ... Kh5 2. Rh7#.

In the lower part 1. ... Kd3 2. Kd1 Tb1# is the correct approach.



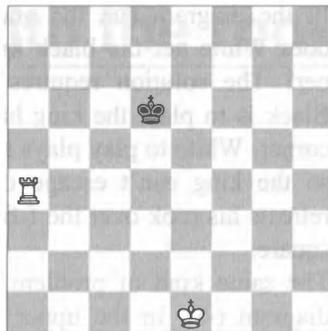
The second phase is to force the king to the edge or to a corner (diagram ♁). After the instruction we will have the children practice this in a simultaneous display. This is good skill training.

In this position the cooperation between the king and the rook is already present. White can't directly make Black's prison smaller. A possible continuation is: 1. Kd3 Kf5 2. Re4 (smaller prison) 2. ... Kg5 3. Ke3 Kf5 4. Kf3 Kg5 5. Rf4 (smaller prison) 5. ... Kh5 6. Rg4 (Black's king is on the edge) 6. ... Kh6 7. Kf4 Kh5 8. Kf5 Kh6 9. Rg5 Kh7 10. Rg6 (smallest prison: two squares) 10. ... Kh8 11. Kf6 Kh7 12. Kf7 Kh8 13. Rh6 mate.



Of course the king can already voluntarily move back on the first move with 1. ... Ke6. White gains space by 2. Ke4 Ke7 3. Ke5 (the kings are now facing each other) 3. ... Kf7 4. Rd6 (smaller prison).

The third phase is creating a cooperation between the king and rook. From the diagram (↑) this will go as follows: **1. Kd2 Kc5 2. Kc3 Kd5 3. Td4+ Ke5 4. Kd3** and we have arrived to a similar position as seen in the last diagram. After **2. ... Kb5 3. Rc4** the prison is already not too big any more. The following may follow **3. ... Kb6 4. Kb4 Kb7 5. Kb5 Ka7 6. Rc7+** (consistent however **6. Kc6 Kb8 7. Kb6** is quicker) **6. ... Ka8 7. Kb6 Kb8 8. Tc6** and mate will follow.



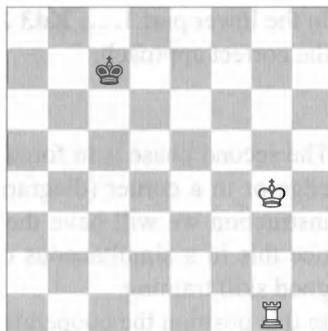
Finally in the diagram (⇒) we play **1. Kf5 Kd6 2. Re1 Kd5 3. Re4** and the cooperation has been established.

This method of giving mate is of course not the fastest! Experience teaches us that all children do learn how to give mate using this way. The advantages of this method lie in the following:

The concrete and visual form of cooperation between the king and rook.

- The phase structure makes the whole easy to oversee.
- The problems surrounding the spatial phase is made clearer step by step.

Knowledge and skill go hand in hand. A faster way can be taught in a later stage. Clever players by the way, will start doing this by themselves.



## PRACTICE

The exercise sheet with mate in two with the rook is useful as a preparation.

The actual practice is a simultaneous display with the discussed material. The students will take the side with the rook. Errors can be pointed out during the dis-

play. Should the same error occur repeatedly, then a general instruction for the whole group can be fitted in.

With large groups the children will have to mate each. In this case the instructor will have to walk around as much as possible in order to see if not too many strange things happen. At home the children can practise against a computer.

## Workbook

### *Mate / Mate in two (rook): A*

**Explanation:** This sheet serves as a running start to a simultaneous with the same material. In the beginning coming to the solution will be a bit difficult but when the students learn the trick of using the waiting move the other positions will not pose a problem any more.

**Mistake:** The positions 1, 2, 3 and 12 can't be solved (with students on the right level this will hardly be the case).

**Help:** Look at the position with Black to move. What is he going to do? Can you play a waiting move?

**Mistake:** The positions 4, 5, 6, 7, 8, 9, 10 and 11 aren't solved.

**Help:** The enemy king is threatening to escape. How do you retain him in a clever way?

### *Test / Mix: F*

**Explanation:** The themes of the lessons thus far from the second step have been mixed throughout the exercise sheet. The name of the theme is indicated with the answers.

**Mistake:** The answer is wrong.

**Help:** The student has to discover himself why his answer is incorrect. Subsequently ask questions that lead to the important characteristics in the position: "Do you see an important defender?" "Which pieces are unprotected?" "Can you give check or give mate somewhere?"

**Mistake:** The answer in position 4 is 1. Qe4xa8+.

**Help:** Ask what the student wins with this move. Is that an important win? Yes, White wins a lot of material, but not

enough for advantage. In such positions you can look for mate. Don't let the king get away!

□ *Test / Mix: G*



Explanation: See the last exercise sheet Mix: F

Mistake: Position 10 is wrong.

Help: Pins to a square are often difficult. The position can be simplified by placing the black king on h7.

### ANSWERS

□ *Mate / Mate in two (rook):E*

- |                           |                            |
|---------------------------|----------------------------|
| 1) 1. Rf7-f1              | 7) 1. Rd1-d7               |
| 2) 1. Rf6-a6 or 1. Kf8-f7 | 8) 1. Ra1-a2               |
| 3) 1. ... Rc1-d1          | 9) Drawing                 |
| 4) 1. ... Kc4-b3          | 10) 1. Kd5-e6              |
| 5) 1. ... Kc6-c7          | 11) 1. Ke2-d3              |
| 6) 1. Ka5-b6              | 12) 1. Rh2-h8 or 1. Kc2-b3 |

