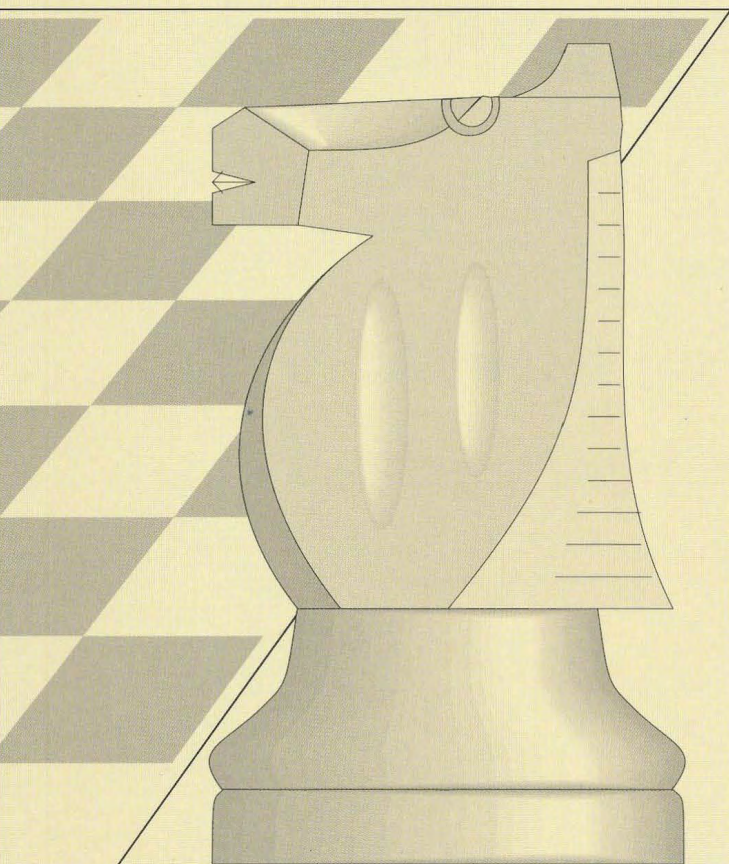


Rob Brunia  
Cor van Wijgerden



Learning chess  
Manual for  
chess trainers

# step 2

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# Preface

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The Step-by-step method has been successfully adopted by many chess clubs and schools in the Netherlands, Belgium, France, Germany, Switzerland and Austria. Slowly but steadily the method is gaining popularity throughout the world. Up till now the books have been translated into ten different languages.

The whole course consists of six manuals, specifically for chess teachers, trainers and parents, and workbooks (3 or 4 for each step) that can be used by the students themselves.

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. Tactics are 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.

New in this edition is a chapter about Thinking ahead (page 177) with instructions for using the workbook 2 Step Thinking ahead.

Except for one workbook twenty-six books have already been translated into English. You will find updated information on our website at:

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

Contact: [info@stappenmethode.nl](mailto:info@stappenmethode.nl)

The Chess Tutor (for now only Windows) is a series of chess learning software based on the 'Steps Method' (page 41).

Enjoy your chess lessons!

Coevorden 2015  
Cor van Wijgerden



# The second step

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We start from the standpoint that the lessons in this step can only be of real use when children have previously successfully finished the first step. This means more than a pass mark in the tests. The basic skills of the first step also have to be applied by the children in their games. If the students have not mastered the necessary skills, then offering them new knowledge will only backfire.

For the teacher this means that he has to be aware of the didactic approach which was described in the manual of the first step.

In the manual for the second step, the stress is on enhancing the students' skills. The emphasis lies on attacking play. We teach about targets and attacking techniques because:

- further mastery of the material becomes possible (capturing material in a clever way)
- in chess the attacking side wins
- attacking is an excellent incentive

Mastering previously unknown possibilities stimulates the young chess players. They can apply what has just been learned directly in their games.

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

All the sections from Step 1 on 'How children learn to play chess' and 'Teaching' (adapted to the second step) are also reproduced here. Many teachers begin at Step 2 because the child has already learned chess from grandpa or uncle Bob. They don't make use of the first manual. Despite that, almost all children who come to a chess club and already know how to play chess can profit a lot from the exercises in the first step. Especially the workbooks Step 1 extra and Step 1 plus can be useful. In particular, workbook Step 1 plus is for many students from Step 2 more than enough of a challenge.

The importance of the extra and plus books should not be underestimated. A mail from a chess trainer stressed its importance: "For all my students I have come to the conclusion that the additional training from Step 1 and 2 extra is necessary for them to improve quickly in playing strength. Even when they are already on Step 3 in the club. After 15 mix-sheets in Step 1 extra they suddenly no longer give pieces away. They win tournaments with ease, while four months earlier they ended somewhere in the middle."

# How children learn to play chess

The game of chess has an enormous attraction for children. The shape and different moves of the chess pieces fascinate them. Chess is a game in which you can be boss, and where you face the consequences of your own actions. Good or bad luck, such as you experience in games like 'Bingo' or 'Monopoly', do 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 your opponent's pieces, playing becomes a real treat. It does not really matter a lot to them whether material is lost. For children, the first aim of the game then becomes capturing the opponent's pieces. The captured pieces are then neatly arranged in order of battle along the side of the board, preferably on their own side. The loot is regularly counted. Children will even count the pieces again if nothing has been captured in the meantime.

Even if they know the concept of mating and are partially capable of executing mate, 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 having his or her 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've got your queen."

## The material phase

The period during which children are occupied with the material itself is easily identifiable. We call this period: **the material phase**. The children explore the pieces and the way they move over the board. After playing for a while, they do not hesitate any more about the way the pieces move. A global overview of the board is, however, not even close. The notion of which pieces are at risk and which can be captured safely develops much more slowly. Playing lots of mini-games and games is the most natural way to improve this 'board vision'.

The children will be helped 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) in later games will be that they do not continue to give pieces away.

## The spatial phase

Mastering the concept of mate and focusing on finding a mate will only be properly assimilated if a child learns enough about spatial concepts linked to the

board during the material phase. It has to discover that the way the pieces move depends not only on the piece itself but also on the way the board is divided into squares. It is only then that the child really understands the concept of space. The students reach this new plateau, which we call **the spatial phase**, 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. It will then take the children quite some time to reach the following phase.

### **The time phase**

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

Time is expressed in moves. Chess players call a move a tempo (i.e. 'time' in Italian, with its plural: tempi). The stronger our play becomes, the more important tempi become. Even playing as White is then an advantage, because White is the side that starts the game. For this reason, we 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 a bit of explanation.

Students do not have any inkling of the importance of time during 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 can counter the threat in just one move when the intended capture is near. In our eyes, this is a waste of time, but we have to realise that children do not yet understand that they could have utilised those wasted moves better. Even children in the second step merrily pursue with their king an opponent's pawn (White: a4 – Black: Kb3: 1. a5 Kb4 2. a6 Kb5 3. a7 Kb6 4. a8Q). We may conclude from the way they react that they do not even consider this strange: "That was close!"

This insufficient understanding of the concept of time is in a way remarkable. Children do not like it when they have to miss a turn during 'Monopoly'. They most certainly realise that they are at a disadvantage as regards their opponents. You never have to miss a single move during chess: you must play whenever it is your turn. Children may possibly work out that 'stupid' moves are actually a bit like missing a turn (i.e. losing a tempo), but this does not seem important to them since they expect that their opponent will not see their threat.

As a result of the lessons and comments about their games, they will gradually start to understand during Step 2 the real truth, that a chess game is more than just a sequence of separate moves. Through the exercises they learn the importance of looking a few moves ahead. In the plus part of Step 1 time plays a bigger role in more lessons. In lesson 1<sup>+</sup> on threatening mate you must strike immediately. Waiting a move before executing the threat will allow a possible defence. The route planners should be resolved within a given number of moves. Lesson 2<sup>1</sup>

is experienced as difficult by trainers and students. No doubt partly due to the importance of time and that importance is currently for many quite dimly perceived (but certainly this is not a reason to skip the lesson).

As a result of the lessons on the opening (especially on gambits) children learn that you may 'exchange' material for space and time. By then, however, we are already into Step 3. Only then do the concepts of gaining or losing a tempo become more important. 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 cost you a tempo."

None of the three phases described above is a clearly defined and visible period, but they run partially along parallel tracks. Only the initial and final stages of each phase are at a different point in the learning process.

Experience reveals that children need all their attention and energy at the start of a certain phase, so that there is no room in their minds nor energy available for the next one. This is logical, because there are as yet few automatisms and much depends on the working memory. That has a limited capacity and, in addition, even that capacity is less among children than among adults.

After some time, when the material to be learned has been mastered up to a certain point, then the next phase can be started gradually. As soon as you observe that they have to some extent mastered the ideas of a phase, you may slowly start with the next phase. The children are then more and more able to refer to their long term memory.

### **The relevance of this for chess teaching**

A chess trainer will do well to take the three stages described above into account during his lessons. He can help the children if he allows them to play a sufficient number of (mini-)games and to do the exercises during the material phase. The right concepts and skills will thus be acquired and practised at the right moment. The duration of each phase tends to depend on the individual. This is why our aim should be to adapt chess teaching as much as possible to suit the individual child. In practice, this will of course conflict with a lack of manpower, but we can go quite far in the right direction by making use of the exercise sheets, and especially by letting the children play enough games.

Mini-games (see Step 1) are often more suitable than normal games. In a mini-game the amount of information you need to look at is much smaller than in real games. All the attention can go to attack and defence and the process of rendering automatic the playing of safe moves proceeds in this case much faster. Also in Step 2 many mini-games from Step 1 are still great. It's easy to move up a gear

at this level. Mini-games involving trapping (rook, bishop and knight have to trap an enemy knight), mate (queen, rook and knight have to mate the king on d5) and many others are easy to make suitable for Step 2.

### **Consequences for practice**

The above-mentioned phases also have importance for the practical game. It does not make sense to point out all kinds of aspects regarding the spatial division of the board during the material phase, nor about giving mate in a certain position. Nor is it important to force children to think about their moves for a long time. The point is that the problem the children face in the game they are playing is represented by the material that is left on the board, and not by any other factors. In practice, we have come across many well-meaning people who think that they are promoting positive development by forcing children to spend a long time thinking about their moves. Unfortunately, the opposite is true. The child is bored until it is allowed to make a move and will lose interest in the game.

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

Assistance by the trainer during a friendly game along the lines 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 the children's games we always need to remain aware of which phase the children are at. That way we may be able to correct the child's errors more effectively.

## **Characteristics of children's games**

The children in the beginners' 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 to capture 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 soon come again. The time the opponent spends on thinking is not appreciated ("Your turn!").

Characteristically a child wants to execute the ideas in its head quickly, 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 if you restrict your world the problems will be less.

- have difficulty with the distances on the board

Spotting things at a distance is present only to a certain extent. 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 else is being attacked at the same time.

- respond to the move played

Their attention focuses on movement. The move which has just been played attracts all the attention but of course the whole board is important. A clear example of this is protecting by line clearing. The piece played was in the way and it didn't matter. A child captures without thinking the previously unprotected piece. Another example is the intermediate move, such moves are always overlooked.

- 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!

Most of the errors are due to the lack of knowledge (e.g. the patterns on which an advanced chess player can fall back), and the limited capacity of working memory. It will be clear that getting rid of the 'errors' will take time.

When guiding these young people we have to watch out for these 'children's mistakes'. It is good to take notice of them without immediately wanting to



intervene. Explaining that playing along the edge of the board is not very useful remains futile if we do not teach them how the pieces work optimally. It is only then that the children will find it better to stop playing like this or, e.g., to stop playing with only one or two pieces. Being focussed on material is a natural and necessary stage of development. Intervening is not immediately necessary. Playing quickly will stop when they know more. At that moment they will have a reason to think. Well-meant comments to think longer are therefore futile at the start. The child, however, will pause before playing a move, but only because he has been told to do so. The danger exists that interest in the game will be partially lost.

## Teaching material in the second step

To have a better overview we like to split all chess knowledge into parts. Two ways of subdividing are common. First, the division into phases: opening, middlegame and endgame. In addition, we distinguish between tactics (winning immediately), positional play (playing sound moves and slowly strengthening the position) and defence (preventing loss) and these may all occur in each of the three phases. After the rules and the basic skills dealt with in the previous step, we will move on to the first principles of tactics and positional play.

### Tactics

You win a chess game by mating your opponent. For a short period of time all children try that straight from the opening. Scholar's mate (see lesson 6) is fun when it works but as soon as the opponent starts paying attention the fun is over. Fortunately winning material is interesting enough and that becomes the goal in most games. The means to gain material were treated in Step 1:

- capture an unprotected piece
- the profitable exchange
- the twofold attack

This material gain is possible because the opponent is kind enough to drop material. Thankfully, children who, as well as Step 1, have also gone through Step 1 extra and Step 1 plus are less accommodating in giving away pieces. How do you win material then? Now tactics come into play. Insiders will know immediately what it's about. Newcomers must realise that the word tactics does not quite have the same meaning in chess as the definition in a dictionary (the science of arranging and moving military forces in a battle). Tactics lead to success (mate or a win in material) within a series of moves. It plays a major role in chess. In the case of advanced chess players, tactical possibilities spring from good positional play, whereas with a second stepper they simply appear like a bolt from the blue. All games at this level are decided by tactics.

In this Step we start treating the main themes. These are presented 1½ moves deep (3 ply). White makes a move, Black responds, White scores. The first move determines the theme and the second move the kind of profit: mate or material. Three ply tactics run through to the end of Step 3, in Step 4 a move is added. It's nice for the trainer when he or she has an overview of the different possibilities. What we teach the students, little by little, is given in the lessons concerned.

The main themes are:

- mate
- the double attack
- the pin
- elimination of the defence
- trapping (Step 3)

The tactics tasks are therefore properly resolved if there is a mate or material gain.

### **Positional play**

For now, positional play is strongly subordinated to tactics. A problem is that even the simplest positional concepts (e.g. a strong square) are still beyond the comprehension of children. We can explain them, but children will not be able to apply them usefully in the early years.

In this step there are two lessons devoted to positional play (lessons 1 and 6). The 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 best positioned?

A piece is **active** if:

- it can play a lot of moves (mobility)
- it is attacking one or more enemy pieces
- it controls a lot of squares (preferably in the centre and in the opponent's half of the board)
- it is cooperating with other pieces:
  - They complement each other when controlling squares (so that one side is controlling a specific area of the board, a whole block of squares).
  - They support each other for an attack (the twofold attack).
  - They protect each other when attacked by the opponent.
  - They divide the tasks up between them (e.g. hunting and guarding).
  - They do not get 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.

How do we define **vulnerable**?

- a target (king, material or square – see lesson 2)
- valuable pieces (the queen and to a lesser degree the rook which have to move away practically every time they are attacked)
- a target for a combination (pieces of the same colour on the same line – lessons 4 and 11)
- an important defender (lesson 5)
- a piece with little mobility (Step 3)
  - because of its position on the board (in the corner or on the edge; or its own pieces are getting in its way)
  - it has a lot of enemies
- being tied down to something else (a piece has a function – lesson 5)

The aforementioned concepts have to be introduced very gradually. A start is made in the first lesson, but such positional elements can repeatedly be brought to the fore 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 like. Sometimes that doesn't matter, but at other times it does. Therefore here are some of the reasons behind the order of treating the tactical themes. The order of the other themes is not that important, they are placed between the tactical ones for variety.

### Sequence of the tactical themes

We teach because we want the students to learn how to play chess better. It is great when the knowledge they have learned can be applied straight away. That of course increases the children's motivation. This is the reason why the double attack by the queen is the first combinatory motif. In practically any game at this level there is a possibility of a double attack by the queen (unless the queens have been exchanged). With the double attack by the queen, all three targets (king, material, square) are easily explained using not too difficult and quite 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 by the knight and other pieces has to be dealt with too for the sake of completeness. 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. You have to deal with the teaching material and the children and you have to have your wits about you in order to manage the teaching process correctly. Merely following the ready-made lessons in this manual is not enough for that purpose. It is really necessary to know what you are doing.

## Structure of a lesson

The results of learning are determined by many factors. We cannot decisively change a personal characteristic such as a child's intelligence; we do however have a direct influence on the way the lessons are structured and presented, the help which the students receive, and the feedback during the learning process (see the schedule of the teaching model further on).

In this manual the material is structured in a logical fashion, both within individual lessons and in the whole series of lessons in the second step.

We will be able to support the learning process of the children better by structuring our lessons with care. We differentiate between the phases:

- orientation
  - prior knowledge
  - acquisition
  - practice
  - testing
- 

For each lesson he will conduct, the teacher must have a clear idea about what he wants to achieve, what the aim of the lesson is and which subject matter he wants to convey. The students also must have a goal in mind.

The second step is recollection of prior knowledge; the children are asked about any prior knowledge which relates to the subject to be discussed. The children need that prior knowledge in order to acquire the new skills. After the explanation phase, the students will practise what they have learned, e.g. by doing a number of exercises. The teacher gets an insight into how far the material has been understood.

In addition, it is important that the teacher checks whether the students are applying what they have learned in their games.

It is further desirable to test the children after a while to see whether the material which has been learned is still there and ready to be applied.

At every moment of 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 each part of the lesson in more detail.

## **ORIENTATION**

The direction every lesson will take is determined by the aim of the lesson. For the instructor it is important to continually bear in mind what the main point of the lesson is and why the students have to learn it at this particular stage in the step. If he is not sufficiently aware of this, then there is a chance that these points will not be sufficiently emphasised. The summary at the end of each lesson and if necessary the reminders do assist with this. The students also have to grasp the purpose of the lesson. Why do they have to know this and what can they do with that. They have to be stimulated to take an active part in the lessons.

A good start can be made by catching their attention. That can be done by relating the lesson to their experience of the world, using a suitable little story, a riddle or an analogy with another sport ('Manchester United fends off the double attack'). It has to have some connection with the subject that will be discussed. If this is not possible then setting up a position on the demonstration board is a good alternative. One of the games played by the children can also help provide common ground.

## **PRIOR KNOWLEDGE**

Recollection of prior knowledge is much more important than many teachers think (it is often left out for the sake of convenience). The specific prior knowledge: what does the student already know of the subject and what he should know, is stated in the manual. Sometimes we can appeal to more general prior knowledge: something the children are familiar with from other areas of experience (e.g. other sports).

When you have sufficient prior knowledge, this means that new information can be processed more quickly and more easily. What is learned becomes attached to the part of knowledge which has already been acquired.

We do not only have to refresh the required prior knowledge but we must also reinforce it. Reinforcing the structure of the subject matter with the students makes it easier for them to take in the new information and to retain it. There is as yet no guarantee that they will apply this knowledge as a result of this, but the chances that they will do so have increased.

## **ACQUISITION**

### **Concepts**

The (possibly) unknown (chess) terms which will be dealt with in the lesson are given under this heading. We cannot just assume that the students have already mastered concepts, which may also occur in daily life.

### **Instruction**

Introducing a new subject can be done in several ways: telling a story, explaining it and by showing it in action. The demonstration board is an enormous help in this respect. Anything communicated verbally should always be supported by an example. The positions for the demonstration board are given in this manual for each and every lesson. The safest way is to copy these positions exactly.

The teacher must get into the habit of physically stepping backwards after making a move on the demonstration board. That means that he or she will not be standing in the way of the students and will also have a good view of the position on the demonstration board.

The teacher should, however, refrain from almost literally quoting the text of this manual. The vocabulary used and the speed of delivery should be adapted to the level at which the group is best able to understand the subject matter.