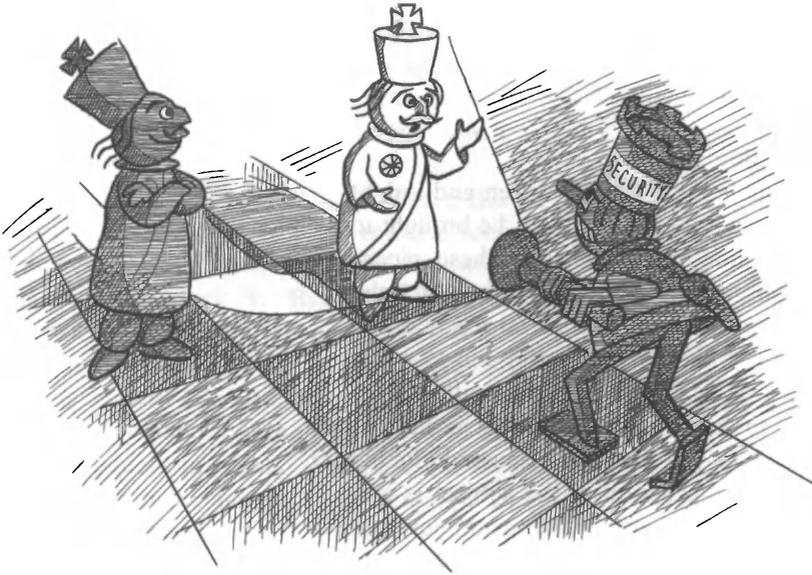
□ *Test / Mix: F*

- |   |   |
|---|---|
| 1) 1. Bf5xd7 Rc7xd7 2. Nd3xe5<br>(capturing + material) | Qe2xe5+; 1. Qe2xe5+ wins a<br>pawn (luring away + material).    |
| 2) 1. ... Qa5-a2+ 2. Kb1-c1<br>Qa2xc2 # (mate in two)   | 8) 1. Ne5-d7+<br>(double attack: knight)                        |
| 3) 1. Qd2-d7<br>(double attack: queen)                  | 9) 1. ... e5xd4+ 2. Nf3xd4<br>Rc8xc5 (capturing + material)     |
| 4) 1. Qe4-c6+ Ke8-f8 2. Qc6xa8#<br>(mate in two)        | 10) 1. Ra1-a8 and if the bishop<br>moves, it's mate on h8 (pin) |
| 5) 1. ... Rb8-e8 (pin)                                  | 11) 1. Qc3-e5+ Kb8-a8 2. Qe5-e8#<br>(mate in two)               |
| 6) 1. Qd1-a4+<br>(double attack: queen)                 | 12) 1. ... Qf6-b2<br>(double attack: queen)                     |
| 7) 1. Rh1xh6+ Bg7xh6 2.                                 |   |

□ *Test / Mix: G*

- |  |   |
|--|---|
| 1) 1. Bf3-d5 (pin)   | 4) 1. ... Qc7xc4 2. Nd2xc4<br>Rd8xd5 (capturing + material) |
| 2) 1. Qf7-g8+ (mate in two)  | 5) 1. Qd1-c2<br>(double attack: queen)                      |
| 3) 1. ... Nc5-d3 with mating threat<br>on b2 (double attack: knight) |   |

- 6) 1. Re6-a6+ Ka7-b8 2. Nc5-d7# (chasing away + material)  
(mate in two)
- 7) 1. ... Ra8-a2 (pin)
- 8) 1. Qe2-g2 (double attack: queen)
- 9) 1. b2-b4 en 2. Rf2xf5
- 10) 1. Ra1-a7 (pin)
- 11) 1. ... Qg6-d6 (pin)
- 12) 1. Nh5-f6+ (double attack: knight)



**GOAL OF THE LESSON**

- learning to use the rook, bishop, pawn and king as an attacker

**PRIOR KNOWLEDGE**

- targets
- double attack (queen and knight)

**ACQUISITION****Concepts**

minor pieces, major pieces

**Instruction**

The double attack of the queen and knight are known. Other pieces will be brought to the attention in this lesson. These pieces will subsequently be reviewed in which the 3 known combinations of targets King + Material, Material + Material and to a lesser degree Material + Square will emerge again. In fact there is little that is new as opposed to the already discussed double attacks. A discussion of the subject is still in its place. Viewing the examples and practising with them helps the children to track the combination pattern more easily. What is new in this lesson is the double attack using two pieces.

We set up the position (♭) on the board and ask which move White should play. After the correct answer **1. Rh5+** a student is allowed to say with which combination we are dealing with here. Describing the goals will cause no problem.

Have the children set up their own exam-



ples on their own board. The neighbour can then solve the problem.

In the example with the form 'material + material' (♠) there is a temptation to provide a more difficult problem. Only **1. Re4** works. The double attack of the rook on the bishop and knight can't be prevented without the loss of a piece. Wrong is **1. Rd5** because of **1. ... Nc6** or **1. ... Bc3** as well as **1. ... Bc7**.

The third form 'material + square' does not appear on exercise sheet A, because the rook and the minor pieces (the term for bishop and knight; the queen and rook are the major pieces) are less forceful and a lot of assistance of the opponent is necessary for a mating pattern. A few examples will of course not harm anyone.

On the left in the diagram (⇒). On the a-file White can give mate with the rook on four squares. He will only be successful with the double attack **1. Rc5**. Now White threatens to take the bishop as well as to give mate on a5. The pawn on d6 serves to defend against **1. ... Rd8**.

The mating pattern in the right part will be most frequent in reality. The rook can by attacking a piece threaten mate on the back rank. The double attack with **1. ... Rf4** wins a knight.

Now, also have the children set up their own positions on their own board. Instructive and funny.

The double attack with the bishop can be dealt with in the same way. This can be skipped in good groups. The diagram (♣) gives two examples. In the left part the double attack needs the aid of the bishop. White wins an exchange with **1. Bc6+**.

On the right Black plays **1. ... Bg4**.



Win of a knight and mate on f3 is imminent. White will lose the knight.

Examples of the double attack with the king are on the exercise sheet but can be left out in the instruction. He can only attack pieces at the same time.

With the double attack of the pawn, two forms seem to exist. The examples of King + Material and Material + Material speak for themselves. Especially the latter one is very frequent in children's games. Already in the opening a number of pieces vanish from the board because of the pawn fork. An example from the initial position: 1. e4 e5 2. Nf3 Nf6 3. d4 Bd6? 4. dxe5. Black cannot save himself with 4. ... Bb4+ because after 5. c3 two pieces are attacked at the same time.

The combination material + square must now not be looked for in a mate (that would be rather artificial with a pawn), but in an attack on a piece combined with a promotion threat.

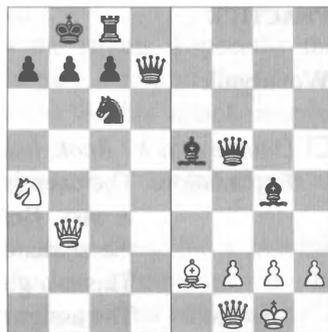
In the diagram (⇒) White plays 1. b7 (and not 1. f4 Bd4+). He threatens 2. b8Q as well as 2. bxc8Q. With the rook's pawn anyway this is the only plausible form of the double attack.

Cooperation between the pieces is required when besides the double attack there is also a twofold attack present.

This type is new for the students (diagram ⇓). In order to have a successful double attack White needs at least two pieces. He plays the strong 1. Bg5. The queen on h4 is under attack and there is a mate threat on d8. Both pieces do their job. Attacking the queen is the bishop's task, the rook will provide mate, for which aid of the bishop is needed.



The cooperation between the queen and a minor piece often appears in practice. In the left diagram (♠) White wins with **1. Nc5**. The knight attacks the queen on d7 and aids the own queen in the attack. Black must give up his queen or allow mat on b7. Have the students refute **1. ... Na5** (**2. Nxd7** check!).



On the right **1. ... Qh5** is the decider. Mate on h2 and gain of a piece on e2 are the threats. White can limit the damage a bit with **2. f3**.

The double attack of the rook, bishop, pawn and king has been discussed in one lesson. None of these pieces plays such a dominating role as the queen or has its own distinctive character like the knight. These are much more frequent in practical games. Enough reasons to discuss these pieces separately.

### Search strategy

The search strategy in order to solve the exercises:

1. Find pieces that are in the same line (file, row or diagonal) of the king.
2. Which pieces are unprotected?
3. Which pieces are insufficiently protected?
4. On which square can you give mate?
5. Which important pieces can you attack?
6. On which squares are pieces working together?

In the diagram (♣) the knight on b5 is in danger. It's attacked once and protected once and that is sufficient for Black to win it with **1. ... Bd3+**. This form of the double attack with the bishop is only successful because of the aid of the queen. The assignment is therefore a little bit difficult.



## PRACTICE

### Workbook

- Double attack / Rook, bishop, pawn, king : A*      ♖
- Explanation:** The exercise sheet-A without the form ‘material + square’ is easy. Besides the move with the winning double attack, the students can indicate how much material is captured. This is a good exercise in thinking ahead.
- Mistake:** The assignment can’t be solved
- Help:** Point out the search strategy and work towards a solution step by step.
- Mistake:** The cooperation between the pieces is missed out. The piece that has to execute the double attack needs the aid of another piece.
- Help:** Simplify the position in such a way that the double attack will work even without help of one of it’s own pieces. That assignment will not be a problem. After that, the original position can be solved.
- 
- Double attack / Rook, bishop, pawn, king: B*      ♖ ♗
- Explanation:** The positions are a bit more crowded on exercise sheet-B and are therefore more difficult. It’s better to have this sheet done at a later stage.
- Besides the move with the winning double attack, the students can indicate how much material is captured. This is a good exercise in thinking ahead.
- Mistake:** The mating pattern is not found.
- Help:** Take a piece that has to give mate and ask the student to place it in such a way on the board that the opponent is mated. If that works then the original position will all of a sudden be much easier.
- 
- Double attack / Cooperation of two pieces: A*      ♖ ♗ ♗
- Explanation:** In order for the double attack to be successful two pieces have to work together. This significantly increases the degree of difficulty. The search strategy also has to be directed to protected pieces (a piece which is attacked but also protected) and squares. By initiating an extra attack, a successful double attack can be set up.

- Mistake: The assignment can't be solved.  
 Help: Have the students search for the targets. Especially the insufficiently protected pieces play a role in this theme. Check if necessary whether the double attack is adequately mastered.
- Mistake: Assignment 12 has 1. Nf4-g6+? Kh8-g8 2. Qa7-a2+ as an answer.  
 Help: Execute the moves on the board and ask for a possible defence. Black can prevent the loss of material with the surprising 2. ... Qc7-f7+. Give the general advice that if a combination doesn't work, it pays off to play the moves in a different order. The accepted term is: 'reversing the moves'.

## ANSWERS

### □ *Double attack / Rook, bishop, pawn, king: A*

- |               |               |                  |
|---------------|---------------|------------------|
| 1) 1. Rd2-d8+ | 5) 1. Bf3-d5+ | 9) 1. ... d5-d4  |
| 2) 1. Rf1-f5+ | 6) 1. Bg2xc6  | 10) 1. ... f3xg2 |
| 3) 1. Re4-c4  | 7) 1. Ba4-d7  | 11) 1. c4-c5     |
| 4) 1. Rc1-c7  | 8) 1. Bg3-d7  | 12) 1. Kd2-c3    |

### □ *Double attack / Rook, bishop, pawn, king: B*

- |                   |                   |               |
|-------------------|-------------------|---------------|
| 1) 1. ... Rc8-c2+ | 5) 1. ... Bd6xg3+ | 9) Drawing    |
| 2) 1. Bg3-e5+     | 6) 1. Bf3-d5      | 10) 1. Be2-c4 |
| 3) 1. Rd1-d7      | 7) 1. c2-c4       | 11) Drawing   |
| 4) 1. Rh5-g5+     | 8) Drawing        | 12) Drawing   |

### □ *Double attack / Cooperation of two pieces: B*

- |                                |  |
|--------------------------------|--|
| 1) 1. Qd2-d4 f7-f6 2. Ng3xe4   | Be7xg5   |
| 2) 1. Qf3-e3+ Qd7-e6 2. Bg5xh6 | 8) 1. Qd1-c1 0-0 2. Be3xh6                           |
| 3) 1. ... Bg6-d3               | 9) 1. Qf3-g3   |
| 4) 1. Qf8-c5 Ra7-b7 2. Na6xc7  | 10) 1. ... Bb7-e4                                    |
| 5) 1. Nd5-e7                   | 11) 1. Bg7-d4  |
| 6) 1. Qb3-c2 g7-g6 2. Rc3xc8   | 12) 1. Qa7-a2; 1. Nh4-g6+? Kh8-g8 2. Qa7-a2+ Qc7-f7+ |
| 7) 1. ... Qb6-a5 2. Bc1-e3     |  |

**GOAL OF THE LESSON**

- learning an attacking technique
- learning an indirect attack

**PRIOR KNOWLEDGE**

- targets
- double attack

**ACQUISITION****Concepts**

battery, discovered attack, indirect

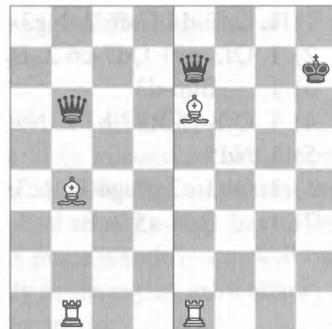
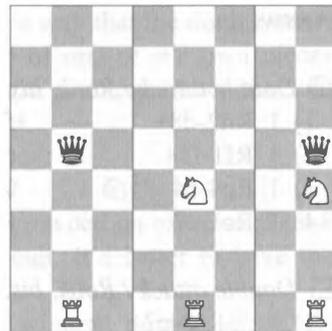
**Instruction**

In this lesson a special form of the double attack will be introduced. Not the easiest one because we are dealing with an indirect attack. For the students however every new attacking weapon is welcome.