The explanation should never take the form of a prepared monologue. Children don't want to be a passive audience. They want to participate actively. Even if the students appear to be attentive, they could very well be completely elsewhere with their thoughts. Everyone has to be drawn into the lesson. So the students could be asked to set up and solve the examples on their own board, 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 way the children react. They either understand what you are telling them or they do not, in which case a new explanation may be necessary. A short summary can also be helpful. Furthermore the nature of the children's questions can be an indication as to whether an explanation of the subject matter needs to be repeated or explained in a different way.

If possible, the main points of the lesson should be written down on a blackboard, a whiteboard or a flip chart during the lesson. The quantity of information presented verbally otherwise becomes too great. It is important that the students learn as little as possible by heart during the instruction. Later during practice the students can use the summary on the blackboard as an aid to memory as they assimilate the subject matter. It is important to remember the fact that some children prefer to absorb the material by reading. Many subjects lend themselves to a schematic



representation:

- ☐ king
- targets ☐ material
- ☐ square

It is crucial to be aware that learning is not a passive process but one which requires mental activity on the part of the students. They have to relate the new knowledge to the knowledge they already have. There are various ways to help the children to do this independently. This issue will now be considered in the sections 'Asking questions' and 'Different types of exercises'.

### ***Asking questions***

Asking questions is an important skill when giving an explanation. The teacher will have to use this skill frequently. The art of asking good questions presupposes the ability to listen. We ask questions with various aims in mind. Firstly, to find out whether a certain kind of knowledge or skill has been acquired (e.g. when recalling the prior knowledge), to arouse the interest of the children, to draw their attention to or to bring it back to the lesson. An important aim of asking questions is to have the students process the material actively. The subject matter will then be remembered better and available to them when necessary.

What you need to pay attention to when asking questions:

- Ask a question in such a way that every one gets enough time to think about it.  
Ask a question, pause for a moment and only then address someone. During the pause, reflect on who you will want to answer and anticipate the possible replies.
- The time for reflection should not be interrupted.  
In every group, someone will raise his finger directly after the question has been asked. The tendency to allow the answer to come quickly from the group is great; this is because 'the raised finger' constitutes a distraction. To give every one a chance to think, the students could be asked to write down the answers (in chess the answer is short, usually a move) or tell the answer to the neighbour. Everyone is then actively participating.
- 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 one after the other.
- The teacher should neither interrupt the student's answer without good reason nor add supplementary explanations to it.  
For example: Student: "I think I will move the bishop." Teacher: "Very good,

because on g5 it is safe and it gives check.” It would have been better to continue with a second question.

- The answer should be evaluated.

The correct feedback is essential. The way you react determines to a great extent whether the desired learning will take place. “You are giving a knight away” is a different approach from “You have protected your rook, but can you see what is happening to your knight?” The latter singles out the good element from the answer which was given and also requires a second answer.

- Do not work with the same children all the time.

Also choose the more 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 principle is that the build up of questions should be from easy to difficult, from simple to complicated.

In order to apply correctly the ideas in the last point, you need to know which aspects of chess are difficult for children. An overview:

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

The technique of ‘passing on questions’ is well suited to these chess lessons, particularly in enumerations. “In which ways can you defend yourself against mate?” A number of children will respond to that and can be asked to give one answer each. This means that all the children are forced to stay alert. Also, ‘keeping on asking questions’ is useful. If a student doesn’t know the answer or comes up with an incorrect answer, the questions can be made more specific in order to get the right answer.

### ***Different types of exercises***

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 set up on their own boards. Each student will then be able to solve the assignment at his or her own pace. The answer can easily be checked. This form is particularly suitable when there is more than one solution. “Place the queen on the board for a successful double

attack” is a simple example. Other positions in which a piece has to be placed on the board are also suitable.

### *Invent a position yourself*

This form can be used in almost every lesson. “Invent a position in which you can capture the defender.” Fun and instructive. Two students may invent a position with the given theme; each then gives the position to his or her partner, whose job it is to solve it.

### *Finishing a game position*

The students play on their own board and each one plays a move in turn, e.g. when mating the king with the rook. It can also be a short game to practise the golden rules.

### *Cooperation*

Learning together can be instructive; students sometimes know better than the teacher what is difficult to understand in the subject matter or what is preventing them from solving the problem. They are closer to each other in their development. This form of cooperation can be useful, particularly if the teacher is a strong chess player.

## **PRACTICE**

For the students the workbook with its reminders and exercise sheets is an important aid in getting practice. Each child needs its own workbook, so that everyone can work at and practise what was learned at his or her own level and pace.

### **Reminders**

The verbal instruction given by the trainer is briefly summarised for the students by means of reminders. Even with the best of teachers, part of the instruction is lost for the children. From that part which they do retain, they make a random selection: some things they remember, but unfortunately not always the most essential parts of the lesson. The reminder does provide all the essential information.

Furthermore, it is important that the child should be able to read through the subject matter at home as well as having the verbal explanation in class. At home, when the chance to ask questions has disappeared, these reminders can consolidate any points which were misunderstood or have been forgotten. 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 can practise the material which has been covered.

The number of exercises the child does per lesson will depend on the time allowed, the degree of difficulty and the level and interest of the student.

The purpose of doing the exercises is definitely not to keep them quiet and occupied. 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 where a black dot (●) is shown in the upper right-hand corner; this means that is Black's move.

The purpose of each exercise sheet and how it is to be completed can be found under the heading 'Explanation'. In certain cases an indication is also given as to which problems one can expect.

## *Board and pieces*

A chess set (board and pieces) for each child is desirable, so that all exercises can be set up on a real board if necessary. Gradually more and more children will be able to solve the position straight from the diagram. This faculty will be acquired one step at a time, although little fingers and pencil dots will still often be an aid. For more difficult exercises, the possibility to set up a position on a board must always be present. Solving the position is in that case easier because the child can fall back on the resource of actually making a move on the board. For the teacher, the student's use of the board is an important indication of how much each child has progressed in his or her development.

## *Search and solution strategy*

On most exercise sheets there are assignments with a certain theme. The teacher must always encourage 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 practical play when they are faced with constantly changing situations. The correct way of proceeding is as follows:

- orientation (determining the characteristics of a position)
- finding moves and trying them out (on the actual board, verbally or, at a later stage, in their heads)
- think about the moves they have found and choose the best one
- check (has the goal been achieved?) and execute the move

The orientation is an important first step, which the children unfortunately skip all too often. With each lesson the questions which the student can ask are indicated, e.g. 'Which pieces are unprotected?' 'Where can the king go?' Such questions are necessary for 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 the board for possibilities, but also you search in your memory banks for ways you know how to solve a specific problem.

Students will quickly learn to perform certain manoeuvres automatically. When giving mate with the queen the preliminary manoeuvres (fencing in, watching for stalemate, bringing the king closer and giving mate) don't have to be consciously followed.

It is important that we teach the correct search strategies! It is useful if the teacher has an eye for the wrong methods of solving a problem, which the children will use. A wrong 'strategy' is looking for moves by trial and error. Guessing and missing. A move is tried out and when it is the correct one (sometimes by accident) than the student has been lucky. If the move is wrong then the student will carry on to the next move for as long as it takes until the right move is found.

A step further is the child who adopts a simple search strategy and looks for one certain characteristic in a position (e.g. a battery). In simple positions this strategy will suffice. If the student goes on to look for more than one characteristic in a position, that will be an improvement. The full process of orientation will be necessary for the mixed sheets and actual games.

### *The benefit of exercise sheets*

There are many reasons for having the exercise sheets done. An incomplete list of these reasons might be:

- what has been learned can be actively processed (further integration of knowledge)
- improving the board vision
- teaching the students to use a search strategy
- broadening the subject matter which has been learned
- utilising what has been learned in other situations (in particular in a game)
- teaching specific examples of, e.g., mating patterns, characteristic combinations
- learning to apply rules, techniques
- learning to visualise
- the building of self-confidence through the experience of success
- revising 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 stress on the one which best fits. The trainer who has his bright students work ahead in the workbook is not making optimal use of the possibilities.

### *Helping (general)*

Directly after the instruction it is useful to walk amongst the students as they work, not to give aid, but to check whether everyone has understood the assignment and has got down to work. After that there shouldn't be any support for some time! This is the case despite the fact that students have a tendency to ask about anything which they momentarily don't understand. During practice the teacher has to be on the go. Walk around, give aid and correct. Direct feedback facilitates the most effective learning. By seeing the number of mistakes being made, the instructor can determine what a child has and has not understood during and after practice. This enables him to go into the subject matter in more depth.

As a general guideline, the children should correctly answer at least 70%- 80% of the tasks that they do. If this percentage is lower, then the chances are that the student hasn't taken in everything. He will continue to make a lot of mistakes, which can result in some loss of motivation. Having the students muddle on is pointless; they will continue to make many mistakes resulting in a gradual decrease in motivation.

In such situations it is advisable to repeat a lesson or to delve deeper into the positions that the child doesn't understand. When doing so, 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 tasks will be wrong.

Another approach is to take an exercise which has been done correctly as a starting point. Wondering why 'it went right this time', helps the student to understand the other mistakes better. The student will discover the rules to be applied together with the coach. With this approach, the student will be less sensitive to continuously changing situations and there will be fewer mistakes when something changes. In order to use what has been learned in a flexible manner and to adapt it to continuously changing situations during the training sessions and also real games, the child must develop a conscious and active insight into the way he makes his decisions.

Specific assistance is also given for every exercise sheet under the headings 'Mistakes' and 'Help'.

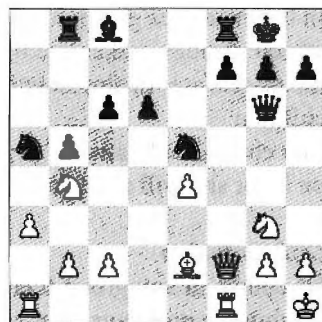
### *Helping (in practice)*

A child who is finding difficulty in solving the exercises needs to be helped. The mistakes being made indicate where the limits of the child lie as regards insight and skill. Here are some examples based on exercises in the second step.



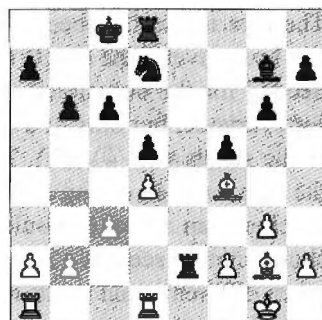
The first position is problem 8 of the exercise sheet *Double attack / Queen: D*.

First of all the position has to be set up on the child's own board. We ask the student to search for the targets. If necessary we can ask direct questions. Can we put the king into check? Can it be checkmated? Are there pieces which are unprotected? Have the student draw a circle round these pieces. Giving check and mate are not issues in this position; unprotected pieces are. The child will find the Rb8 and the Na5. The move **1. Qa7** will then follow automatically.



The second position is problem 12 from the exercise sheet *The pin / Pin: C*.

With this position the technique of placing a piece somewhere on the board will come in handy. Take the bishop from g2, give it to the child 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 simply an example of composing mate in one from the Step 1. With the bishop back on g2 again the answer **1. Bf1** will be found swiftly.

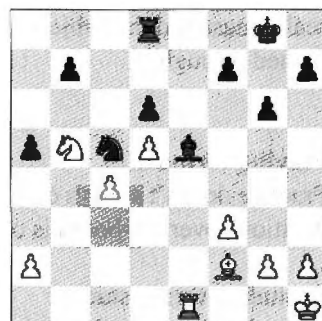


The third position is problem 7 from the exercise sheet *Eliminating the defence / Luring away + material: B*.

Here the help will be given by asking direct questions. Which of Black's pieces are under attack? The child points to the Nc5 and the Be5 (possibly also to the pawn on d6). Which piece is protecting these pieces? The answer is the pawn on d6. A way to eliminate a defender is to lure it away. This is possible with **1. Bxc5**. After the pawn takes 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 each case. The search strategy is:

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



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

The child should always experience the aid in a positive way so that from now on he or she will ask for help when required.

### *Differentiation*

Of course in any group there is one student who is quicker and more skilful at solving the problems. We have made provision for these students in the form of special exercise sheets. The exercise sheets from the workbook are found in the manual under the heading 'workbook'. The degree of difficulty is indicated with the number of 'knights'.

The idea is that the sheets with a ♞ can be done by everyone after the lesson has been given. The sheets with ♞♞ are more difficult and will only really be needed for the occasional student. However, they are strongly recommended for everyone, but only at a later stage in the course. Most children will not get to the sheets with ♞♞♞. They are ideal test exercises, but only at the end of the step, or even during a subsequent step. It is necessary that children who are quicker than average should be presented with more difficult problems. This should not be seen as a smart way to keep them quiet. There comes a moment when differentiation needs to be made in the lesson, so that both the slower and the quicker students can work at their own pace. Therefore, the best solution is to offer the quicker children the option to maintain their own tempo. Testing will be of great importance for this latter group. It should indicate whether they have really mastered the subject matter and are able to apply it, or that they have only rushed through it.

### **Playing formats**

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

- student versus student
- student versus 'adult' (parent, neighbour, family member, player from a higher level)
- simultaneous display
- student versus a computer program

Each form has its own advantages as far as usefulness, fun and ease of play are concerned. Playing a simul is the most efficient one for groups.

### *Student versus student*

This variant has quite a few advantages.

- It is easy to use with large groups.
- It is amusing and user-friendly. Children like playing, especially against each other.
- In certain games it is even possible for the weaker player to beat the stronger one.

One disadvantage is that it is not very attractive to have to play from an inferior position, sometimes even a losing one. This is however the case in a certain number positions or mini-games. In the case of mate with rook and king, the losing side has to put up with moving his or her king one square at a time. To make the task a little more 'exciting' the children can count the number of moves made. The two sides can thus fix an objective: for the defending side that will be to hold out as long as possible and for the attacking side to win as quickly as possible.

### *Simultaneous play against the trainer*

A fine alternative to playing amongst each other is playing against the teacher (or an ex-student or one from a higher Step). A position can be simultaneously played against a maximum of 10 children. Having more than 10 is not advisable. The students have to wait their turn too long and also with a greater number there is not too much time to explain something individually. To conduct a simultaneous the trainer also needs to be of a sufficiently high playing level. For certain positions, effective preparation can compensate for a lower level of skill. In addition, one has to be able to maintain order. Think things over before introducing this form of working in groups with a reputation for being noisy.

### *Useful elements:*

- As playing the weaker side is not particularly motivating for the pupils (see above), the teacher will have to accept that he or she will play that role. A stronger player will also mean a better defence.
- The trainer can always adapt the level to suit the opponent (allowing himself to be beaten by less-confident players and hammering the know-it-alls).
- This technique of assimilation permits the instructor to see up close what the students have understood quickly, but also what is causing problems or what is simply too difficult. He can repeat out loud the correct thinking process in a question and answer monologue. Before making a move he can indicate the correct thought process by describing it out loud. This way of presenting a model shows how effective it is at every level. "I can see that the king is vulnerable and that there is an unprotected piece. How could I take advantage of that?"
- The trainer can point out errors directly (and allow the student to take his

move back and play another). The trainer can also help the student decide which path to pursue (search strategy), give help (“What is the threat?”, “There is nothing better.”, “Here you could have won straight away.”).

- During the game, the person giving the simul can deliberately bring about a position which contains a subject of the lesson. He can, for example, allow a pin or a double attack. “What would you play if I do that?” is a good technique which aims to bring about the maximum possible number of interesting moments.
- Beating the teacher is fun.
- Having to wait for the trainer to pass means that many students will think ‘automatically’ for longer (even if others will be more quickly distracted by what is going on around them).
- It is now possible to deal with difficult subjects, because help comes immediately.

In big groups you have various possibilities :

- A player from a higher Step can help.
- A player from the same group can even help. When a student can help the teacher, he is not all that worried about having to play for the losing side, even if with the material distribution ♖♚ – ♜ you have to play with the king. Effectively this is not much fun, the fact of moving from board to board will sweeten the pill. Moreover, moving is good for the brain.
- Half of the students play against the other half, the other half play in a simultaneous and everyone changes after a certain time.

### *Student against a computer program*

Not the best option, even if this form offers new possibilities for a certain number of positions or mini-games. Any program will do, but of course Chess Tutor (see info on page 5) is preferable. In fact, this program is based on the Steps method; it allows positions without kings and it can be adapted to the level of play of someone from Step 1 or 2.

Here are the advantages:

- The program is always happy to play and you will not find a more sporting opponent. In addition, it is really a good loser.
- It is ideal for practising the skill of mating with ♖♚ – ♜.
- It is always there as a partner, even at home.
- It will not allow you to play illegal moves.
- When there is a group of an odd number of students, the computer is there as a solution.
- The opponent can be adapted to your level: this makes differentiation easy.

If you win more often than you lose your motivation will remain high.

- A player who is clearly more advanced or less strong than the others in the group will be able to tackle an opponent on his or her level.

### *Which positions do we finish ?*

Some examples among numerous possibilities:

- Positions on a given theme

In the lessons you will see suggestions as to which positions to finish.

- Overwhelming positions, e.g. with a good material lead for one of the players

Having students finish game fragments (e.g. a piece up) bears fruit. We have to teach the children how to control a winning game. Two pieces up: security is more important than looking for fresh booty. It is horrible to see how many games which were totally won can be lost at this level.

Invent positions yourself or, even better, take positions from the games of the students. All you need to do for that is to stroll about during the games and quickly note down one position or another. If needed, the students can easily wait for a moment before continuing their game.

- The mini-games

Playing the mini-games also has its advantages. They are only games but that does mean that there is a winner and, unfortunately, sometimes a loser. Certain games are played on one's own, but in those too one either wins or one does not win. The main characteristic of a mini-game (and therefore all its usefulness): the chess board is quite empty. There are different sorts of mini-games. Sometimes there is one which is out and out addictive.

At this level, certain games for Step 1 have lost none of their effectiveness. As the mini-games only involve a few pieces, it is possible to maintain a good overview of the board. In a real game each child is so taken with his or her own play that not enough attention is paid to what the opponent is doing. The mini-games teach us to also consider the other side's moves. If not, you risk losing all your pieces very soon.

See the next page for an overview of mini-games.

- Games

The students must play as many 'real' games as possible. A **large** part of the chess lesson, moreover, must be devoted to games.

The ratio between the lesson itself and the games must be 1 to 3. This is not an absolute. If the children play a lot during instruction (games, game fragments, simultaneous), the lesson may last longer. Also what determines the importance of games during the lesson is whether the students are already playing a lot in their free time. However, having the children play as much as possible is

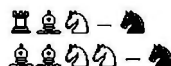
essential in the teaching of chess.

As for the games, we do not restrict ourselves to noting down the results and creating a table, but we shall return to this point later.

## An overview of the mini-games

### *Trapping*

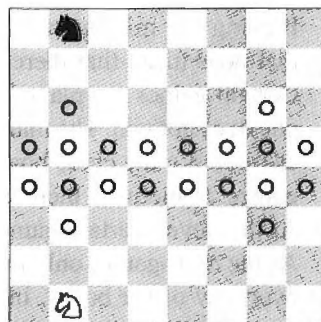
Different distributions of material are possible. Mastering space is difficult, but of course very instructive. The pieces control squares which have nothing on them. Between 'queen traps the knight' (too easy of course) and 'the queen and the rook trap the bishop' (almost impossible to do), there is a whole range of possibilities.



These combinations of pieces are possible starting from Step 2. Most of them will also be useful at higher levels, since even for stronger players they represent a real challenge (which is sometimes frustrating if the opponent is a computer).

### *Taking counters*

The number of counters (chips, peanuts or whatever) and pieces on the board can vary. The one who takes the most counters wins. The game is particularly amusing with the knights. You can also play the game on your own. The knight has to empty the board in a certain number of moves. With the knights the advantage of the move is less important than the position of the knights. If the knights (on squares of a different colour) are placed as in the diagram, having the move is not a disadvantage because you cannot lose your knight and you can also protect counters!