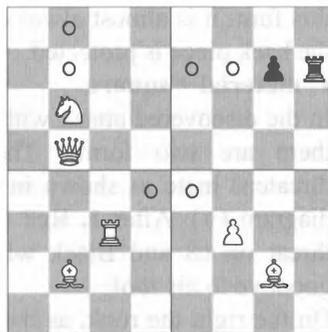
Using the diagram (⇒) the conditions will come to order.

On the left in the diagram the rook is attacking the queen. In the middle the rook is indirectly attacking the squares behind the knight. On the right the queen is only under attack if the knight moves away. Here we see an indirect attack. In this position, moving with the knight is not a smart move yet. This will only be when the knight has a suitable target of attack.

In the diagram (⇕) on the left we see another indirect attack. The white pieces on the b-file form a battery. A battery is made up of a front piece and a back piece. The rook, the back piece is indirectly attacking



a target. For the front piece, the bishop, a target has to be found. We find this on the right. White plays 1. **Bf5+** and the queen will be lost. The king and queen are both being attacked at the same time by two different pieces. We call this combination a **discovered attack**. This is a special form of the double attack where two pieces attack two targets.



In the diagram (♠) there are a few examples of batteries. The back pieces are **Qb5**, **Rh7**, **Bb2** and **Bg2**. The front pieces are **Nb6**, **g7**, **Rc3** and **f3**. The indirectly attacked squares are also indicated (these are more numerous without the other positions!)

We can ask the children to make up a few batteries on their own board. They will discover that only a queen, rook or bishop can function as a back piece. Every piece however can function as a front piece. Choose some examples for discussion (if possible by the student himself) for the demonstration board.

A discovered attack is an attack on two targets. The back piece is indirectly attacking a goal; the front piece has to be aimed on a goal. The targets are known in this double attack:

- **material + king**

On the left in the diagram (♠) White plays 1. **c4+** by which he attacks the king and the queen. This is a discovered attack and not discovered check, for that the king and the queen would have to switch places (see Step 3).

- **material + material**

On the right in the diagram (♠) White plays 1. **Ng6** with an attack on the queen and the rook. Black has to give up an exchange. In



this form it is almost always important that the back piece is protected.

• **material + square**

In the discovered attack with a mate threat, there are two forms. The front piece threatens mate as shown in the left of the diagram (↑). After **1. Rc2** there is a mate threat on c8 and Black will have to say goodbye to his rook.



On the right the rook, as the back piece, is now threatening mate after **1. ... Bg7** (or **1. ... Bg5**) and that is once again too bad for the rook.

We make the discovered attack a bit more difficult. The move by the front piece was so far an ordinary move. In the diagram (⇒) the front piece must sacrifice himself to make the discovered attack a success.



In the left part Black can free the line of the back piece with **1. ... Bd3+**. That the bishop will be lost is a pity, but Black will get the queen in return. If White doesn't take the bishop but instead plays **2. Kb3** then eliminating the defence by chasing away can be repeated: **2. ... Bc2+**.

On the right side White can make use of the battery **Qf3/Ng4**. Wrong is **1. Nf6+ Nxf6** and the black queen is protected. Correct is **1. Nh6+ Qxh6** (the best, otherwise **2. Qxh5**) **2. Bxh6 gxh6** and White has earned three points. In the exercises the front piece has to sacrifice himself more than once.

In the next diagram (⇓) we will deal with sacrifices again. We will see that the front piece can capture as well! It is odd that some students don't discover that. This can happen with an exchange or a sacrifice. White wins a pawn with **1. Rxb6 cxb6** **2. Bxa4**. On **1. ... Rc4** White saves his bishop



with **2. Rb2** and on **1. ... Ra2** follows **2. Bb1**.

On the right we see a common formation. The knight on f6 is pinned, but at the same time the black bishop and the knight form a battery. Because of the pin Black cannot play **1. ... Nxe4**. This costs a piece. He can, however, play **1. ... Nxd5**. The knight takes a protected pawn and protects his own bishop; the black bishop attacks the white one on g5. Black wins a pawn.

By solving the exercises finding a (working) battery could be a difficulty. Broadening the concept of a battery is still necessary. In order to play the discovered attack, the children will after all, need to recognise the battery. They will have to realise that king, knight and pawn can't be a back piece.

### Search strategy

The last examples serve to offer a search strategy. The positions are, just as with the assignments, more compact. Setting up of the following three positions will not cost too much time, because of the resemblance between them.

First the diagram (♣) will come to order.

1. Where is the battery?

The battery is on the e-file. The rook and the bishop form the battery.

2. Is there a target for the front piece?

For the bishop (the front piece) there are two targets: the king and material (pawn a7)

3. Is the back piece protected?

The rook is not protected, so **1. Be3xa7** is not applicable.

The right solution will not cause any pro-



blems: 1. **Be3-h6+** winning a queen.

In the diagram (†) some slight modifications have been made. We go through the search strategy again. White can choose from 1. **Be3xa7** and, for the children the little bit surprising, 1. **Be3-b6**. The second possibility is by far the best.

In the diagram (⇒) also we maintain a step-by-step approach again. Capturing on a7 is not possible because the rook on e1 is unprotected. The win of a pawn is a bit meagre, White heads with nothing. Only when an important square is looked for as a target, will the answer be clear 1. **Bh6** **Qxe1** 2. **Bg7#**.



Special forms of the discovered attack are discovered check and double check. These two will be discussed in the third step. The indirect attack is then aimed towards the king. In discovered check the back piece gives check. In double check the front piece as well as the back piece give check.