It is difficult to play this mini-game on a real chess board. Things could quickly become chaotic, especially if there are 62 counters on the board. To avoid this type of problem, the Chess Tutor seems to be a good alternative.

### *Delivering mate*

Several combinations of material are useful and often a king is enough. The difference lies in the combination of pieces: 'queen+bishop' or 'queen+knight' deliver mate (that is without their king). If the material superiority is greater, other conditions can be added: the part of the chess board where the mate is to



be given (in the corner, on e8, in the centre), the number of moves and the piece which must deliver mate. Thus the degree of difficulty can again be influenced without complicating the instructions too much. Ask the students to invent some ways themselves.

Delivering mate with different combinations of pieces is instructive in that it helps in making pieces cooperate. Playing according to a plan and controlling space are important skills which this sort of exercise allows the students to practise and to maintain. Stalemating an opponent is often painful, but avoiding doing so is a useful skill.

### *Defending*

Defending is considered to be less fun; yet it is a very practical skill because good defence allows you to collect quite a number of points. You win if you manage to survive for a certain number of moves. In the mini-games involving capturing you may have to avoid losing your knight within ten moves to a rook, a bishop and a knight. See also Lesson 3 on the double attack.

### *Placing pieces safely*

See the Step 1 manual Lesson 4 plus. Practise playing against the computer: Chess Tutor Step 2.

### *The different variants which begin from the starting position*

Losing chess, four-handed blitz and yet other variants. They are fun and instructive and constitute a welcome change, but certain clubs spend too much time on these variants and the overdose risks raising the chance of students giving up.

## **TESTING**

Every teacher has to keep track of whether the students apply in their games the knowledge they have acquired. That can be done superficially by following some of the moves played during a game. A more reliable check consists of replaying the students' games or playing a simultaneous.

Analysis of the games will of course give the most information (you will find more about this in the next chapter). 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 12 moves will suffice. This number can gradually be extended.

Going through the steps at high speed will also give a false picture of the student. Back in 1987 we were already warning about too fast a rhythm of teaching, but this problem really appears to be a recalcitrant one. It is good to have knowledge, but one also needs the skills to apply it in practice. Any trainer who looks at the level

of games of his students will confirm the importance of skills. So just watching the games will not be enough.

It is of importance not to let the level of knowledge and the skill level differ too much. If that is the case, then the correct solution is to stop teaching new knowledge temporarily.

### *Revision*

It is also of importance to keep an eye on the level of their knowledge. After 5 lessons it is wise to revise the subject matter which has been discussed. The easiest way is to make a compilation of practice material which has already been done. This can be found in the exercise sheets marked Revision.

Both the subject matter and the positions are familiar to the students. This feeling of familiarity comes to the fore as they go through the material and a good result is most probable.

### *Mix*

It is a lot more difficult to solve the problem when the same subjects are tested in new positions. The test sheets marked Mix are appropriate for this. The mixed exercises are difficult but most resemble positions taken from an actual game.

It is unwise to just skip these sheets. An analysis of the mistakes which are made 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 that part of the subject matter needs to be discussed again.

### *Workbook Step 2 extra*

For revision and for checking, the workbook 'Step 2 extra' is a really useful tool. A workbook with just a single reminder and apart from that only exercises. The first half of the book contains only exercises on the same themes as appeared in Step 2. These are useful not only as additional practice but also particularly so as revision.

In the second half the exercises are all mixed up, and so there is no hint as to the theme of each one. These exercises resemble most closely an actual game. Due to lack of space, there are too few of this type of exercise in the normal book which goes with the Step.

Students who solve the mixed exercises with a good result usually can apply the themes in their own games too. They are far better prepared for the next Step.

More information about the additional workbooks: see page 127.

# 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 always 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.

*Why is discussing the games so important?*

- Learning to play chess well is a complex process.  
The number of teaching and training hours is limited. So we must take care that what has been taught is applied as quickly as possible by the students in their own games. But that is easier said than done! Experience teaches us that what the children know is only effective to a modest degree when it comes to the new situations they meet in their games. That fact only changes when we devote some attention to this specific problem. We have to point out to the children time and again that they can use in their own games what they have just learned. If we do not do this, then lesson and over the board play will belong to more or less separate universes.
- A lot of what happens in games does not crop up in the lesson.  
If the games are not discussed there is a great danger that the children will continue to repeat the same mistakes. Take the example of a player on Step 4. If, after **1. e4 d5 2. Nc3 d4** he is still moving his knight to b5, then it is quite certain that his games have never been discussed. It is an illusion to think that the self-discovery method will lead to all mistakes being eliminated without further ado.
- Rules about opening the game and positional play can be put over much more effectively via the child's own games.  
Discussing a student's own games is not only more immediate and motivating than looking at examples from other players, but above all what is happening in them is doing so at the level of that individual student.
- The teacher will get a much more accurate impression of the playing strength of his student.
  - » He can adapt his teaching to suit that level. Should it be necessary, he can revise a specific lesson if the student has shown weaknesses in the understanding or application of its content.
  - » During a discussion of a game, the students will receive hints which are tailored to their specific playing strength. In short: the discussion of a

game is an excellent form of differentiation.

- » The teacher gets to know his students much better. Each student receives much more individual attention than is the case in a group session. All children appreciate this.

## **Expectations**

What will the children expect from discussing a game?

- approval
- help in a position they do not understand
- common sense remarks with specific variations
- an evaluation of a position or move which they are able to understand

For this last concept it is handy to stick to the concepts listed under 'Positional play' starting on page 12.

## **Communication**

The teacher has to enjoy examining the children's games himself. He has to create understanding for the game of chess and to make sure that the student still gets pleasure from it.

Good communication is a first requirement. The teacher should:

- be extremely patient

Many explanations will have to be given time and time again.

- understand the children's point of view

A child appreciates other matters in a chess game than does 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 say what they think in turn.

- estimate the level of playing strength as accurately as possible

It is of no use to bring up technical matters concerning chess 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 there should be more positive than negative remarks, regardless of the result of the game. The positive approach is necessary: praise four times and only then make a critical remark (the ratio always being 4:1).

The chess trainer must be aware that discussing games makes many more demands on him than simply working through the manual and the workbooks. Despite that, he absolutely must do it!

## **Incorporating the discussion of games**

How do we incorporate the discussion of games into normal training? There are ample opportunities to do so as long as there is a little goodwill.

- Many games are instructive enough for the whole group.  
The time available (there always is some – where there's a will, there's a way) and the motivation of the students will then determine how much time we devote to any particular game. We are certainly not obliged to discuss the whole game; we can limit ourselves to concentrating on the relevant fragments. But that must not only mean the points where a mistake was made; we absolutely have to look at the things which were done well in the game. We can involve all the students in this game by asking questions and setting them tasks.
- We can also look over a game with the two players.  
Of course the time available to the main trainer is limited and so he needs some help. Fortunately there are often adults, players from higher Steps or former students, who are prepared to come along to the club a quarter of an hour earlier. Beforehand, you should go over with these helpers exactly what is expected of them. It can be difficult for (strong) adults who did not themselves learn by the Steps method to manage such a large step backwards. But you must convince the helpers of how important it is.
- The best time for the discussion of the game is immediately after one has finished at the end of the training session.  
If there are not enough people available to discuss games, the children who have finished their own game must wait their turn. There is nothing wrong with them looking on.
- We can also look through a game with several children.  
The size of the group is dependent on the number of players who can see everything that is happening on a normal-size chess board. In addition to the trainer, 5 children can be sitting round a normal board. Three people behind the white pieces and three behind the black ones. On no account allow the children to sit on the side of the board. Their view of the board is then unnatural. A trainer might possibly sit on the left or the right of the board (in case of 6 children), but even many strong players can have problems seeing exactly what is happening on the board from that position.
- The games played by the students constitute excellent training material at the correct level of playing strength.  
Thanks to computers and the available chess software it is relatively simple to

produce an exercise sheet. It is very motivating for children to see their own games preserved on paper for posterity.

Such a sheet could be based on a tactical motif (double attacks, pins, etc.), or on somewhat more general themes such as making two moves in succession, development, maintaining the tension, improving the activity of pieces. In the latter case multiple-choice is a good form of exercise, because otherwise it is too difficult to find the solution.

The exercises can be published on the club's home page. There are already some clubs which are doing that.

- Find the opportunities which were missed.

Here, instead of positions, we give the students a game with exercises or questions. The student has to play through the game and home in on specific targets in order to find the solution. An example:

**1. e4 d6 2. Bb5+ c6 3. Ba4 b5 4. Bb3 Qb6 5. Nf3 Nf6 6. Ng5 h6 7. Nf3 Nxe4 8. d3 Nc5 9. 0-0 Nxb3 10. axb3 e5 11. Be3 Be7 12. Nc3**

Question 1: With which move can White win a pawn?

Question 2: With which move can Black decide the game immediately?

Question 3: With which move can White win 6 points?

- Other sample questions for different games:
  - » Which double attacks did White miss in this game?
  - » In your opinion, what are the two best moves in the game?
  - » How often did White miss mate in two?

### **Which games, then?**

Do the students learn from our sage words and do they employ that knowledge in their games? Watch the games played by your students and make notes; having the game scores is even better.

Which games are suitable and which are not? As was already explained on page 26, children at Step 2 mostly do not yet write down their games. That chapter shows that there is every reason for them to do so. Writing down the first 12 moves is sufficient at the start. Something instructive can always be found even with so few moves. There is frequently only one point which might interest us, but that is enough at the start.

An example: **1. e4 e5 2. Nf3 Nc6 3. Nc3 Bb4 4. Nd5 Nf6 5. Nxf6+ Qxf6**

White's knight has moved three times and then White exchanges it for a knight which has only moved once. During that time White could have brought other pieces into the game.

The sort of game we do not need to discuss is the following:

**1. e4 e6 2. Bc4 d5 3. Bb5+ c6 4. exd5 cxb5 5. dxe6 Bxe6 6. Nf3 Bc5 7. 0-0 Nf6 8. d3 Nbd7 9. Ne5 Nxe5 10. d4 Qxd4 11. Qxd4 Bxd4 and Black won.**

We congratulate the player with Black for having taken what was on offer. The player with White will have to dramatically improve his board vision and to play a lot of games.

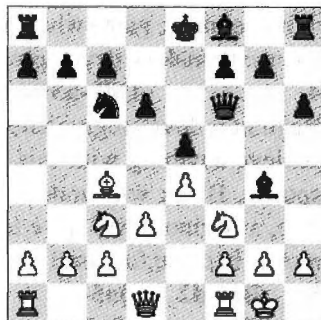
### Getting help from chess programs?

In order to help well with the analysis of a game, the trainer must be clear about what happened in it. We should play through the game quickly before looking at it in common with the students. A trainer who is a sufficiently strong player should have no problems at the level of Step 2. Less strong players can play through the game on their computer with the help of a chess program and thus find out which are good moves and which are bad ones. But we should not blindly accept the judgement of the program.

One example. After the moves: **1. e4 e5 2. Nf3 Nc6 3. Bc4 d6 4. Nc3 Nf6 5. d3 Bg4 6. Bg5 h6 7. Bxf6 Qxf6 8. 0-0** (diagram). Black won the queen and the game with **8. ... Nd4 9. Nxd4 Bxd1**. Good play, isn't it?

The computer has a low opinion of **8. ... Nd4** on account of **9. Nd5 Qd8** (9. ... Qg6 10. Nh4 Qg5 11. f3) **10. Nxd4 Bxd1 11. Bb5+ c6 12. Nxc6**.

These are lovely variations for those who have reached a higher level, but far beyond those working through Step 2. Queenside castling is of course the best move. But we should praise the knight move to d4, even if it is not the very best move.



### Examples

To provide correct guidance when considering a game, the content should be clear. We quickly play the game over before we look at it together with the students.

The first game is between two children who are still at the beginning of the second step. When we play through it beforehand, the following points stand out:

- a lot of pawn moves
- the aimless giving of check
- they are playing with a limited amount of pieces
- capturing instead of making a smart move

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

### Josina-Daniëlle

#### 1. d2-d4 f7-f6

Aimless pawn moves such as this one mean that the knight on g8 loses a good square to which it could go. That is for children on this level an understandable argument.

#### 2. e2-e4 e7-e5

#### 3. d4-d5 c7-c6

#### 4. f2-f3

Making many pawn moves in the opening is a common fault with children. For the moment, we will not go into that. We shall come back to it later in the game when one side misses the chance to make a developing move.

#### 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 in more focussed way.

#### 5. Bc1-d2 Qa5-d8

#### 6. f3-f4 c6xd5

#### 7. e4xd5 Bf8-d6

The bishop on d6 is now tied to defending its pawn. We try, in general to give the pieces a more active role.

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

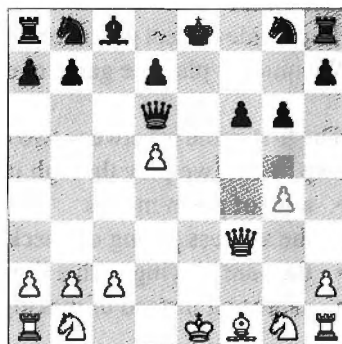
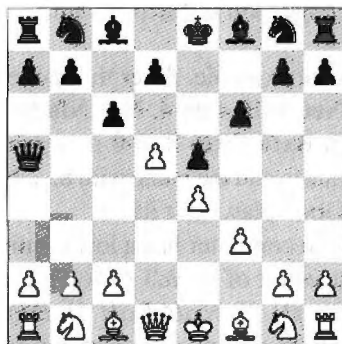
#### 9. Qh5-f3 e5xf4

#### 10. Bd2xf4 Qd8-c7

#### 11. Bf4xd6 Qc7xd6

#### 12. g2-g4 (diagram ⇓)

This is the moment to look at the position. Where are the pieces? What are they doing? If the double attack by the queen has been discussed, we can look at the move 2. ... Qb4+ and the correct response to that 13. Qc3.





12. ... Qd6-e7+
13. Ke1-d1 f6-f5
14. g4xf5 g6xf5
15. Qf3xf5 Qe7-f7

We take another 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 is attacking the white bishop on f1. After a king move, White doesn't have the time to capture the rook. After the knight move which is played, White can capture and give check at the same time.

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 overlooks the hanging bishop on f1.

18. .... Qe7xd5

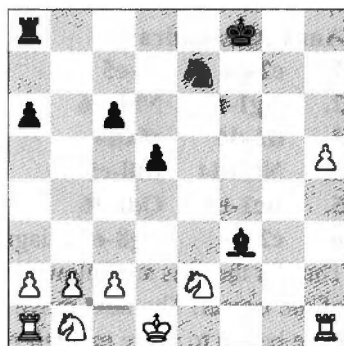
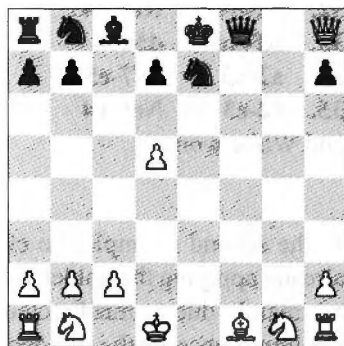
When children capture, their first thought is to take the nearest piece. Moves over a greater distance (18. ... Qxf1+) are more difficult to see.

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 ⇓)

Both children are spotting their own chances well but they are not taking into consideration moves by the opponent.

27. Rh1-h4

Here a psychological approach would be appropriate. If the player with White is extremely proud of this move because the move was



played with a purpose (28. Rf4+), then caution is advised. We can praise the move because 27. Rh3 was too obvious. We could 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 chance which was missed: 30. ... Ne3+.

31. Rg4-f4+ Nh6-f7

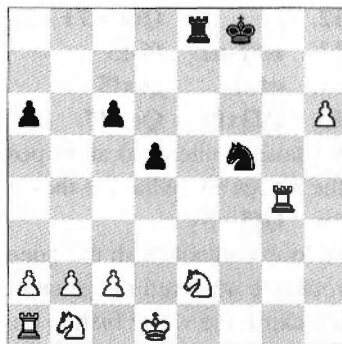
32. b2-b4 Re8-e4

33. Rf4xe4 d5xe4

34. a2-a3 Nf7-e5

35. c2-c3 Ne5-c4

and White won.



In the second example the children play in more focussed manner. They are already applying the golden rules. The serious 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 to what the opponent is doing. What is being threatened? Look mainly at the move which was played last.

### Anne-Alessandra

1. e2-e4 e7-e5

2. Ng1-f3 Nb8-c6

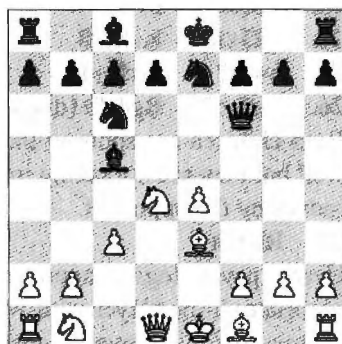
3. d2-d4 e5xd4

4. Nf3xd4 Bf8-c5

5. Bc1-e3 Qd8-f6

6. c2-c3 Ng8-e7 (diagram ↓)

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



### 7. Nd4xc6 Qf6xc6

White's move is not the best one, but Black does not capitalise on that. The fact that the knight has been captured monopolises Black's attention precisely because there has been a capture. Black should, but doesn't look beyond this. There is a simple way to regain the same amount of material. After 7. ... Bxe3 8. fxe3 Nxc6, Black has also developed two pieces.

### 8. Be3xc5 Qc6xc5

### 9. Qd1-f3

The good times of scholar's mate are still fresh in our memories! It is better to develop the bishop in order to castle quickly.

Anne has developed her own 'strategy' to consciously play for 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 move played forces White to protect b2. What the opponent does then is less interesting. She does not protect the b2-pawn.

### 12. Qf3-h5 Qb6xb2

### 13. Be2-d3 Qb2xa1

### 14. e4-e5 h7-h6

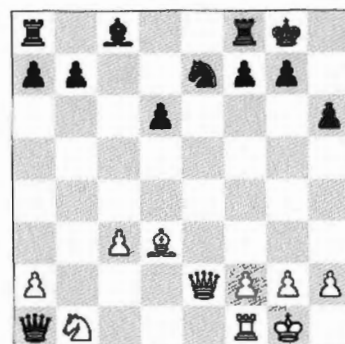
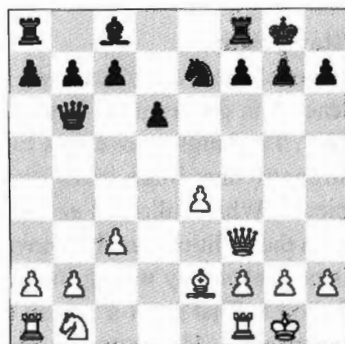
The queen threatened to capture on h7 and that's why most children at this level will play h6 and not g6.

### 15. e5xd6 c7xd6

### 16. Qh5-e2 (diagram ⇨)

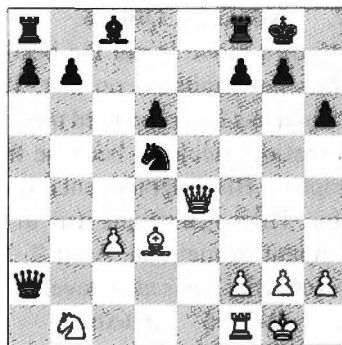
### 16. ... Ne7-d5

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. Nevertheless, the move chosen is amply sufficient.



### 17. Qe2-e4 Qa1xa2 (diagram ♠)

That's a shame. Capturing and protecting, what 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 to h7. There is not even anything on that square (h7). 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 to spot. A better move is 17. ... Nf6.