## PRACTICE

### Reminder

◇ *Discovered attack*

### Workbook

□ *Double attack / Discovered attack: A*



Explanation: It's important that the students first look for the battery (ies) in the position. Encircling the front and back piece can be a support for the students. After that a target for the front piece must be looked for. Only the targets king and material will come to order in this exercise sheet.

Mistake: The front piece is attacking, however there is a defence because the target of the back piece can capture the front

- piece.
- Help: Set up the position on the board and have them think of a counter move.
- *Double attack / Discovered attack: B* 
- Explanation: See exercise sheet-A. On this exercise sheet there are positions with an attack on a square.
- Mistake: The front piece can be captured.
- Help: Ask for the opponent's move, then have them look again.
- Mistake: The answer is not found.
- Help: Have the battery located and look for a target for the front piece. "Can you give check?" "Can you attack an unprotected or important piece?" "Can you capture a piece?" "Can you threaten mate?"
- *Double attack/ Discovered attack: C*  
- Explanation: See exercise sheet-A. On this exercise sheet there are positions with an attack on a square.
- Mistake: The solution of position 9 is 1. ... Ne5-d7.
- Help: The battery has been found and the correct target is being attacked. Unfortunately, Black has 1. ... Qb8-g3 for a defence. Have them look for this. Can the knight, in the initial position, attack the queen in another way?
- *Double attack / Discovered attack: D*   
- Explanation: See exercise sheet-A. On this exercise sheet there are positions with an attack on a square. A few positions are difficult.
- Mistake: The assignment is too difficult.
- Help: Also in difficult positions it still remains the case to have the battery located. What should happen to the front piece afterwards? Give check? Attack an unprotected or important piece? Capture a piece? Threaten mate? With a step-by-step approach the children will come to the right answer.

## ANSWERS

### □ *Double attack / Discovered attack: A*

- |               |                   |                    |
|---------------|-------------------|--------------------|
| 1) 1. Nd4-f5+ | 5) 1. ... Nf3-h4+ | 9) 1. Kf2-g3       |
| 2) 1. Ne4-d6+ | 6) 1. Rf7xa7+     | 10) 1. ... Kc5-b5  |
| 3) 1. Rc4-c8+ | 7) 1. e4-e5+      | 11) 1. ... Bd6-h2+ |
| 4) 1. Ne5-c6+ | 8) 1. ... d4-d3+  | 12) 1. Bd3xh7+     |

### □ *Double attack / Discovered attack: B*

- |                   |                  |                   |
|-------------------|------------------|-------------------|
| 1) 1. ... Bb6-d4+ | 5) 1. ... Bc6xf3 | 9) 1. Be4-c6      |
| 2) 1. d3-d4+      | 6) Drawing       | 10) 1. ... d5xc4  |
| 3) 1. ... Re5-g5+ | 7) 1. Ne4-c5     | 11) 1. ... Nd6-e4 |
| 4) 1. Bd3-b5+     | 8) 1. ... Rc4xd4 | 12) 1. ... c6-c5  |

### □ *Double attack / Discovered attack: C*

- |                  |                   |                    |
|------------------|-------------------|--------------------|
| 1) 1. ... d4-d3+ | 1. Ne4-f6+?       | 9) 1. Ne5xc6       |
| 2) 1. ... d7-d5  | Nd7xf6            | 10) 1. ... Re6-h6  |
| 3) 1. Re4-e8+    | 6) 1. Re5-b5+     | 11) 1. Ne4-f6+     |
| 4) 1. d4-d5      | 7) 1. ... Ng5-e4  | 12) 1. ... Re4-e1+ |
| 5) 1. Ne4-g5+;   | 8) 1. ... Bd6xh2+ |                    |

### □ *Double attack / Discovered attack: D*

- |                   |                                  |
|-------------------|----------------------------------|
| 1) 1. Bb4-e7      | 8) 1. Nc3-d1                     |
| 2) 1. ... Bc5-b4  | 9) 1. ... Nd5-c3                 |
| 3) 1. ... Nd4-e2+ | 10) 1. Rf4-f8                    |
| 4) 1. ... Bc5-b4  | 11) 1. Ne4-d2!; 1. Ne4xc5?       |
| 5) 1. Ne3-f5      | b6xc5 2. Qf3-a8 Qb3-b8           |
| 6) 1. Nd4-f5      | 12) 1. Be4-f5; 1. Be4-g2? Qh3-d7 |
| 7) 1. Re4-e7      |                                  |

Korchnoi





a pawn. Incorrect is capturing the helping attacker (1. ... Qxd5), interposing the queen on e6 and moving away with the king (1. ... Ke7 2. Df7#). In the last case the difference in defending from a normal attack comes to light. Square f7 does not go away but the threatened king does.

Protecting usually happens with the piece that is being played. That this is not necessary is taught by the upper part of the diagram (♁). Black solves his problems with a bishop move. The 7<sup>th</sup> rank is being 'cleared' is the chess term.

In the lower part the mate on g2 can be prevented with 1. Qf1 but that loses points. The correct move is 1. Qe4. The queen on e4 works straight through the queen to g2. All children will only come to see this when the black queen has actually arrived on g2. An appropriate name for this kind of protection is 'x-ray' protecting.

An other clever way in defending is protecting with a gain of tempo.

In the diagram (⇒) the white queen can't reach square f1 in one move. Thanks to a check on c4, White gains a move. Those who want to play even smarter with 1. Qb3+ will be disillusioned after 1. ... Bd5. Protecting by clearing, x-ray and a gain of tempo can be handy in an actual game.

The first example of the lesson showed that defending by moving away is different, when dealing with mate. There are two forms.

In the upper part of the diagram (♁) Black has to move with the king to g8 to protect from mate. After 1. ... Kg8 2. Qh7+ Kf8 3. Qh8+ Black saves himself by interposing the knight.

Moving away doesn't really help the king



in the lower part. After 1. Kb1 mate still follows with 1. ... Qd1#. White has to defend himself by providing an escape square for the king (so the preparation for moving away). There is nothing to worry about after 1. a3.

In the diagram (♁) there are two simple examples dealing with interposing. Children choose interposing as a form of defence only when there is no other option. This is the case in the left part, capturing on d5 can't obviously be considered. Black can defend himself against mate on b7 with 1. ... c6.