### 18. Qe4-h7#

Black is mated, one more mating pattern learned.

### Stay positive

In conclusion, an example on how it should not be done. On the internet a chess teacher is discussing a beginner's game. The game starts with **1. e4 e5 2. Nf3 Ne7**. The knight move gets two question marks. Of course, the move is not the strongest one; Black gives away a pawn and the knight on e7 is blocking its own pieces. White followed up 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 move played. Even in computer programs 3. d4 is noted as one of the best 4 moves. Stronger players especially should restrain themselves; they have a tendency to judge a move according to their own standards.

# The Chess Tutor

Since 2010 the Steps method has been complemented by a computer program: the Chess Tutor. At present (2015) it only works on Windows XP and higher. It allows you to learn chess, to work through the lessons, to solve the exercises and to play mini-games or even whole games.

The contents are based on the Steps method and the teaching and learning material is structured in the same way, though there are different introductory lessons and many, many more other exercises. At this point in time, Steps 1, 2 and 3 are available (as a download or CD-ROM with identical content in both).

Step 2 consists of:

1. 13 basic lessons with the following content:
  - An introductory lesson on a particular subject
  - Basic exercises on this subject
  - 52 mini-games
  - Additional exercises on the subject and revision material
  - Tests
2. 8 plus lessons:
  - An introductory lesson on a particular subject
  - Basic exercises on the subject
3. Playing games

So, that includes the manual and the three workbooks for the Step, with the possibility to play (through) games.

But care is needed: the Chess Tutor can never replace chess training in the club or in the school. There is the danger that chess instruction may be considered as no longer being necessary. Students skip the introductory lesson and limit themselves to simply solving the exercises. We have already pointed out that this is a very bad development.

But the program is a good aid for children from the age of 9 and for adults, providing them with additional practice material (approx. 2000 exercises per step), the chance to revise the material, to improve their skills, to play mini-games and to play games at a level appropriate to their Step (even in Steps 1 and 2 beginners can win games).

One useful piece of homework might be: play mini-game X so often that you can beat me in simultaneous play next week.

The mini-games constitute a strength of the program. They are present in every form imaginable: with or without kings, trapping pieces, route planning games, games involving promotion, collecting coins.

For the exercises there are ten tasks in every exercise, with at first instructions on what to do (e.g. a search or solving strategy). After a wrong answer you can ask why the answer was wrong. The hint will certainly help, but as a rule the help will not be as good as you would get from a proper trainer. He or she would adapt explanations to the level of the student and the type of mistake. If even then you have not yet found the correct answer, click on the button 'Solution'.

For further information and a free demo version: <http://en.chesstutor.eu>

The attentive reader will conclude from this chapter on the Chess Tutor that chess paradise cannot be reached via the computer alone. Of course, some things work better on the computer, but as well as advantages there are also disadvantages.

Positive points for computer use:

- Naming squares and certain mini-games are more effective on the computer.
- The number of exercises is greater.
- Help is always available at the click of a button.
- There is direct feedback: right or wrong.
- There is always an opponent available, one who can play at various levels. Even if required a very strong one.

Disadvantages of computer use:

- Children guess a lot more.
- Help after a mistake is often too one-dimensional.
- 'The answer is wrong' tells you too little about the sort of mistake.
- Thinking things out is required less, because the counter-move comes automatically (there is less of a need to consider what the opponent can do).
- Socially less satisfying.
- More distractions (Text, Mail, Facebook, Whatsapp and all the 'Trends' which do not yet exist but which will certainly be invented).

The Chess Tutor is a useful aid – when used sensibly and with appropriate support. This support is especially necessary so as to get the optimal advantage from its use.

# 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.

## Exam

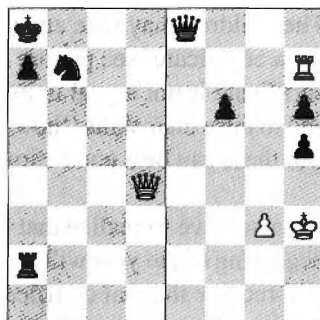
When preparing for the examination it is sensible to let the children make a test examination first, and if necessary a second time. However, try to prevent them doing test examinations too many times. It will put a severe strain on their enthusiasm, and it will put too much emphasis on the examination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



# Indications for the use of this manual

The manual contains a great number of split diagrams. These have to be read and set up on the board as separate diagrams. The left side of this diagram has to be set up on an empty demonstration board (thus without the position on the right). When discussing the right-hand part, the position on the left has to be removed. Leaving the position is not recommended, because this often leads to unnecessary misunderstandings.

If the queen remains on d4, then 1. ... Qe4 in the right-hand side would be nonsense. Removing only the white queen would fail to 2. Rh8+.



The following symbols, which refer to diagrams, are absolute:

↑ refers to the diagram on the top of the page.

⇒ refers to the diagram in the middle of the page.

↓ refers to the diagram at the bottom of the page.

The moves in the answers are sometimes accompanied by an exclamation mark or a question mark, e.g.. 1. Rxe8! or 1. ... Ne4?

The exclamation mark means a good move. The question mark means a bad move.

The main line is generally printed bold.

The name of the reminder – if given – and the exercise sheets of the relevant lesson can be found in **PRACTICE** under the headings **Reminder** and **Workbook**.

The diamond is the name of the reminder, the square is the name of the exercise sheet. They can be found in the workbook that is meant for the students.

◇ *Double attack: queen*

□ *Opening / Golden rules: A*



The meaning of the knight (♞) was explained on .page 24.



**AIM OF THE LESSON**

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

**PRIOR KNOWLEDGE**

- sufficient board vision

**ACQUISITION****Concepts**

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

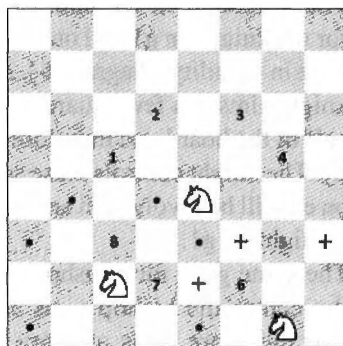
**Instruction**

The games of children who have their certificate for the first step are more or less random. They play their own little plans, but these do not fit in with our ideas of what is 'correct'. With this lesson as our starting point we will gradually bring about a change in this state of affairs.

At the beginning of Step 2 the overview of the board (board vision) should be more or less OK. Most of the time this is the case when workbooks Step 1 extra and plus have been gone through.

*Mobility of pieces*

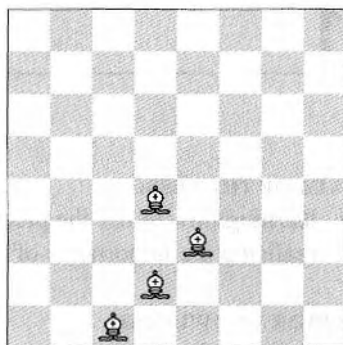
We start the lesson with an empty demonstration board and place the knight on g1 (diagram ♘). We ask the students how many different moves this knight is allowed to make. The knight can be played to the squares with a plus sign: e2, f3 and h3. The edge of the board is obstructing the way for more moves. We place the knight on c2 and ask the same question. The knight can make more moves (6 squares met •). Finally



we place the knight on e4 and we encourage the group to come up with the answer 8. 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 make, the stronger it is.

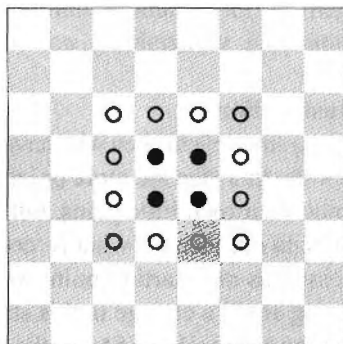
We perform the same calculating game using the bishop (diagram ♖). The moves are calculated respectively for the bishop on c1 (7), d2 (9), e3 (11) and d4 (13). Here also, we may conclude that we would rather place the bishop in the middle of the board from where it will have the most firepower.

The same goes for the queen. For the rook it doesn't matter where it is placed (but only in terms of the number of moves!).



### *The centre*

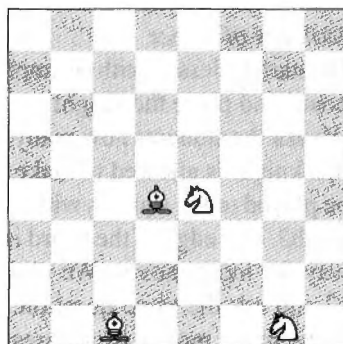
The middle of the board is important in chess. We call the middle part of the board the **centre** and those are the squares indicated with a dot d4, d5, e4 and e5. The squares with an open dot around them, from f3 to f6 and from f6 to c6 and c6 to c3 and from c3 back to f3 are called the **central squares** (diagram ♞). We would rather place our pieces in or around the centre. The battle in chess largely takes place in or around the centre.



### *Activity*

The difference in the number of possibilities for the knight on g1 and on e4 reflects a difference in mobility (diagram ♞). Additionally the knight aims at a few squares in 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.

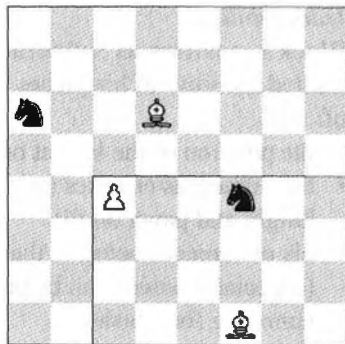
The same goes for a bishop on c1 and d4. In the centre the bishop aims at more squares and therefore aims at more squares in the



opponent's half. The centrally placed bishop is therefore more active and a more attacking piece. Because in chess the attacker wins, it will be clear that we aim to place as many pieces in active and attacking positions as possible.

### *Limiting the mobility of enemy pieces*

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**.



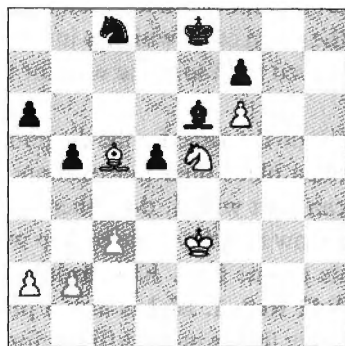
In the right part of the diagram the bishop cannot move because of an enemy knight and its own pawn on c4. Depriving an opposing piece of squares is also a form of activity. Pieces that can play few moves are vulnerable.

### *Summary*

A piece is active when it:

- can play many moves (mobility)
- controls many squares (preferably in the centre and in the opponent's half)
- attacks an enemy piece
- deprives an opposing piece of squares
- cooperates with other pieces  
(later on more)

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 in Black's half of the board. Because of this, the black king and knight can do little. The black bishop can only play 3 safe 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 shows that his greater activity will bear fruit.



### *Vulnerability*

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

- the position of the knight on the edge
- the numerous enemies (white bishop, knight and pawn on f6)
- his own pieces being in the way (especially pawns can be particularly annoying for a bishop)
- the bishop must protect pawn d5 and is bounded (White can easily attack the pawn with the king)

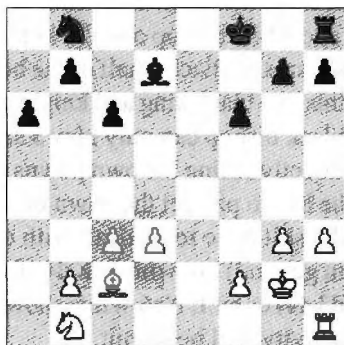
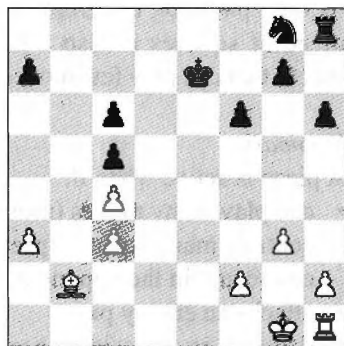
We need to ensure that in our chess games the pieces are placed actively. We need to take care however, that we do not hamper the mobility of our pieces by obstructing them with other pieces of our own.

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 which pieces are inactive and which pieces are obstructing others.

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 work its way around the pawn to reach e3. With Black, it is the pawn on 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 sides must place their pieces more actively. White can start with **1. d4** (otherwise 1. ... Bf5 will follow and the white bishop will be left facing its 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 between the pieces**. Most possibilities are already known from the first step:

- protect each other against an enemy attack (defend)
- support each other (with supported mate or a twofold attack)
- complement each other (with complementary mate)
- divide up the tasks (i.e. chasing and guarding)
- do not obstruct one another

This lesson is important; it doesn't have to be taught in one go. The terms activity (mobility, controlling squares, attacking, cooperation) 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 stalemate' 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 the 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 for 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#                    | 8) 1. ... Kg8-h8 (1. ... Kg8-g7? 2. Qe6-f6#) |
| 2) 1. Ne6-c7#                    | 9) 1. Kf1-g1 (1. Kf1-e1? Bf6-c3#)            |
| 3) 1. ... Be2 f3#                | 10) 1. Bg3xc7 or 1. Nd5xc7                   |
| 4) 1. ... b7-b6                  | 11) 1. ... Nf6xe4 or 1. ... Bb7xe4           |
| 5) 1. ... Rf8-f7                 | 12) 1. Bb3xf7+; 1. Rf1xf7? a4xb3             |
| 6) 1. Bg2-f1                     |  |
| 7) 1. Be3-g1 (1. Be3xc1 Rc8xc1#) |  |

☐ *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)

### AIM OF THE LESSON

- learning to recognise targets
- using the queen as an attacking piece

### PRIOR KNOWLEDGE

- attacking and capturing
- value of the pieces

### ACQUISITION

#### Concepts

target, double attack, mutual attack, flight square

#### Instruction

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

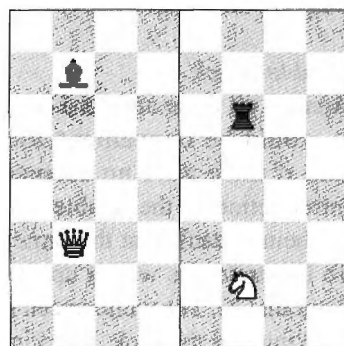
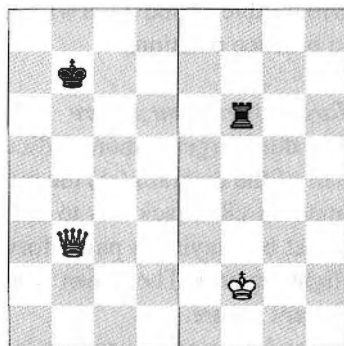
#### *Target: the king*

On the left of the diagram ( $\Rightarrow$ ) we see the first target. The white queen is giving check; the king is the target. Black has to neutralise the attack on his king.

On the right the black rook is giving check. Giving check can be a powerful weapon because the opponent has no choice: he has to get out of check.

#### *Target: material*

In the diagram ( $\Downarrow$ ) the king has been replaced by other pieces. Now the queen is attacking 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.

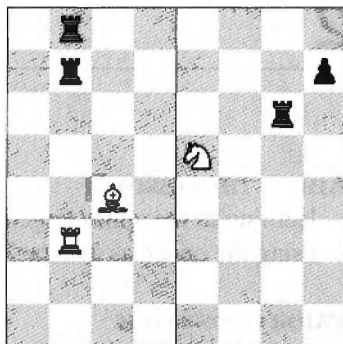
Point out that with a mutual attack it is important whose move it is.

The second target is material (a piece or pawn). In this series we use the 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 moved. 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.

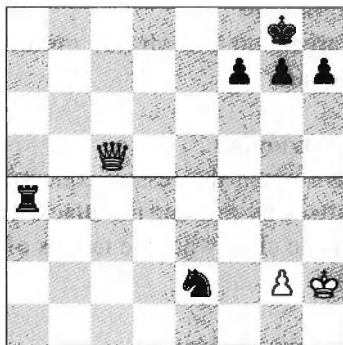


#### *Target: important square*

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 a pawn forward (making a flight square). 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.

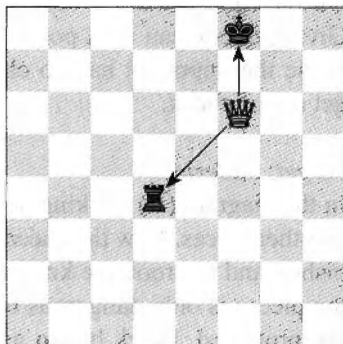
The target a **square**, in this step almost always a square on which mate is imminent.



#### *Double attack*

Against all these attacks a defence is possible. It would be convenient for the attacking side if there were no defence. 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



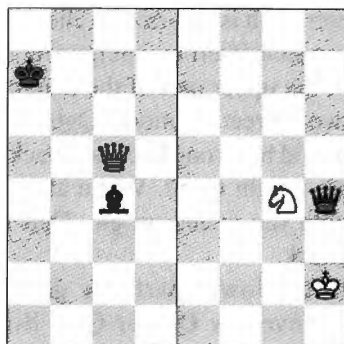


of check and the rook can be taken.

The combination of targets: king + piece. For the children we speak of **king + material**. It is the most simple and most compelling form of the double attack.

In the diagram (♠) there 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 restraining them from acting too quickly is necessary.

### *Placing*

The next phase is learning to apply the newly acquired concepts. During the instruction we do this with positions in which the children have to place the queen.

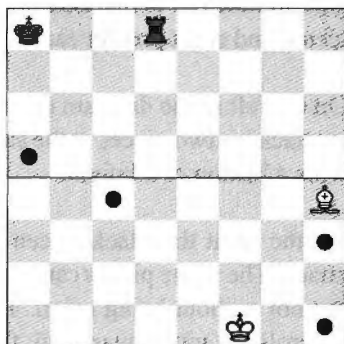
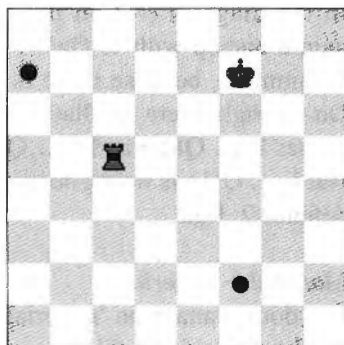
We ask the students where we have to place the queen so we get a double attack. Provided of course that White does not lose his queen. The rook therefore has to be attacked diagonally.

In the diagram (⇒) the queen gives a correct double attack on a7 as well as on f2.

Positions with unprotected pieces and a king out in the open 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, the only square from which the queen can win a rook is a5.

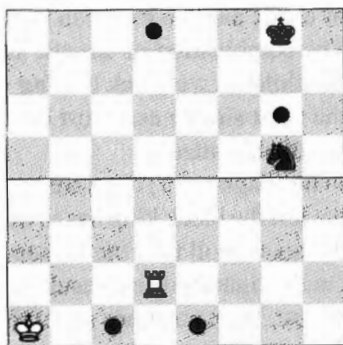
In the lower part Qh1, Qh3 and Qc4 are



correct. It is incorrect to check on f4, the bishop can save itself by interposing on f2.

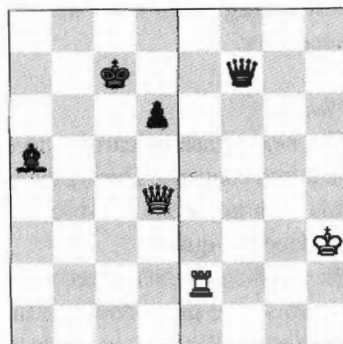
In the upper part of the diagram (♠) there are two correct solutions: **Qg6** and **Qd8**. But **Qd5** would be wrong because Black could interpose his knight on f7. White also wins the knight with the queen on g4. That is not a double attack.