On the right, White has to prepare interposing the rook in between with 1. Kh1. The king move is not so easy, but it is the only way to prevent mate on f1 without loss of material. Some students will not come further than the defence with 1. Rg2, which unnecessarily loses material. After 1. Kh1 Rf1 2. Rg1 the mate threat has been countered.

A simple form of defending against mate is by capturing the attacker. First of all you can capture the piece, which is threatening mate. You can also capture the guard of the flight squares as shown in the diagram (♂). White threatens 1. Ra8 mate, but Black can't prevent this move. Exchanging the rook on b7 with 1. ... Rxb7, however, is adequate.

In the lower part of the diagram, White can prevent mate by capturing the supporting piece: 1. Rxf3. This loses material but the alternative is mate.

Have the students come up with their own positions on their own board with defences against mate. The neighbour can solve the position. The nicest positions can be set up



on the demonstration board.

### Search strategy

The search strategy has to be directed to the square where mate is imminent. In the diagram (↑) Black wants to mate on h2. Then we go through the list off all the possibilities of defence. White can choose from protecting, interposing and moving away with the king. Interposing only loses material, moving the king away leads to mate (1. Kg1 Qh2+ 2. Kf1 Qh1#). Have the students discover on their own that 1. Nf1 is sufficient. On f3 the knight would be more active but also more vulnerable. (1. Nf3? Bxf3).



## PRACTICE

### Reminder

◇ *Defending against mate*

### Workbook

□ *Defending / Defending against mate: A* ↻

Explanation: The opponent threatens mate. With the right move the mate threat can be adequately countered. Material should not be lost unnecessarily in doing so (unless there is no other possibility like in position 11).

Mistake: Mate is not prevented.

Help: Execute the move played on the board and ask if the opponent can give mate. The threat is now known. Go through the list of defensive possibilities and see which one works.

Mistake: The defence loses material.

Help: Have them find out why the answer is wrong and have it solved once again.

□ *Defending / Defending against mate: B* ♁

Explanation: The second sheet with defending against mate is a multiple-choice exercise. The students have to indicate whether there is defence against the mate threat. If that is the case then the right move has to be indicated. If there is no defence possible then making the little circle black, meaning “no” will suffice. The answer is also no, when mate can be postponed with one move. It also goes for this sheet that no material may be lost. Point out the search strategy: first find the mate threat and after that look for the various defensive possibilities.

Mistake: The little circle ‘no’ has been made black.

Help: There is a defence against mate. Have the student point out the mate threat. Can you capture an attacker? Can you escape with the king or make a flight square? With such questions, we go through the various possibilities.

Mistake: The little circle ‘yes’ has been made black. The move doesn’t defend against mate.

Help: Set up the position on the board and execute the move. The opposite side is now still able to give mate. Have the student look this up. There is seemingly no defence against the mate.

## ANSWERS

□ *Defending / Defending against mate: A*

- |                  |                   |                  |
|------------------|-------------------|------------------|
| 1) 1. h2-h3      | 5) 1. ... Qf4-h6+ | 9) 1. ... Nd7-f6 |
| 2) 1. Qb5-d5     | 6) 1. ... Rd6-d4  | 10) 1. Kh1-g1    |
| 3) 1. ... f5xg4  | 7) 1. Re8-e1      | 11) 1. Ra3xf3    |
| 4) 1. ... Qf6-d8 | 8) 1. ... Nd4-e6  | 12) Drawing      |

□ *Defending / Defending against mate: B*

- |                             |               |
|-----------------------------|---------------|
| 1) no                       | 7) 1. e7-e8N+ |
| 2) 1. Qb2xb7                | 8) no         |
| 3) 1. ... Rd6-d1+           | 9) 1. Ng5-h3  |
| 4) no                       | 10) 1. Kc1-b1 |
| 5) no                       | 11) no        |
| 6) 1. ... Qd3xb3 2. Rc1-c8+ | 12) no        |
| Qb3-g8                      |               |

**GOAL OF THE LESSON**

- learning to use the short notation

**PRIOR KNOWLEDGE**

- the long notation
- being able to note down moves quickly

**ACQUISITION****Concepts**

notation, to record moves

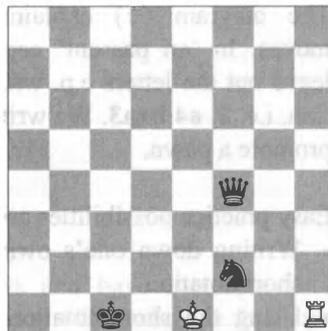
**Instruction**

In the last lesson of the first step we have discussed the long notation. While giving this lesson, the students have to be able to note down moves rapidly in their games or solving the exercises. If they still have to point with their finger to the coordinates than it's best to wait a bit longer with this lesson.

The short notation is easy. We set up the position in diagram (♣) on the board and we ask the students to write down the correct answer in the long notation. After the proper search strategy (battery, target front piece) we come to the move **1. Bd4-g7+**. Which data is not specifically necessary? After a short discussion, everyone will agree that d4- can surely be removed. A clever person will remark that the B for bishop is also not strictly necessary here. That is true, but in most positions the piece indication will be essential. The move in the short notation will be: **1. Bg7+**. The

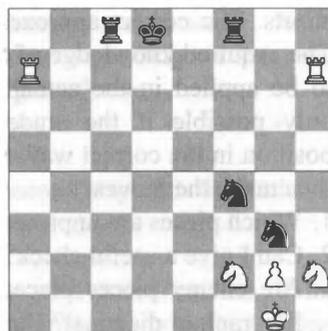


chess sign remains as in the long notation. We will practise with the black moves for a while. A capturing move is preferably written with the times sign: **1. ... Kxg7** or **1. ... Qxg7**. If Black takes on g7 with the queen **2. Rh3** mate will follow. For mate we can put a hash (#) just like in the long notation.



Castling is written down in the same way as in the long notation. In the diagram (♁) **1. 0-0+** is indicated and that is just enough for a draw. Have the rest of the moves written down in the short notation **1. ... Kd2 2. Rxf2+ Qxf2+ 3. Kxf2** or **2. ... Ke3 3. Rxf4 Kxf4**.