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



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

In the diagram (⇒) on the left, White can gain a bishop with **1. Qa7+**. This is an easy assignment, because there is no temptation. On the right there is; Black may choose. The moves **1. ... Qh5+** and **1. ... Qf3+** are correct. But **1. ... Qf1+** is wrong because White has the defence **2. Rg2**.

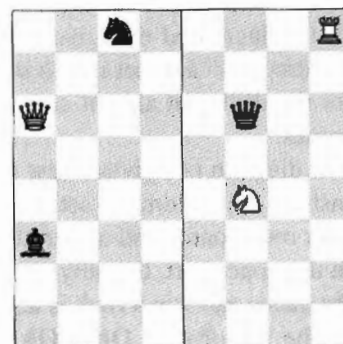


### *Material + material*

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

On the left in the diagram (♣) the white queen is attacking 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.

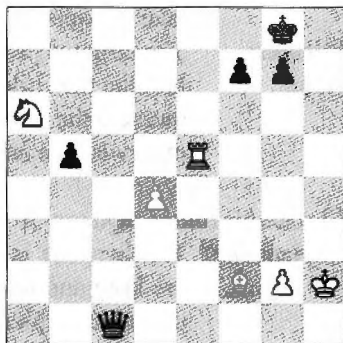


## Search strategy

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. There are two possible moves: **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. A more successful try 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:** The objective is to first provide one good solution. Placing the letter Q is a simple way, but a cross on the correct square will also suffice. Those who wish to may also write down the move (i.e. Qa5). Finding more or all the 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 opposing 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 opposing 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 draw a circle round the king and the unprotected pieces; only then start the search 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). It is useful to write down what has been gained. (i.e. rook).

Mistake: The wrong pieces have been circled.

Help: Find out whether the students know the difference between protected and unprotected pieces. 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 draw a circle round the unprotected pieces, only then start the search 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               | 7) a2, a8, d5, d8, g5         |
| Wrong: Qb3 Rb6, Qd5 Rc6 | 8) c1, c5                     |
| 2) b8, f6, h2           | 9) b1, c2, f2                 |
| 3) a8, b7, f5, g8       | Wrong: Qb5 Be5                |
| Wrong: Qd8/d7 Nd6       | 10) d6, e6, f6, g1            |
| 4) a1, a7, c4           | 11) a2                        |
| Wrong: Qd1 Nb3, Qd7 Nb5 | Wrong: Qf5 (Nf4 is protected) |
| 5) e4, f4, g8           | 12) b6, f4                    |
| 6) a5, d5, g2           | Wrong: Qd8/d6 Nd5, Qh4 Ne4    |

### ☐ *Double attack / Queen: A*

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

### ☐ *Double attack / Queen: B*

- |              |                   |
|--------------|-------------------|
| 1) 1. Qc2-c7 | 7) 1. ... Qd8-e7  |
| 2) 1. Qe2-b5 | 8) 1. Qd2-f2      |
| 3) 1. Qd1-d6 | 9) 1. Qd6-d1      |
| 4) 1. Qf3xb7 | 10) 1. Qd4-h8     |
| 5) Drawing   | 11) 1. ... Qd1-h5 |
| 6) 1. Qf3-d3 | 12) 1. Qf2xh4     |

# 3

## Double attack (2)

### AIM OF THE LESSON

- learning to recognise targets
- using the queen as an attacking piece

### PRIOR KNOWLEDGE

- targets
- double attack (lesson 2)

### ACQUISITION

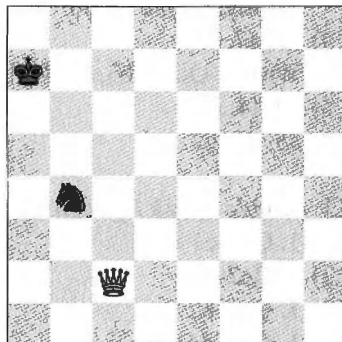
#### Instruction

Before the more difficult forms of the double attack are discussed, we will ascertain what has remained from the previous lesson on the same subject. What makes for a good explanation is above all the ability to build on what the student already knows.

#### Targets

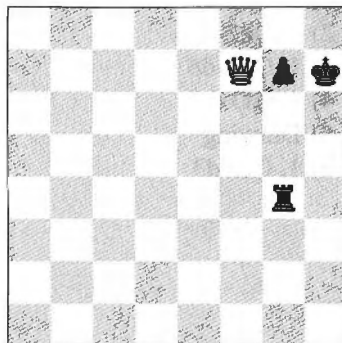
We put together the following outline with the help of the students.:

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



After this, have a child explain the position in the diagram (⇒). The queen has to give check and at the same time attack the knight (king + material). This is possible with 1. **Qc5+** (not 1. Qa4+ because Black can save his knight with 1. ... Na6). The only thing the king can do is to move away and the knight will be lost.

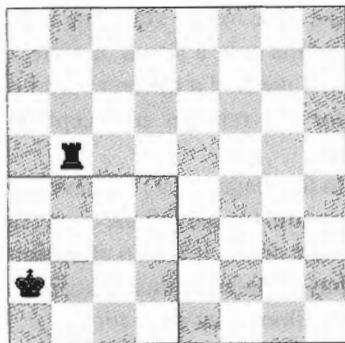
In the diagram (⇓) 1. **Qh5+** is the correct move to win the rook. 1. Qf5+ is incorrect because of 1. ... Rg6.



### Placing

With the help of the position in the diagram (♠), we can treat a lot of double attacks in a useful way. From 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+**.

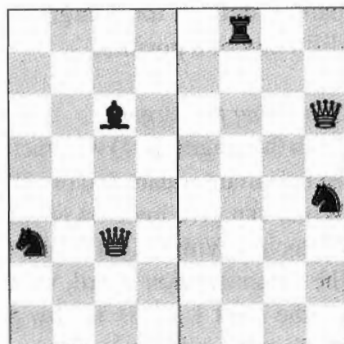
Let the grade of difficulty of the position depend on the quality and the rate of the answers. A difficult question is: On which squares outside the frame is the rook safe? The rook is in no danger on f8, h8 and h2. Repeat this kind of exercise in a lesson later on.



### Material + material

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

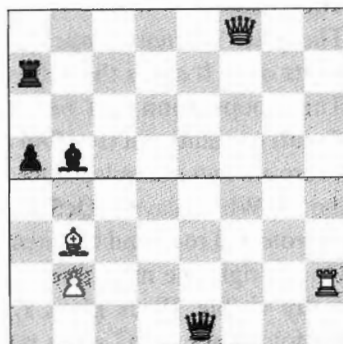
In the diagram (⇒) all Black's pieces are unprotected. That is an important precondition. On the left there is no longer any defence for Black and one of the minor pieces will be lost. On the right the pieces cannot protect each other without one of them being lost immediately.



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**. But 1. Qc5 Rb7 is wrong.

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



### Material + square

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

In the diagram (↑) we have the form material + square. On the left the queen not only threatens mate on c8, it is also attacking 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 level of familiarity with the specific mating pattern defines for a large part the degree of difficulty of a position.

### *Searching for targets*

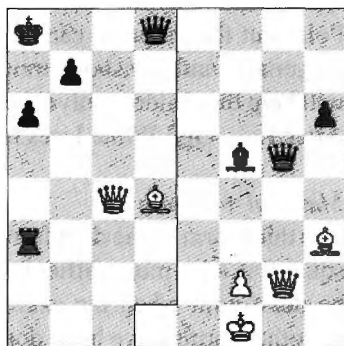
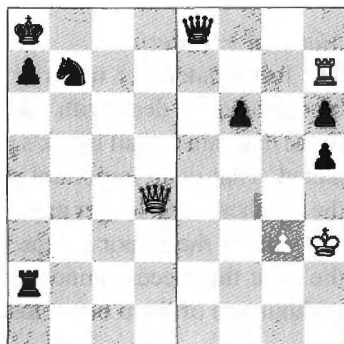
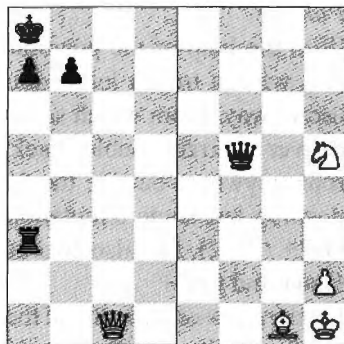
With the diagram (⇒) we practise searching for an important square and the unprotected piece. White can give mate on c8 and the Ra2 is not protected. With **1. Qc4** White wins a rook. (On the demonstration board, without the position on the right 1. Qh8+ is also possible; a black pawn on f6 suffices.)

On the right the mating pattern is less known. Black can threaten mate on h1 and attack the rook with **1. ... Qe4**.

### *Twofold attack*

The queen will not always be able to give mate on its own. It needs the help of another piece. This cooperation can be supportive (mate threat) or additional (twofold attack).

There are two examples in the diagram (↓). On the left White plays **1. Qc5**. He is attacking the unprotected rook and threatening mate on a7. On the right the mate threat might not be directly visible. Black plays **1. ... Qh5** with a twofold attack on h3 and a mate threat on d1.





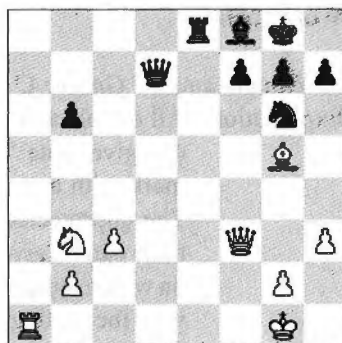
White can easily prevent the mate, however, the bishop on h3 will be lost.

### Search strategy

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

Useful questions you can ask yourself:

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 as 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 (and this is especially true in one's own games) are just asking for a double attack.

### PRACTICE

#### Reminder

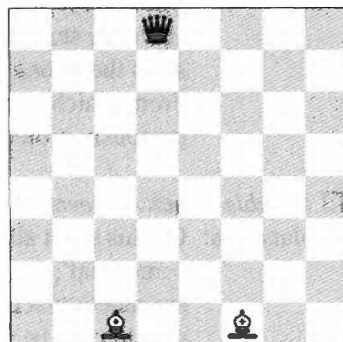
◇ *Double attack: queen*

#### Playing format

##### *Queen against two bishops*

The queen needs a double attack to win a bishop (diagram ♡). The game is over then. The students can play against each other but it is even better to play simultaneously against the trainer. Let the students play first with the queen.

Playing the defensive side is also instructive. With correct play it is impossible not to lose a bishop. The bishops win if they survive five moves. White begins!



## 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 mark with a cross the square on which the queen can give mate. The unprotected pieces come next. In some positions (i.e. where mate can be given on the back rank) there is more than one square 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 off the board and have it placed on a square where the opponent is mated. Subsequently we will look for another target: unprotected pieces.

**Mistake:** There is a defence.

**Help:** Have the position 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 (any alternative solution 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. This should only be pointed out if the students are having trouble with

the assignments.

Mistake: The solution is not found.

Help: Work towards the solution step by step. First have the students 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: On this sheet there are a few difficult assignments. It is a good revision 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  | 7) 1. ... Qd7-b5  |
| 2) 1. Qe2-e5  | 8) 1. Qd2-g5      |
| 3) 1. Qd1-d6 (1. Qd1-h5 and 1. Qd1-d5 only win a pawn.) | 9) 1. ... Qf7-b7  |
| 4) 1. Qa2-f2  | 10) 1. Qb2-c3     |
| 5) 1. ... Qb5-g5  | 11) 1. ... Qd8-h4 |
| 6) 1. ... Qa5-c3  | 12) 1. Qd4-f2     |

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

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

□ *Double attack / Queen: D*

- |                   |                  |
|-------------------|------------------|
| 1) 1. ... Qe7xc5+ | 4) 1. Qd7-h3+    |
| 2) 1. Qf3-f8+     | 5) 1. Qc4-a4     |
| 3) 1. Qd1-h5+     | 6) 1. ... Qe3-e2 |

- 7) 1. ... Qe8-c6
- 8) 1. Qf2-a7
- 9) 1. Qe2-e4

□ *Double attack / Queen: E*

- 1) 1. ... Qe7-b4+
- 2) 1. Qd2-h6
- 3) 1. Qc4-d4
- 4) 1. Qd1-a4+
- 5) 1. Qd1-b3+
- 6) 1. Qd1-a4

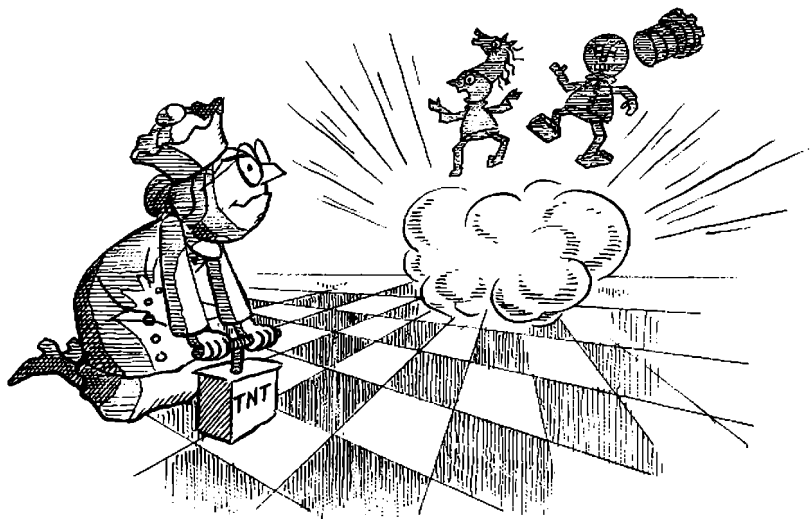
- 10) 1. Qa8-a7 (1. Qa8-f3 Nf2xh1)
- 11) 1. ... Qf6-c6
- 12) Drawing

- 7) 1. Qe2-d1+
- 8) 1. ... Qa2-d5
- 9) 1. ... Qd7-e7
- 10) 1. ... Qb8-g3
- 11) 1. ... Qd7-g4
- 12) 1. Qe2-e5+

□ *Double attack / Queen: F*

- 1) 1. Qf3-f6
- 2) 1. ... Qc7xc2
- 3) 1. ... Qf7-a7+
- 4) 1. Qg7-b2
- 5) 1. Qc1-h1
- 6) 1. Qd2-b4
- 7) 1. Qf2-c2+

- 8) 1. ... Qf7-a2
- 9) 1. ... Qe6-c4
- 10) 1. ... Qe8-d8
- 11) 1. ... Qd8-b6
- 12) 1. Qe3-c5 (1. Qe3xa7 only wins a pawn.)



**AIM OF THE LESSON**

- learning how to use an attacking weapon

**PRIOR KNOWLEDGE**

- value of the pieces
- targets

**ACQUISITION****Concepts**

pin, 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 (parts 2 and 3 will follow in step 3).

Pin is derived from to pin, to attach with pins.

*The pin at the king*

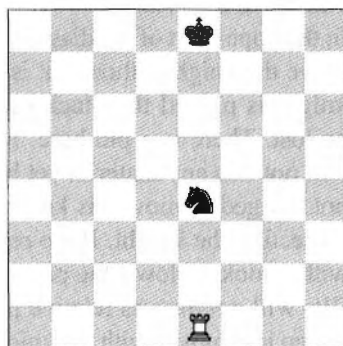
In the diagram (♞) we see a pin. The black knight on e4 may not be moved because Black would put himself into check. White wins the knight with this pin because it is not protected and can also not be protected. At the start we will use the pin exclusively as an offensive weapon, one which is used to win material.

*Components of a pin*

With a pin there are three pieces which are important. In this example there are:

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. From the start, stress the importance of using the correct terminology. In the previous position, the rook is pinning the knight; the black knight is pinned against the king.

One example of course is not enough. To broaden the concept of pinning and so as 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 knight. White wins material. 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.

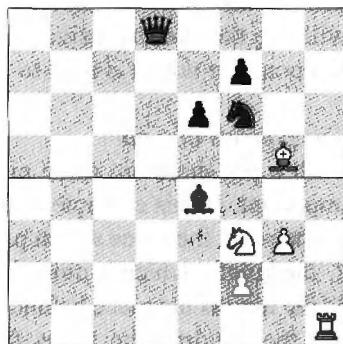
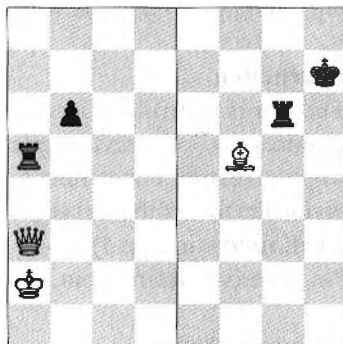
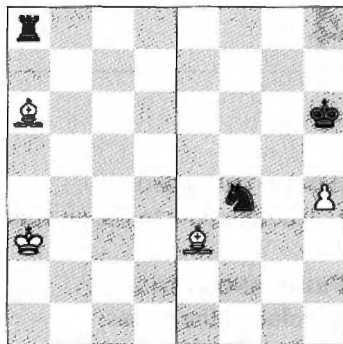
Point out that a pin is also effective, when the pinned piece is protected, but is of a higher value then the pinning piece, as shown in the diagram (⇒). In case of a mutual attack (left), the pinning piece must be protected.

Let the students compose a pin with the king as back piece on their own board.

When the examples have been understood clearly enough, we will move on to the second form of the pin.

### *The pin at material*

In the upper part of 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 yet because Black is not obliged to move his knight. The queen is protecting the knight. If we replace the queen with a rook (below), the pin will cost a piece. (We will not discuss relative pins and we will not go into moves with the knight, which might

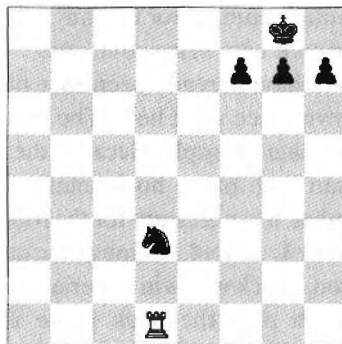


be correct. The latter will be dealt with in the discovered attack.)

### *The pin at a square*

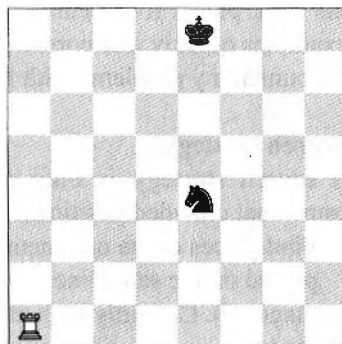
In the diagram (♖) we see a pin on the third target: an important **square**. This pin is usually found to be more difficult by the students, especially if the mating pattern is not yet clear. It is obvious that, if the black knight moves, White will give mate with the rook on d8. Here we see that the knight is pinned because an important square is being attacked.

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



### *Pin!*

After presenting positions with an existing pin we now will deal with positions in which you set up a pin with a move. In order to recognise 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 previous 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 sets up the pin on the board, can be utilised as an offensive weapon. The students will have to find the pinning moves themselves in the following positions. In this phase we only deal with positions in which the pin gains material.

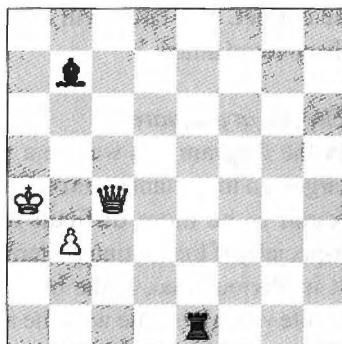
It is important to keep the instruction as varied as possible. Have the students set up positions with winning pins. Check the positions yourself or have a neighbour check the position.

The best examples can be placed on the demonstration board and dealt with briefly. There is no doubt that there will be an

enlightening error in many of the examples, or even a very instructive one.

We have already seen that now and then an own piece must help. The diagram (↑) shows another example. Because the queen and rook can both move horizontally and attack each other, it is necessary for the rook to be protected after 1. ... **Re4**. Although the queen is protected too, Black will win material because of the pin. With pins the back piece is always more valuable than the front piece.

The reverse version is the 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 exercises.

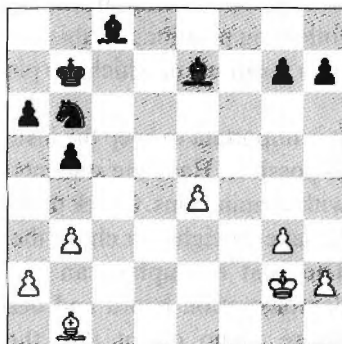


### Search strategy

A search strategy is only necessary with somewhat crowded positions.

1. Find pieces of the opponent, which are placed on 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 a rook.

Firstly, we will apply the strategy in an exercise where a piece is to be placed on the board. In the diagram (↓) White has to place a ♖ (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 on f7, set up a winning pin. Black can't protect the bishop. The pin therefore results in a piece for White.







□ *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 drawing a circle round the targets is useful. In some positions it is possible to pin with more than one piece (positions 4, 5, 9 and 12). The 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 on its initial square and ask if the piece can pin.

**Mistake:** The pin which requires support for the pinning piece cannot be found. The student sees the pin but thinks that his piece can be captured.

**Help:** Too much attention is being 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 digression, the chance that the student will find a solution will have been 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 there 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:** A pin has been set up 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          | 7) 1. Bf2-h4      |
| 2) 1. Ra1-a5              | 8) 1. ... Rh4-c4  |
| 3) 1. ... Qh8-h6          | 9) 1. Bc2-e4      |
| 4) 1. Bd6-c5              | 10) 1. Bf1-b5     |
| 5) 1. Ra4-d4              | 11) 1. ... Bg7-e5 |
| 6) 1. ... Qd6-c5 (c6, c7) | 12) Drawing       |

### ☐ *The pin / Setting up a pin: A*

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

### ☐ *The pin / Pin: B*

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

### ☐ *The pin / Pin: C*

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

# 5 Eliminating of the defence

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## AIM OF THE LESSON

- learning an attacking technique

## PRIOR KNOWLEDGE

- forms of defence
- value of the pieces

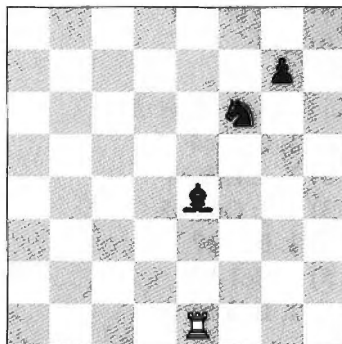
## ACQUISITION

### Concepts

defender, defence, eliminate, task, function, sacrifice, overload

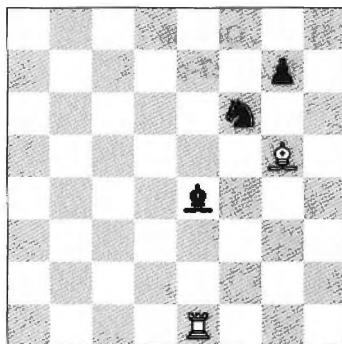
### Instruction

With help of the diagram ( $\Rightarrow$ ) we will verify if the concepts which are necessary to deal with the elimination of the defence are sufficiently well known. Attack and the defence by protecting are essential. The rook is attacking the bishop. The knight is protecting the bishop and the pawn the knight. The knight is an important defender because it is protecting a piece which is under attack. Black can move the g-pawn without any worries, but not the knight, because it has a function.



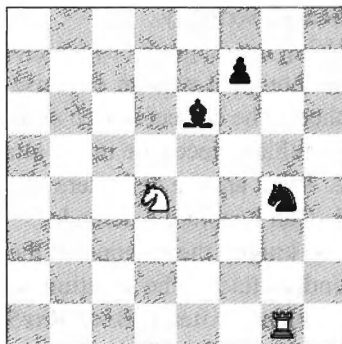
### *Capturing + material*

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

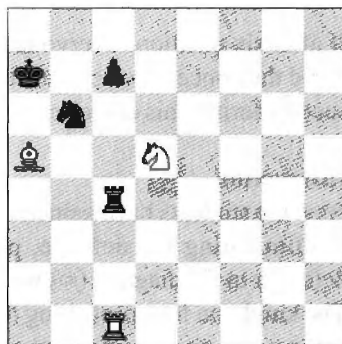


There will always be a student who will suggest saving the bishop on e4 but in that case the knight on f6 is the gain.

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 to get used to it.



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

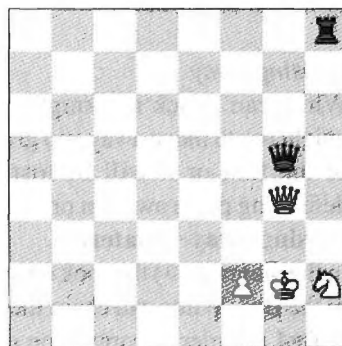


### *Capturing with check*

We still have to point out two aspects. When there is a mutual attack it is important that when the defender is captured you are giving check. In the diagram (⇒) White will accomplish nothing with 1. Nxb6 Rxc1. He has to capture on b6 giving check: 1. **Bxb6+ cxb6** 2. **Rxc4**.

In the diagram (♠), Black first has to invest some material. Sacrificing first is not so easy for the students. However the gain can be large. After 1. ... **Rxh2+ 2.Kxh2 Qxg4** Black has earned 7 points.

It is very important 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 practised at this point.

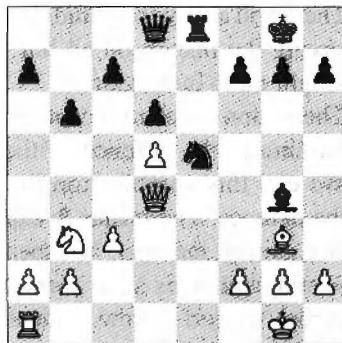


## Search strategy

Using the diagram (♠) we look at the position as though it was an exercise on an exercise sheet. The correct search strategy:

1. Which pieces are under attack?
2. What are the defenders 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.



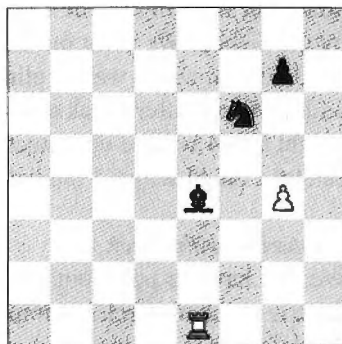
## PRACTICE

◇ *Eliminating of the defence / Capturing + material: A*

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

## Instruction

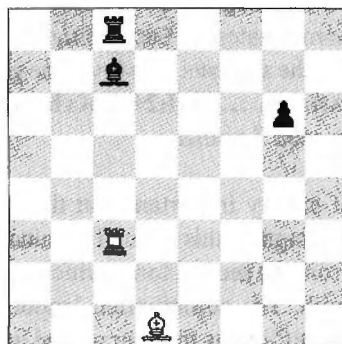
Now the students have gained some experience in eliminating the defence, pointing out the defender in the diagram (⇒) will be child's play. The knight on f6 is protecting the bishop on e4. If the pawn on g7 is pointed out, then we will have to explain that the pawn is defending but that this defence 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.



## Chasing away

White can attack the knight with 1. **g5**. The knight has to move away and give up the defence of the Be4 or it will be lost. We chase the defending piece away in order to win material: **chasing away + material**.

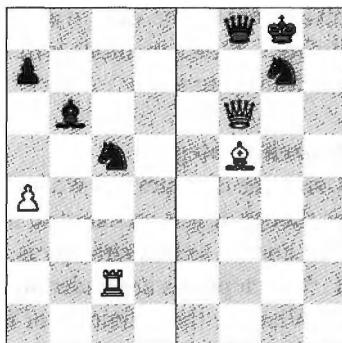
In the diagram (♠) the rook on c8 is the defender of the Bc7. White can chase the rook away with 1. **Bg4** in order to capture on c7.



### *Luring away*

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

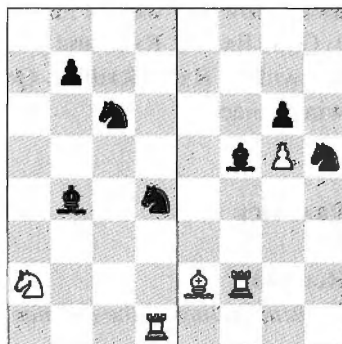
On the right, the black king is a defender; White lures it away with **1. Bh7+**. After **1. ... Kxh7 2. Qxf8** White wins the queen.



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

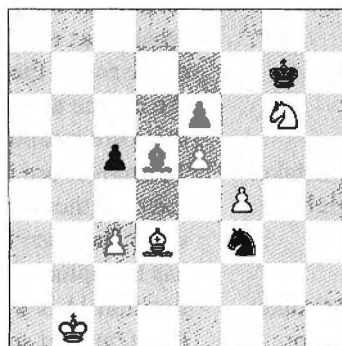
The black knight on c6 on the left has got a too heavy a task. It has to defend two pieces, the Bb4 and the Nd4. White can take advantage of this with **1. Nxb4 Nxb4 2. Rxd4**.

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



### *Line pieces*

With the help of the diagram (♠) we can point out an important difference between pieces which move along straight lines (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 lure it away if the black bishop were on b7). The superiority 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



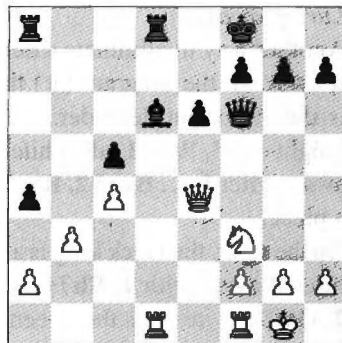
away are not the only ways to eliminate the defence. Other methods will be dealt with in the following steps

### Search strategy

Using the diagram (♣) we look at the position as though it was an exercise in the workbook. The correct search strategy is.

1. Which pieces are under attack?
2. What are the defenders 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. Its task is to protect both pieces which are being attacked. We can't capture or chase it away. However we can lure it away. Not with 1. Qxa8 Rxa8 2. Rxd6 and White loses 1 point, but with **1. Rxd6 Rxd6 2. Qxa8+** and White wins a piece.



### PRACTICE

#### Reminder

◇ *Eliminating of the defence*

#### Workbook

□ *Eliminating of the defence / Capturing + material: A* ♣

Explanation: Material can be gained with the correct capture. 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 draw a circle round the attacked pieces. Only then do they have to make the choice as to which piece is an important defender. After that the correct capture 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 material has been won. 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.



☐ *Eliminating of the defence / Chasing away + material: A* 


Explanation: Have the students draw a circle round the attacked pieces. Only after that will they have to choose 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.

☐ *Eliminating of the defence / Capturing + material: B* 

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

☐ *Eliminating of the defence / Luring away + material: A* 

Explanation: First have the students draw a circle round the attacked pieces. Only then do they have to make the choice as to 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. It has two functions in this position: it protects two pieces. If we capture one of these pieces, it becomes clear that the defender is over-loaded. 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

☐ *Eliminating of the defence / Capturing + material: A*

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| 1) 1. Bb2xf6+ Ke7xf6 2. Rd1xd5     | 8) 1. Nd3xc5 b6xc5 2. Ba4xd7; 1. ... |
| 2) 1. ... Nb6xc4+ 2. b3xc4 Re8xe2+ | Bd7xa4 2. Nc5xa4                     |
| 3) 1. Bd3xg6+ Kf7xg6 2. Nf3xe5+    | 9) 1. ... Qg6xc2 2. Rclxc2 Bd7xa4    |
| 4) 1. ... Ra2xg2 2. Kh1xg2 Kh7xg7  | 10) 1. Ng4xf6 Rf8xf6 2. Re3xc3       |
| 5) 1. Rh1xh7 Kg8xh7 2. Kf3xe4      | 11) 1. ... Ra2xe2 2. Re1xe2 Be6xc4   |
| 6) 1. Be3xb6 a7xb6 2. Rd1xd7       | 12) 1. Rclxc7 Na6xc7 2. Re1xe7       |
| 7) 1. Re8xd8 Bf6xd8 2. Bb3xd5      |                                      |

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

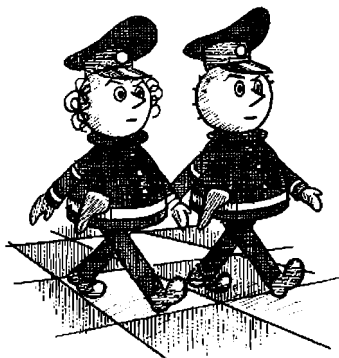
- |                   |                                   |
|-------------------|-----------------------------------|
| 1) 1. ... b5-b4   | 8) Drawing                        |
| 2) 1. ... g5-g4   | 9) 1. ... Bf8-h6; 1. ... Bf8-a3?  |
| 3) 1. c2-c4       | 2. Rc1-a1.                        |
| 4) 1. Bf2-c5      | 10) 1. Bg6-d3; 1. Bg6-h5? Re2-e5. |
| 5) 1. Rd2-f2+     | 11) 1. ... Nc6-a5; 1. ... Nc6-e5? |
| 6) 1. ... Rh8-h4+ | 12) 1. ... Ra8-d8                 |
| 7) Drawing        |                                   |

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

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

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

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



# 6

# The 3 golden rules

## AIM OF THE LESSON

- learning to play sound opening moves

## PRIOR KNOWLEDGE

- activity of the pieces
- safety for the king

## ACQUISITION

### Concepts

developing, development

### Instructie

It is not easy for the children to start a game of chess. Without help they will keep on making 'beginners' mistakes' like playing on the edge and moving the same piece repeatedly. We therefore give three rules to support their choices. These 'golden rules' help them play the opening a bit better.

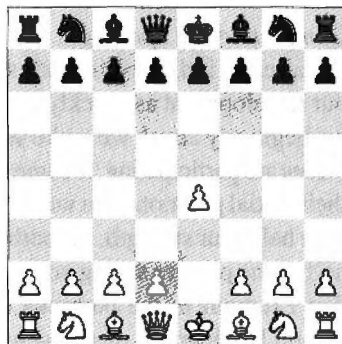
In the first lesson, we learned to place our pieces as actively as possible. We place them in or around the centre, from where they aim at our opponent's half of the board. Because the battle is about the centre, we must strive to have as much influence as we can in the middle of the board. The first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

#### 1. Pawn in the centre

(preferably the move 1. e4 - diagram ♖)

Advantages of this move are:

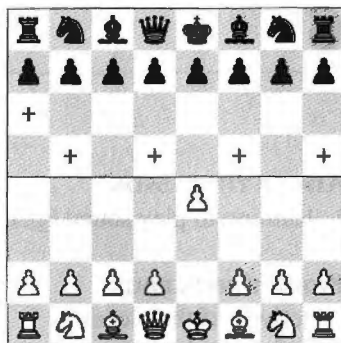
- The pawn aims at d5 and f5 (important squares in the opponent's half which Black therefore cannot use for his own pieces).
- The bishop on f1 can now be moved as can the queen. Together they already



control 3 squares in the opponent's half of the board (diagram ♠).

- After this first move White has 30 moves to choose from.

Counting the number of moves is fun for the students (skip the counting with children who are too young). The number of different first moves is 20, 16 pawn moves and 4 knight moves. After the move 1. a3 (or 1. f3, 1. h3) White's mobility has even decreased by 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 move are the knights and bishops: 2. Nf3 and 3. Bc4 (diagram ♢). We try to move as many pieces as possible towards the middle of the board, 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

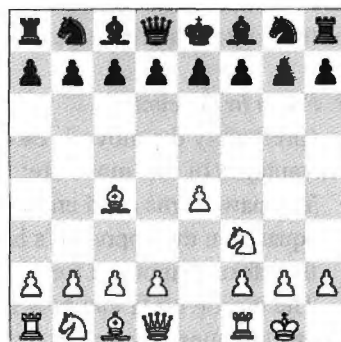
This means that in the opening we get the king out of the dangerous middle by castling (diagram ♣). The rook all of a sudden has also come into play.

We can find these three elements in every good opening. If you neglect one of these three rules, you may get into trouble.



## Completing the opening

We already indicated that we should complete our development as quickly as possible. 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 would be playing with only half your strength. In football you don't see half of the players sitting on the bench. Soldiers don't remain in the barracks during a war. It should be clear: all pieces should participate.



### *The three golden rules*

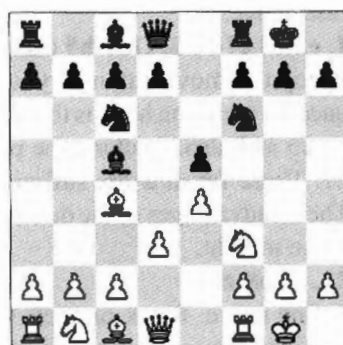
We now repeat the rules. We play **1. e4** and go on playing moves for White. To show the three rules in action as clearly as possible, we will not pay any attention to what Black could do. Following our second rule, the knight on g1 and the bishop on f1 will be placed on their familiar spots.

The third rule will not be difficult any more: 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 phase of the game. 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.



### *Black participates as well*

We now play from the initial position for both White and Black: **1. e4 e5 2. Nf3 Nc6** (White attacked the pawn on e5, Black now protects it) **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 moved about with so much enthusiasm disappears into the box, will they resort to another piece.



### *Activity*

The activity of all the pieces has to be increased in such a way that they are as active as 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 get in each other's way.

The points mentioned above are fairly abstract for the children. These points must slowly be stressed more and more when discussing the games, so that the moves the children make in their own games are chosen more precisely.

### *Vulnerability*

Now a warning is necessary. The queen and to a lesser degree the rook are worth more than the knights and bishops 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, it is threatening to capture on e5 and also attacking 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. A mistake which is often made is 2. ... g7-g6 which after 3. Qh5xe5+ 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. It 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.

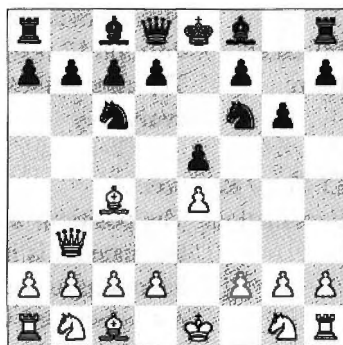
5. g2-g4

White keeps on playing for mate. Another



possible try 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 he is threatening 8. ... Bg4-f5.



## PRACTICE

### Reminder

◇ *The 3 golden rules*

### Playing format

Before we teach more about the opening, the children will have to gain a certain amount of experience through their own games. Without this experience it's difficult to apply the concepts they have just learned.

The danger is that students who have inadequate board vision will pay less attention to playing safely. Virtually all attention will be paid to the golden rules. There are simply too many things to which they have to pay attention at the same time. Playing safe moves is not well enough automated yet.

Play a simultaneous display from the starting position in which extra attention is paid to the rules which were just discussed. 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 else have another strong player available.

## Workbook

□ *Opening / Golden rules: A* ♠

**Explanation:** Which of these three moves beneath the diagram is the best one. The students can underline or draw a circle round the move. When you discuss the exercise sheet together with the students, they can indicate why precisely that move is the best one, and what the disadvantage is of the other moves. There is a short explanation with each of 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 / Revision: 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 at a high tempo. In that case it is better not to proceed with new material but to plan some revision first and above all to let them play more.

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

Help: Give some general help. 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 called for.