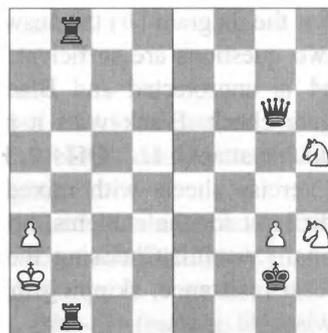
Thus far the short notation is exceptionally easy. Only with rook moves and knight moves (and of course with a second promoted queen) where the same two pieces are played to the same square, we do have to pay attention. There are two forms.



In the diagram (♁) White can give mate in the upper part. Both rooks on the 7<sup>th</sup> rank can move to d7. Insufficient is the notation **1. Rd7+**. The letter of the file where the rook comes from needs to be added: **1. Rad7+ Ke8 2. Rhe7#**.

In the lower part both knights can move to e2. The most convenient is undoubtedly **1. ... Nfe2#**.

In the diagram (♁) the pieces are positioned on the same file. In that case the number of the rank needs to be added. On the left **1. ... R8b2#** suffices and on the right **1. N3f4+ Kf3 2. Nxc6** is the best one.

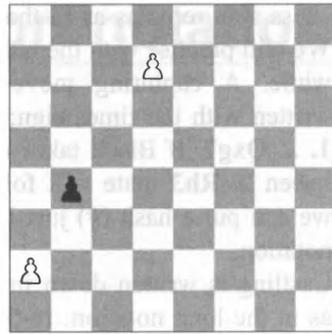


Have the students come up with some examples with this type of notation. It is the only awkward part of the notation that also doesn't appear that frequently.

The diagram (♠) explains two special moves. In 'en passant' capturing we can leave out the letters e.p. without any question, i.e. **1. a4 bxa3**. We write **1. d8Q** if we promote a pawn.

Easy practice possibilities are:

- Writing down one's own games in the short notation.
- Using the short notation when solving the exercise sheets.



We are approaching the end of the second step. A good opportunity to repeat the material using the repetition- and mixed sheets. The correct approach is important. The acquired knowledge of Step 2 also has to be applied in the actual game. This is only possible if the students look at a position in the correct way. First think, and then make the moves.

1. Which pieces are unprotected?
2. Can I give a useful check?
3. Are enemy pieces placed on the same file, rank or diagonal? Can I pin?
4. Which pieces need to defend?
5. Are important pieces placed a knight's leap away?
6. Is there a battery present?
7. Do you see a mating pattern?

For the diagram (♣) the answers for the first two questions are sufficient. The knight on a4 is unprotected and Black's queen can give check. Black wins a piece using the double attack : **1. ... Qf4+ 2. Kb1 Qxa4**.

Exercise sheets with mixed problems are difficult for the students, however exceptionally useful. Choosing the way with the least resistance, skipping the sheets is unwise.



## PRACTICE

### Reminder

◇ *The short notation*

### Workbook

□ *Test / Repetition: B*



**Explanation:** The assignments are reviews and have therefore been done once already. The student will remember for sure some of the positions.

**Mistake:** The solution is not found.

**Help:** Aid can remain general by asking which characteristics there are in the position. The student then has to indicate the targets, i.e. which pieces are unprotected. More direct help consists of giving the correct search strategy: “What battery do you see?” (Of course depending on the position.) A last resort is indicating the theme.

□ *Test / Mix: H, I, J*



**Explanation:** Recall the subjects from the second step with the students. Point out the search strategy.

**Mistake:** The answer is wrong.

**Help:** Direct them on the right way with questions like “What targets do you see?” or “Do you see an important defender?” The last resort is prompting the theme.

The themes of the assignments are indicated with the answers.

## ANSWERS

□ *Test / Repetition: B*

- |                                       |  |
|---------------------------------------|--|
| 1) 1. ... Bd6xh2+ (discovered attack) | 5) 1. Rc1-c7 (double attack: rook)       |
| 2) 1. Nf5-d6+ (double attack: knight) | 6) 1. ... Nc5-d3 (double attack: knight) |
| 3) 1. Bg3-c7 (double attack: bishop)  | 7) 1. Kd2-c3 (double attack: king)       |
| 4) 1. ... Bf5-h3+ (mate in two)       | 8) 1. Ne5-g6 (double attack: knight)     |
|                                       | 9) 1. ... Bh5-f3+ (mate in two)          |

- 10) 1. ... Bc6xf3 (discovered attack) 12) 1. ... Nd5-c3 (discovered attack)
- 11) 1. ... Nd4-f3+ (mate in two)
- *Test / Mix: H*
- |  |  |
|--|--|
| 1) 1. Ng5-e6+ (double attack: knight)            | bishop)                                |
| 2) Drawing                                       | 7) 1. ... Qa4-c2+ (mate in two)        |
| 3) 1. f7-f8N+ (double attack: knight)            | 8) 1. Rb7-e7+ (mate in two)            |
| 4) 1. ... Kf2-g3 (double attack with two pieces) | 9) 1. ... Qd4-h4+ (mate in two)        |
| 5) 1. b2-b4 (double attack: pawn)                | 10) 1. Bb3xf7+ (discovered attack)     |
| 6) 1. Bc6-e4 (double attack:                     | 11) 1. ... Ne5xf3+ (discovered attack) |
|  | 12) 1. ... Nf5-d4 (discovered attack)  |
- *Test / Mix: I*
- |  |  |
|--|--|
| 1) 1. Ne3-f5 (double attack with two pieces) | 8) 1. ... Bf5-c8 (double attack: bishop)         |
| 2) 1. ... Nc5-d3 (double attack: knight)     | 9) 1. Qd2xh6+ (mate in two)<br>1. Rf6xh6? Kh8-g8 |
| 3) 1. Re6xh6+ (discovered attack)            | 10) 1. ... Ne2xg3+ (discovered attack)           |
| 4) 1. Qf5-f6+ (mate in two)                  | 11) 1. ... Nd6-e4 (double attack: knight)        |
| 5) 1. d4-d5 (discovered attack)              | 12) 1. Be4-d5+ (discovered attack)               |
| 6) 1. Bf3xd5+ (double attack: bishop)        |  |
| 7) 1. Ne4-f6+ (mate in two)                  |  |
- *Test / Mix: J*
- |   |   |
|---|---|
| 1) 1. Bb3-d5 (pin)                        | bishop)                                     |
| 2) 1. ... Re8xe3+ (capturing + material)  | 8) 1. ... Rf8xf2+ (capturing + material)    |
| 3) 1. ... Nf4-e2+ (double attack: knight) | 9) 1. Be2-b5 (pin)                          |
| 4) 1. Bf4-e5 (double attack: bishop)      | 10) 1. ... Rh8-h4+ chasing away + material) |
| 5) 1. Bc2xh7+ (discovered attack)         | 11) 1. Qd3-b5+ (double attack: queen)       |
| 6) 1. e4-e5 (discovered attack)           | 12) 1. ... Ne5-f3+ (discovered attack)      |
| 7) 1. ... Bc4-d5 (double attack:          |   |