□ *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 nowhere, then 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 explain the answer and use this answer as your starting point for the help. Concentrate on the elements of the answer which are correct.

Mistake: The answer is not found.

Help: Help the student by asking questions. Have the targets indicated or directly ask 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 arranged in threes. Only



have this sheet done if the last mix has been done with reasonable success.

Mistake: Can't do position 9 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 of the position (vulnerable king and unprotected bishop on d2). Take the queen off the board if necessary and ask the student to put it back in such a way that Black is mated. If the student finds the f8-square then the solution is also near.

Mistake: Position 10 is wrong.

Help: First try a general approach by naming the characteristics of the position. Should this be insufficient then the position can be simplified by taking the queens off 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: "Can 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 blocks the d2 pawn, which blocks the bishop on c1.  
**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** Too modest. The move of the bishop 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. Moving this pawn can expose the uncastled Black king to an attack. It is 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 attacks the queen, but on c5 the pawn is a bit in the way of the bishop on f8.
- d7-d6 Not a bad move, but not the best. White plays 2. Ng1-f3 and on 2. ... Nb8-c6 White can play 3. Bf1-b5 and keep the queen on d4.
- 5) **Ng1-f3** The best square 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 costing White time.
- 6) **0-0** Black protects f7 with a developing move.  
**Qd8-e7** The queen does not 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. Excellent move.  
**Bg5-e3** The bishop is well placed on g5. There is no reason to move the same piece twice in the opening unless it is under attack.  
**Bg5xf6** An unnecessary exchange. Do not exchange if not necessary.
- 8) **Ng8-f6** The right move. Here the knight controls two centre squares.  
**Ng8-e7** The knight on e7 has less mobility 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 – king safety.  
**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 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** Defends against the mate on f2, but after 1. ... Bc5xd4 White just loses a pawn and there is the same mating threat.  
**Ng1-f3** Sometimes developing is not right. Black gives mate on f2.
- 12) **Qd1-d5** Now and then 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. There are always exceptions to the rules.
- 0-0          Good move but not the best.

□ *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. Qe2-e5    |
| 4) 1. ... Qg6xc2 | 8) 1. Rh1xh7     | 12) 1. Bd3-b5    |

□ *Test / Mix: C*

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

□ *Test / Mix: D*

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| 1) 1. ... Bh4-f6 (pin)               | 9) 1. Qh4-d8 (double attack: ♕) |
| 2) 1. Be2-b5 (pin)                   | 10) 1. ... b7-b5                |
| 3) 1. ... Ra8-d8 (pin)               | (luring away + material)        |
| 4) 1. Rg1xg7+ (capturing + material) | 11) 1. Rh1-h8+                  |
| 5) 1. Qd4xf6+ (capturing + material) | (luring away + material)        |
| 6) 1. Re1xe5 (capturing + material)  | 12) 1. Ne5-c4                   |
| 7) 1. ... Qg6-f6 (double attack: ♕)  | (chasing away + material)       |
| 8) 1. Qe2-h5 (double attack: ♕)      |                                 |

□ *Test / Mix: E*

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

**AIM 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 about mate in two:

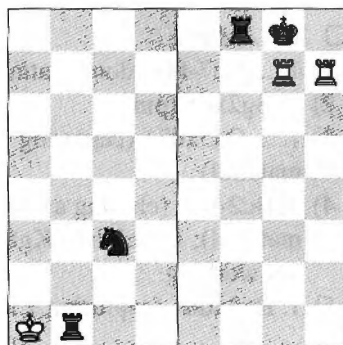
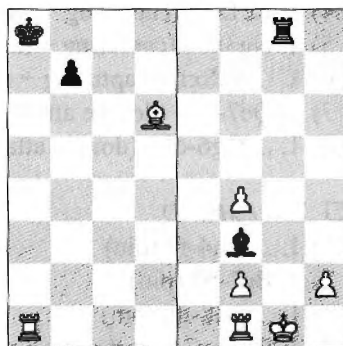
- recognition of a mating pattern (the end position with mate)
- cooperation of the pieces (with supported or assisted mate)

*Mating patterns*

First we will practise recognising mate, a skill which also played an important role with the mate-in-one exercises.

The positions in the diagrams ( $\Rightarrow$ ) and ( $\Downarrow$ ) 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: it can take away flight squares and protect its fellow pieces (and it can perform the function of a guard as well). The guard keeps the flight squares under control but at the same time it can protect the chaser.

Have the students make up their own exercises on their own board.



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

### *Cooperation of pieces*

In most cases the cooperation between the pieces will consist of alternately chasing and guarding. The point is to limit the freedom of the opposing king. On the 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. Rg1#**. The loser has no choice, so the effect of the moves is easy to foresee. The first condition for giving mate is being able to get at the black king. Giving check has to be possible. Second is the cooperation between the pieces. They have to divide the tasks between them. One piece chases the king to a square so that 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 supported and assisted mate.

On the right, there is a similar picture after **1. Bg3+ 2. Kf1 Re1#**. Note that the rook is also taking care of the g1-square.

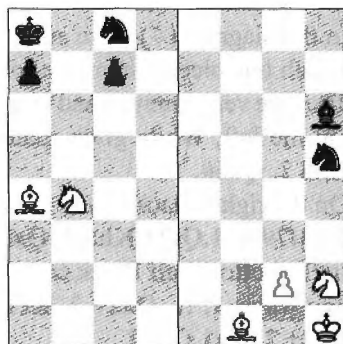
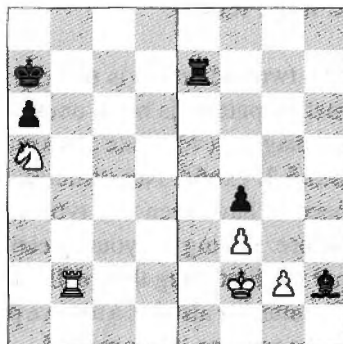
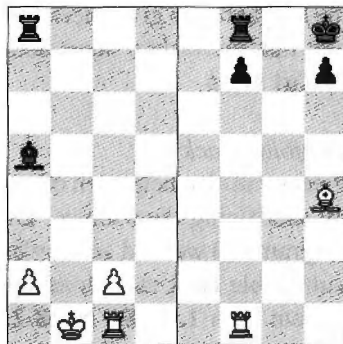
Cooperation entails:

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

When giving mate with two pieces, the 'help' of opposing pieces, which get in the way of their own king, 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#**.

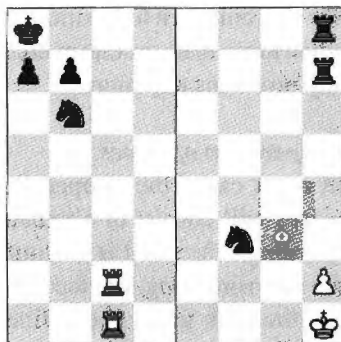
On the right the roles have been reversed. Now



the knight has to give check first; it is only after that that the bishop takes action: **1. ... Ng3+ 2. Kg1 Be3#**.

### *Twofold attack*

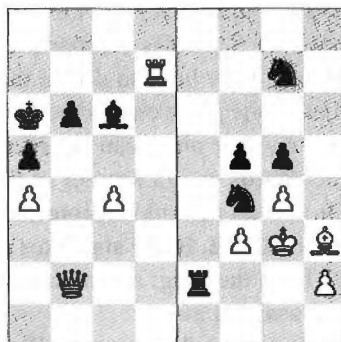
Pieces can also help each other in another way: by sacrificing themselves! On the left in the diagram (↑) we find an easy example. Black's vulnerable back rank is an open invitation to a mate with **1. Rc8+ Nxc8 2. Rxc8#**. White gives mate because of the twofold attack on c8. The situation is hardly more difficult on the right. The bishop on g3 is protecting h2. Black has three attacking pieces and that is sufficient to take out the king and 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 need 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**).

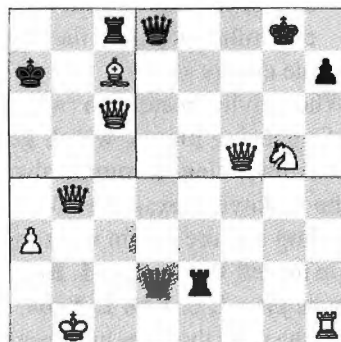
The B-exercise sheet with this lesson is full of mate-in-two exercises utilising the twofold attack.



In the diagram (♠) there are three positions in which one piece retains the role of the chaser. They are very common and worth remembering. On the left, White gives mate with **1. Qb6+ Ka8 2. Qa6#**.

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

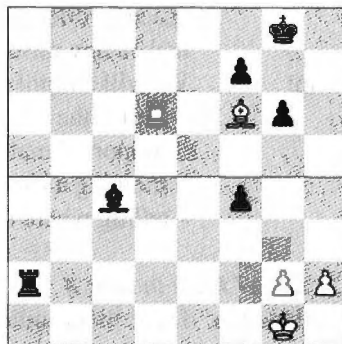
In the bottom half Black can also give mate in two ways: **1. ... Qa2+ 2. Kc1 Qc2#** or **1. ... Qc2+ 2. Ka1 Qa2#**.



The queen especially is a very suitable piece to place the king in a worse position by giving check and then delivering 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 into existence in the bottom part after **1. ... Ra1+ 2. Kf2 Rf1#**.



The examples given are sufficient for a first lesson. 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 (supporting and assisting or a combination of both)
- recognising typical mating patterns (in which the colour and place do not really matter)

## 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. In principle, it is the main piece which has to take away the most squares. The lower value piece mostly has a protective function or will take care of giving check

**Mistake:** The position is too difficult. The way pieces exert influence on

space is difficult to see. 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 supported mate)
- showing a similar mating pattern
- telling where one of the pieces should be

☐ *Mate / Mate in two: A*



Explanation: Have them indicate both moves until it is mate. Young children who are 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 chase 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) Qb7, c6

2) Qa7, a3

3) Qa4, b3

4) Rg1, Nf3

5) Ra5, Nd7

6) Rb5, Nc3



- 7) Ra8, Bc6
- 8) Rf8, Bh6
- 9) Ra5, Bd8

- 10) Qe7, Nf5
- 11) Ng6, Qd7
- 12) Ne7, Qf6

☐ *Mate / Mate in two: A*

- 1) 1. Rf5-f7+ Ka7-b8 2. Rg6-g8#;  
smart is 1. Rf5-b5 Ka7-a8 2.  
Rg6-a6#
- 2) 1. Rb1-b7+ Kh7-g8 2. Ra1-a8#
- 3) 1. Rb2-g2+ Kg7-h6 2. Ra1-h1#
- 4) 1. Qe6-g6+ Kh7-g8 2. Rb6-b8#
- 5) 1. Qb3-b8+ Ka7-a6 2. Rb1-a1#
- 6) Drawing

- 7) 1. ... Be7-c5+ 2. Kg1-h1 Rf8-f1#
- 8) 1. ... Bg4-f3+ 2. Kg2-f1  
Rh8-h1#
- 9) Drawing
- 10) 1. ... Rd8-g8+ 2. Kg2-h1 Nd3-f2#
- 11) 1. Nd5-e7+ Kg8-h7 2. Rg2-h2#
- 12) 1. ... Nd4-f3+ 2. Kg1-h1 Ra2xh2#

☐ *Mate / Mate in two: B*

- 1) 1. ... Qe3-e1+ 2. Rd1xe1 Re8xe1#
- 2) 1. Rd7xa7+ Bb6xa7 2. Re7xa7#
- 3) 1. Qd3-d8+ Nc6xd8 2. Rd1xd8#
- 4) 1. Qg5-g7+ Qf7xg7 2. f6xg7#
- 5) 1. ... Re7-e1+ 2. Ra1xe1 Qh4xe1#
- 6) 1. ... Rh3-h1+ 2. Ng3xh1 Rh8xh1#

- 7) 1. Qd4xf6+ Ne8xf6 2. Bb2xf6#
- 8) 1. ... Nd3-f2+ 2. Nh3xf2 Ne4xf2#
- 9) 1. Qe5xe6+ Bd7xe6 2. Re1xe6+
- 10) 1. Qa3-f8+ Rf4xf8 2. Rf1xf8#
- 11) 1. Qc1-h6+ Rd6xh6 2. Rc6xh6#
- 12) 1. Qf3-f6+ Be5xf6 2. Bd4xf6#

☐ *Mate / Mate in two: C*

- 1) 1. Qa4-e8+ Kh8-h7 2. Qe8-g8#
- 2) 1. Qh2-g2+ Ka8-b8 2. Qg2-b7#
- 3) 1. Qe5-c5+ Kb6-a6 2. Qb5-a5#
- 4) 1. Qe5-a5+ Kb6-c6 2. Qa5-c5#
- 5) 1. Re1-e8+ Kb8-a7 2. Re8-a8#
- 6) 1. ... Rd8-d1+ 2. Kf1-e2 Rd1-e1#
- 7) 1. Qh6-h7+ Kf7-f8 2. Qh7-g8#

- 8) 1. Qe3-a3+ Ka7-b7 2. Qa3-a6#
- 9) 1. ... Qf2-f3+ 2. Kh1-h2 Qf3-h3#
- 10) 1. Qd5-b7+ Kh7-h6 (1. ... Kh7-g8  
2. Qb7-g7#) 2. Qb7-h1#
- 11) 1. ... Qh6-c6+ 2. Kh1-g1 Qc6-g2#
- 12) 1. ... Qd7-d5+ 2. Kg2-f1 Qd5-f3#

☐ *Mate / Mate in two: D*

- 1) 1. ... Bh5-f3+ 2. Kh1-h2 Bf8-d6#
- 2) 1. Ne4-f6+ Kg8-g7 2. Qf5-h7#
- 3) 1. Na4-b6+ Kc8-d8 2. Ra1-a8#
- 4) 1. ... Re8-e1+ 2. Kb1-c2 Qa3-c1#
- 5) 1. ... Qf4-f3+ 2. Kg2-g1 Nd4-e2#
- 6) 1. Qh4-h8+ Kf8-e7 2. Rc4-c7#

- 7) 1. Bc3-a5+ Kc7-c8 2. Rd1-d8#
- 8) Drawing
- 9) Drawing
- 10) 1. Nf4-e6+ Kf8-g8 2. Rb7-g7#
- 11) 1. ... Be5-f4+ 2. Kd2-c3 Qf1-a1#
- 12) 1. Qe6-c8+ Kf8-e7 2. Rh6-e6#

# 8

# Double attack: knight

## AIM OF THE LESSON

- learning the attacking possibilities of a knight

## PRIOR KNOWLEDGE

- targets
- double attack with the queen

## ACQUISITION

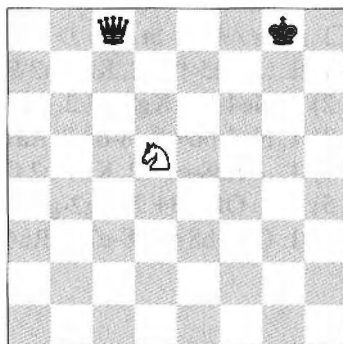
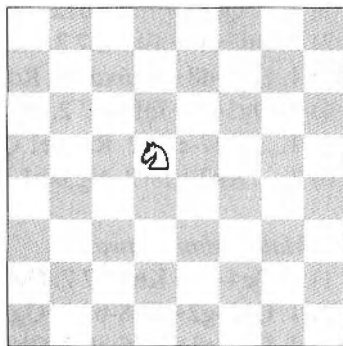
### Concepts

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 move to eight other 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 arrange for a knight to cover much more than 8 squares. We do this by looking for the squares it will be attacking from the next position it moves to. These will be squares of the same colour as the one the knight is on at the moment.

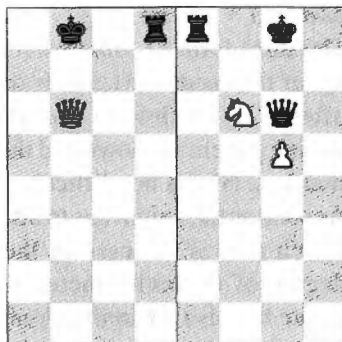
We build on the position seen in diagram (⇒) by placing the black queen on c8. Can White, to move, take the queen with the knight? No, but after placing the black king on g8 (diagram ⇨) it appears that the black queen on c8 is not so safe. Have the children name the other squares themselves where the 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.



### *Queen and knight: differences*

The positions in the diagram (↑) serve to indicate the differences in double attacks carried out by the queen and those of the knight. On the left, the double attack of the queen falls flat after 1. ... Kc8.

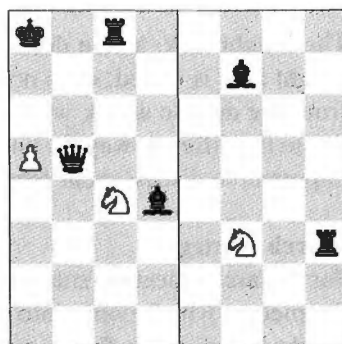
On the right, the knight does win material by giving check on f6 because it is of less value than the rook. A double attack by the knight can win material by attacking unprotected pieces, insufficiently protected pieces and important pieces which are more valuable than the knight itself. When using a double attack with the queen only the first of these conditions holds true on all occasions; the second one can work, but only under certain circumstances. Another difference is that the knight, when executing the double attack, can be under attack (protected of course), the queen can't.



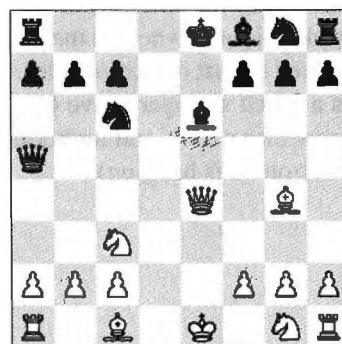
### *Material + material*

The form 'material + material' will cause equally few problems. On the left in the diagram (⇒) 1. Nb6+ gets nowhere, because of 1. ... Bxb6. The correct move 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 come up with an adequate response to the double attack of the knight. The rook can't safely protect the bishop.



Apart from unprotected pieces, insufficiently protected pieces can be a target. A piece which is attacked and defended once is a suitable target. We take a somewhat more crowded position (diagram ↓). Some students will immediately have more problems. After 1. ... Nf6 Black is attacking the queen and the bishop. The queen must move and the black knight can capture the bishop on g4.



### *Material + square*

The third form of 'material + square' is once again the most difficult. It does not happen often. On the left in the diagram (↑) the mating pattern is known and therefore the solution 1. ... Nb4 is not difficult.

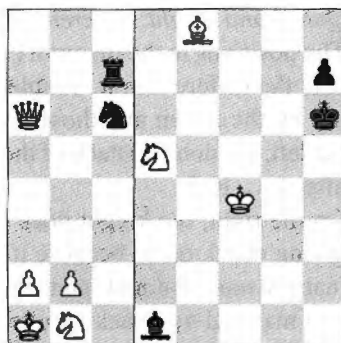
As soon as the knight has to attack two squares, which also is the case in the exercises, the degree of difficulty increases significantly. White has also a winning double attack on the right, but it is not immediately apparent. Only when we discover where the knight should be placed for mate will things become clear. After 1. Ne3 Black can't escape the loss of 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. But, due to the different way the knight moves, it is important to discuss them separately.

### **Search strategy**

For this assignment the students have to search for pieces, which come into range after the knight has made its first move. That's also a better strategy in games than 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 students will play 1. ... Nc2+ winning a rook. It is only when all the possible moves are looked at, that it becomes clear that 1. ... Nd3+ is a much stronger move (the queen is worth more than a rook, and furthermore Black's own rook on h8 is hanging).



## 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 as long as the student also points 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. They will then see the gain of material. An additional look will suffice.