# List of concepts

activity	See page 11 and lesson 1.
agreeing to a draw	To come to a draw before the game has ended by taking up the draw offer of the opponent.
alternative	A move, which besides the move played, comes into consideration.
back rank	The 1 <sup>st</sup> and 8 <sup>th</sup> rank of the chess board. The phrase is primarily used for 'mate (delivered) along the back rank.'
battery	Two pieces of the same colour on the same line. A battery consists of a front and a back piece. The piece behind must be a line piece.
blunder	A very bad move. The term is relative. At a lower level, a blunder allows mate or loss of a piece. At a higher level, a serious positional error is also considered to be a blunder.
centralising	Playing the pieces to the middle of the board so that they gain more mobility.
centre	The middle of the chess board (the squares d4, d5, e4 and e5).
combination	A forced series of moves leading to mate, loss of material or a draw.
cooperation	Pieces of the same player may protect, support or complement each other.
developing	Bringing pieces into play in the opening of the game.
development diagram	The art of bringing out one's forces. A miniaturised image of a chess position with somewhat modified pieces (figurines).
discovered attack	See lesson 11.
double attack	See lessons 2, 3, 8, 10 and 11.
double pawn draw	Two pawns of the same colour on the same file. The chess term for a tie. A game ends indecisive, so in (or with) a draw. The players get half a point each. It is a draw when the evaluation of a position means it's a draw.
eliminating the defence	See lesson 5.

en prise	A piece (other than the king) which is under attack is 'en prise'.
escape square	A term that is mostly used to indicate a square where the king may escape to. Less often used for other pieces.
exchange	As a noun it is the difference between a rook and a bishop or a knight. The player who captures a protected rook with his bishop or knight, wins the exchange, i.e. he has made a profitable exchange (or is the exchange up). It makes a difference of two points.
exchange	As a verb, a synonymous for 'trade'.
exercise sheet	A page with exercises in a workbook. Synonymous for work sheet.
flight square	A term that is mostly used to indicate a square where the king may escape to. Less often used for other pieces.
force a draw	To round it up to a draw from a worse position
forced move	The only move which doesn't straight away lead to a loss. There is no reasonable alternative.
fork	A double attack with a knight (knight fork) or with a pawn (pawn fork).
gain of tempo	A move with which time is gained, because the opponent has to play a more or less forced move.
getting a queen	Popular term for moving the pawn to the opposite side. Strictly speaking an inaccurate term because other pieces besides the queen may be chosen.
giving up	Ending the battle before it is mate. This hardly happens with students in the second step.
grabbing	Popular term for capturing.
hanging	To be in danger. A hanging piece threatens to be lost.
illegal move	A move contradicting the rules, i.e. a move in which the king is put into check. It is also a typical excuse for a game one has lost: "I simply blundered." Such excuses are not considered good manners.
jail	The part of the board from which the enemy king can't escape any more. Especially used in giving mate to a bare king (see lesson 9).

line piece	The queen, rook or bishop.
line	File, rank or diagonal.
luft	German word for 'air'. A flight square for the king (mostly in a castled position). To make 'luft' is to advance one of the pawns in front of the castled king.
major piece	A queen or a rook.
make a draw	Forcing a draw from a worse position.
material	Any chess piece or pieces other than the king. If White is ahead in material, this means that White has more points. 'White has gained material' means that White has gained points by capturing an insufficiently protected or unprotected piece or by a profitable exchange.
minor pieces	Bishops and knights.
minor promotion	The promotion of a pawn to a rook, bishop or knight. Normal is a promotion to a queen because its worth the most.
mobility	The number of moves that a piece can play. There is a difference between potential mobility (on an empty board) and actual mobility (the actual possibilities in a position).
notation book	Special book for noting chess games.
noting	The writing down of the moves of a chess game.
opening	The beginning phase of a game in which both sides develop their pieces.
overload	A piece is overloaded when it has to protect two pieces at the same time. The opponent can take this piece out by luring it away (see lesson 5).
passed pawn	A pawn which has no enemy pawns ahead of it on the same or adjacent file.
piece	We should only use this for the king, queen, rook, bishop or knight. In this manual, the expression 'pieces' is also used to refer to pieces and pawns collectively. Which of the two meanings is intended will be clear from the context.
pin	See lesson 4.
ply	This term from computer chess is an accurate indication for a 'half move': a move of White or Black.

prison	The part of the board from which the enemy king can't escape any more. Especially used in giving mate to a bare king (see lesson 9).
recapture	Responding to the opponent's capture by taking back.
refute	To show that a certain move (or series of moves) is not correct.
resign	Stopping the battle before being mated. This hardly ever happens during step two.
sacrifice	The voluntarily giving up of material in order to gain an other advantage or to avoid a greater disadvantage.
side	White or Black.
simultaneous display	A match in which one player plays against more than one player at the same time.
tactics	Synonymous for exercise sheet. A move or series of moves to force gain of material, mate or a draw.
taking target	Synonymous for capture or grab. An attacking goal. There are three targets in chess: king, material and a square.
tempo	Indication for a move (Italian for time).
threat	An unpleasant move of the opponent that is looming, e.g. he threatens to deliver a double attack. Most of the time, a defence against a threat is possible; only mortal threats cannot be countered.
touch-move rule	A rule of the game that says that if it's your move and you touch a piece on the board, you have to make a move with that piece. If you touch one of your opponent's pieces, you must capture it.
trading	Synonymous for exchanging.
trap	A move which, while perhaps not objectively the best, entices the opponent to play an obvious but wrong move.
vulnerability	See page 11 and lesson 1.
waiting move	A move with the only purpose to pass the move to the opponent. The move itself achieves nothing positive, but does not weaken the position.
work sheet	A page with exercises in a workbook.



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