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

- 1) 1. Nc4-e3
- 2) 1. Nc5-e6+
- 3) 1. ... Ne5xd3+
- 4) 1. Ne4-d6+
- 5) 1. e7-e8N+ (1. Nf4-e6+ is  
the rules; 1. e7-e8Q Qc7x)
- 6) 1. Ne5xf7+
- 7) 1. ... Nc4-d6

9) 1. ... Ne5-f3+

11) 1. Nf4-g6+

Qe2-d1 but Black is better)



# 9

# Mating with the rook

## AIM OF THE LESSON

- learning the skills involved in giving mate

## PRIOR KNOWLEDGE

- mate
- stalemate
- giving mate with the queen

## ACQUISITION

### Concepts

waiting move

### Instruction

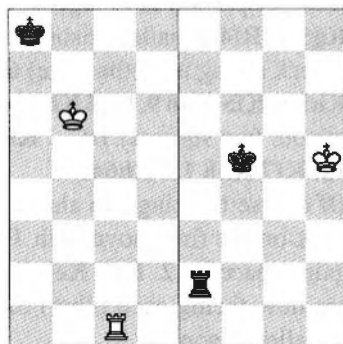
Though less valuable, as an exception the rook in this lesson is more vulnerable than the queen. It can be attacked by the enemy king and therefore cannot force the king to the edge on his own. The aid of one's own king is indispensable.

The plan for giving mate consists of three phases:

- establishing 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: we begin with a mate and work towards a position with the black king in the middle in order to explain the plan. We start with two mate in one positions.

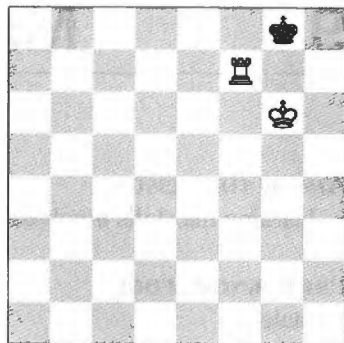
On the left in the diagram (♠) the black king is in the corner and on the right on the edge.



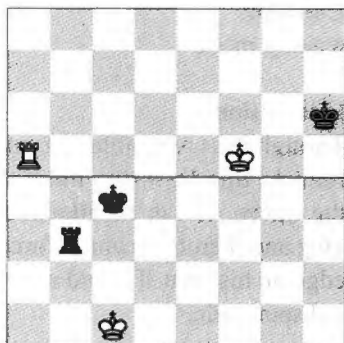
Mating in one will not cause a problem (**1. Rc8#** and **1. ... Rh2#**).

### *Waiting move*

In the diagram (♠) the question is: how does White get the black king into the corner? The solution requires two steps. If Black is to play, the king has to go to the corner. White to play makes a waiting move so the king can't escape via f8. White retreats his rook along the f-file to any square of his choice.



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



In the lower part **1. ... Kd3 2. Kd1 Rb1#** is the correct approach.

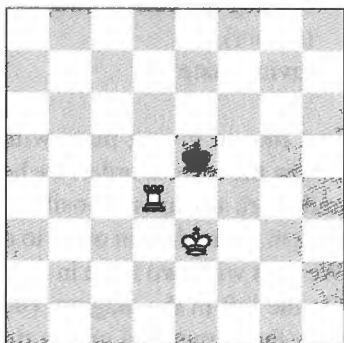
### *Forcing the king to the edge*

The second phase is to force the king to the edge or to a corner. (diagram ♠).

In this position the cooperation between the king and the rook is already present. White can't directly make Black's prison smaller.

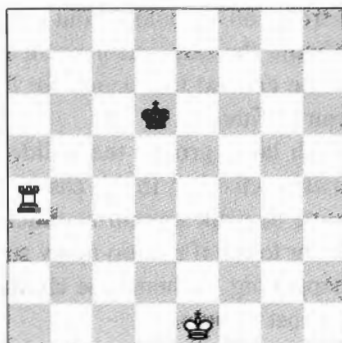
A possible continuation is: **1. Kd3 Kf5 2. Re4** (smaller prison) **2. ... Kg5 3. Ke3 Kf5 4. Kf3 Kg5 5. Rf4** (smaller prison) **5. ... Kh5 6. Rg4** (Black's king is on the edge) **6. ... Kh6 7. Kf4 Kh5 8. Kf5 Kh6 9. Rg5 Kh7 10. Rg6** (smallest prison: two squares) **10. ... Kh8 11. Kf6 Kh7 12. Kf7 Kh8 13. Rh6#**.

Of course the king can also 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).





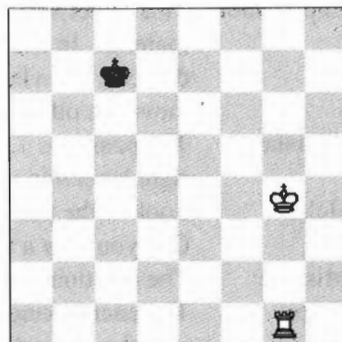
The third phase is establishing cooperation between the king and rook. From the diagram (↑) this will go as follows: **1. Kd2 Kc5 2. Kc3 Kd5 3. Rd4+ Ke5 4. Kd3** and we have arrived at a similar position to the one seen in the last diagram. After **2. ... Kb5 3. Rc4** the prison is already not too big any more. The following sequence may then be played **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. Rc6** 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! But 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 process easy to grasp.
- The problems connected the spatial phase are made clearer step by step.



Knowledge and skill go hand in hand. A faster way can be taught at 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 material which has been discussed. The students will take the side with the rook.

Errors can be pointed out during the display. Should the same error occur repeatedly, then some general instruction for the whole group can be fitted in.

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

## Workbook

### ☐ *Mate / Mate in two (rook): E*

**Explanation:** This sheet serves as a lead in 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 anymore.

**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 an 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 aimed at a square are often difficult. The position can be simplified by placing the black king on h7. In that case 1. Ra1-e1 wins too. The student will know now that a pin is involved and we return to the starting position.

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

□ *Test / Mix: G*

- |  |   |
|--|---|
| 1) 1. Bf3-d5 (pin)   | (mate in two)   |
| 2) 1. Qf7-g8+ (mate in two)  | 7) 1. ... Ra8-a2 (pin)                                |
| 3) 1. ... Nc5-d3 with mating threat on<br>b2 (double attack: knight) | 8) 1. Qe2-g2 (double attack: queen)                   |
| 4) 1. ... Qc7xc4 2. Nd2xc4 Rd8xd5<br>(capturing + material)          | 9) 1. b2-b4 en 2. Rf2xf5 (chasing<br>away + material) |
| 5) 1. Qd1-c2 (double attack: queen)                                  | 10) 1. Ra1-a7 (pin)                                   |
| 6) 1. Re6-a6+ Ka7-b8 2. Nc5-d7#                                      | 11) 1. ... Qg6-d6 (pin)                               |
|  | 12) 1. Nh5-f6+ (double attack: knight)                |

# 10

# Double attack: ♖ ♗ ♘ ♚

## AIM OF THE LESSON

- learning to use the rook, bishop, pawn and king as attacking pieces

## PRIOR KNOWLEDGE

- targets
- double attack (queen and knight)

## ACQUISITION

### Concepts

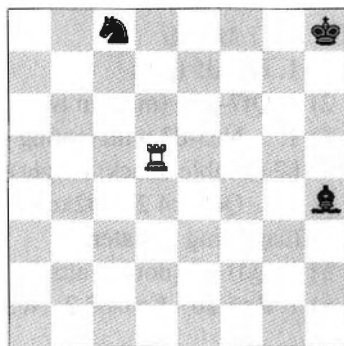
minor pieces, major pieces

### Instruction

The double attacks by the queen and knight are known. In this lesson other pieces will be brought to the attention of the student. These pieces will subsequently be reviewed so that the 3 known combinations of targets king + material, material + material and to a lesser degree material + square will once more be brought to the fore. In fact there is little that is new when compared to the double attacks already discussed. A discussion of the subject is still appropriate. Viewing the examples and practising with them helps the children to track the combinatory patterns more easily. What is new in this lesson is the double attack using two pieces.

### *Double attack: rook*

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

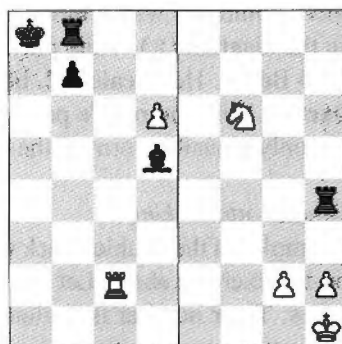
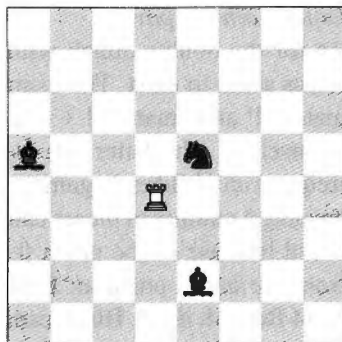


on their own board. The neighbour can then solve the problem.

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 cannot be prevented without the loss of a piece. 1. **Rd5** is wrong because of 1. ... **Nc6** (1. ... **Nc4**) or 1. ... **Bc3** (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 on the part of the opponent is necessary for a mating pattern to be found. A few examples will of course not harm.

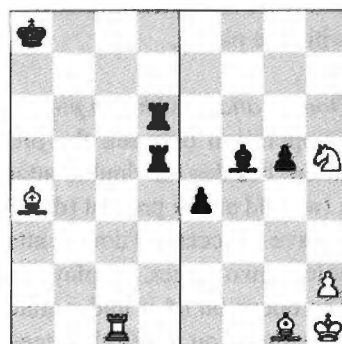
On the left, in the diagram (⇒) On the a-file White can give check with the rook on four squares. He will only be successful with the double attack 1. **Rc5**. Now White threatens to take the bishop as well as to give mate on a5. The mating pattern on the right-hand side will be the most frequent in reality. The rook can threaten mate on the back rank and attack a piece at the same time. 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.



### *Double attack: bishop*

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 rook. White wins an exchange with 1. **Bc6+**. On the right Black plays 1. ... **Bg4**. The win of a knight and mate on f3 are the threats. White will lose the knight.

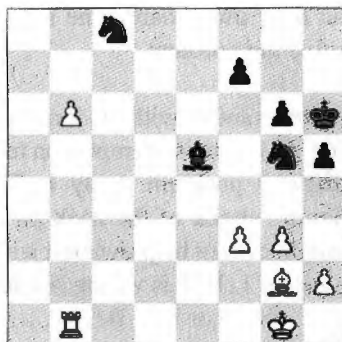


### *Double attack: pawn*

As for the double attack with the pawn, two forms seem to exist. The examples of 'king + material' and 'material + material' speak for themselves. The latter one especially is very frequent in children's games. Right from the opening a number of pieces can 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 threat of promotion.

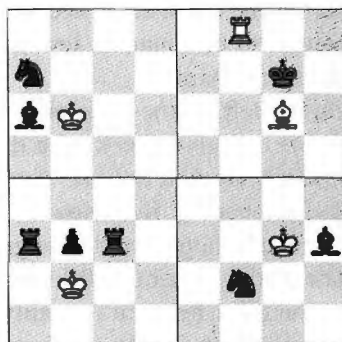
In the diagram (♠) White plays 1. b7 (and not 1. f4 Bd4+). He threatens 2. b8Q as well as 2. bxc8Q. With the rook's pawn anyway this is the only plausible form of the double attack.



### *Double attack: king*

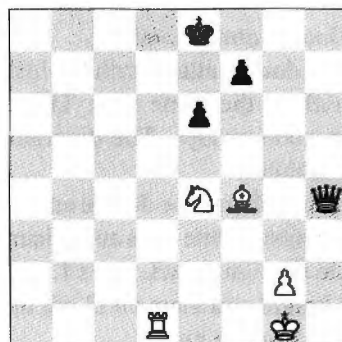
Examples of the double attack with the king are on the exercise sheet. Let the students invent a few. Their number is limited. The king can only attack unprotected pieces.

The diagram (⇒) gives three double attacks. The position in the lower right part is no double attack: the bishop is protected and therefore no target. White wins a piece thank to the elimination of the defending knight (chasing away with one piece).



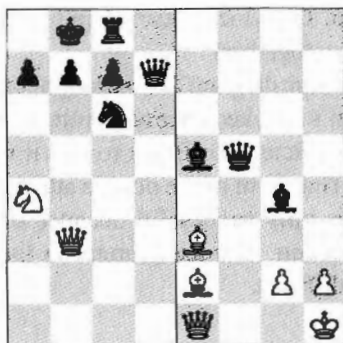
### *Double attack with two pieces*

Cooperation between the pieces is required when, besides the double attack, there is also a twofold attack present (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 are doing their



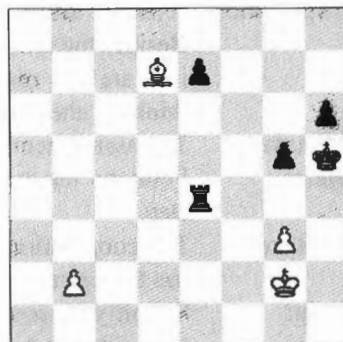
job. Attacking the queen is the bishop's task, the rook will provide mate, for which the aid of the bishop is needed.

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



On the right, **1. ... Qh5** is the decider. Mate on h2 and the gain of a piece on e2 are the threats.

In the diagram (⇒) no cooperation is needed. Each piece has its own threat, which is in itself not decisive. Together there is a winning double attack. White plays **1. Kf3**. The king move attacks the rook and protects the g4-square. A double threat has been set up: **2. Kxe4** and **2. Be8#**. In the starting position the black king still had the flight square g4 available.



The double attack of the rook, bishop, pawn and king are discussed in one lesson. None of these pieces plays such a dominant role as the queen or has its own characteristics like the knight. In practice these two occur more often. Enough reasons to give queen and knight special treatment.

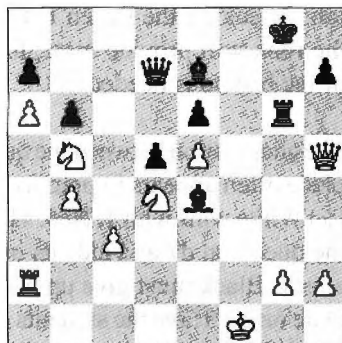
### Search strategy

The search strategy in order to solve the exercises:

1. Find pieces that are in the same line (file, row or diagonal) as 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 slightly difficult.



## PRACTICE

### Workbook

☐ *Double attack / Rook, bishop, knight, king: A*



**Explanation:** 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 its own pieces. That assignment will not be a problem. After that, the original position can be solved.

☐ *Double attack / Rook, bishop, knight, 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 towards 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 has been 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, knight, king: A

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

### ☐ Double attack / Rook, bishop, pawn, king: B

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

### ☐ Double attack / Cooperation of two pieces: B

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

**Aim of the lesson**

- learning an attacking technique
- learning an indirect attack

**Prior knowledge**

- targets
- double attack

**ACQUISITION****Concepts**

battery, discovered attack, indirect

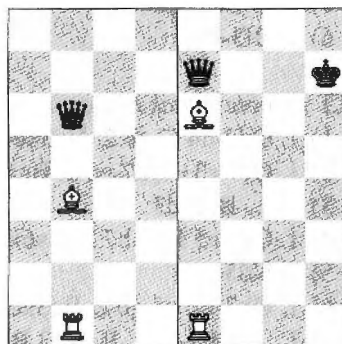
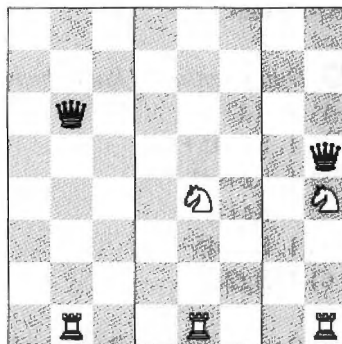
**Instruction**

In this lesson a special form of the double attack will be introduced. It is 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 (⇒) will help clarify the conditions.

On the left in the diagram, the rook is attacking the queen directly. In the middle, the rook is indirectly attacking the squares behind the knight. On the right, the queen will only be under attack by the rook 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 the case when the knight has a suitable target to 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 such a target 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, each by a different piece. We call this combination a **discovered attack**. This is a special form of the double attack where two pieces attack two different targets.

### Batteries

In the diagrams there are a few examples of batteries:

(↑) Back piece: **Qb5** and **Bb2**

Front piece: **Nb6** and **Rc3**.

(⇒) Back piece: **Rh7** and **Bg2**,

Front piece: **g7** and **f3**

The indirectly attacked squares are also indicated.

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 who constructed it) on the demonstration board.

### Targets

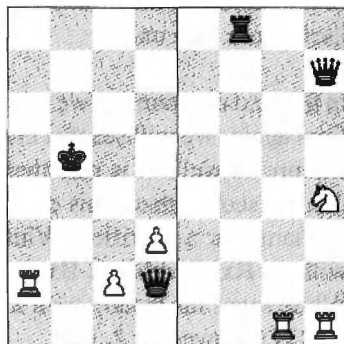
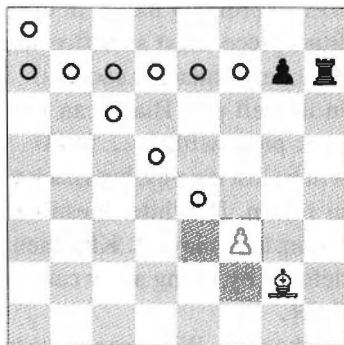
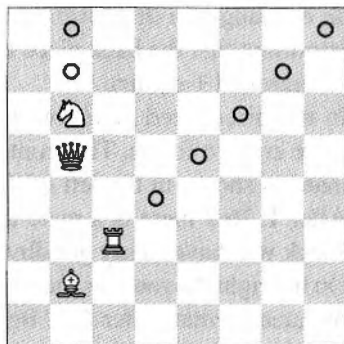
A discovered attack is an attack on two targets. At the start, the back piece is indirectly attacking a target; the front piece has to be aimed at another target. The targets are known in this double attack.

#### • 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 2 plus and Step 3).

#### • material + material

On the right White plays **1. Ng6** with an attack on the queen and the rook. Black has to give up

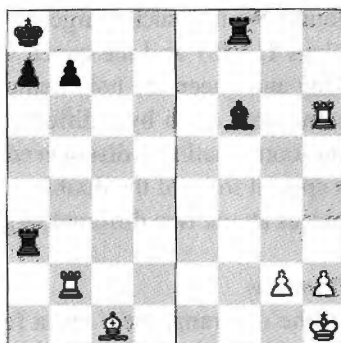


an exchange. In this form it is almost always important that the back piece is protected.

• **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.

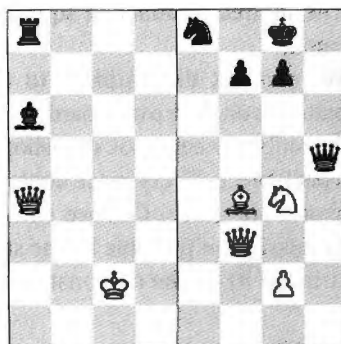


*Front piece sacrifices itself*

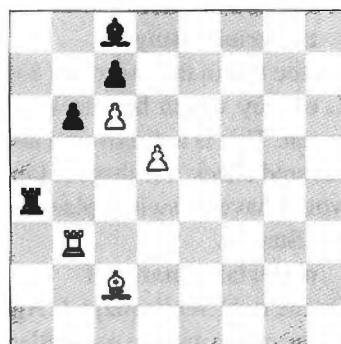
Let us make the discovered attack a bit more difficult. So far, the move by the front piece was an ordinary move. In the diagram (⇒) the front piece must sacrifice itself to make the discovered attack a success.

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 luring away can be repeated: 2. ... **Bc2+**.

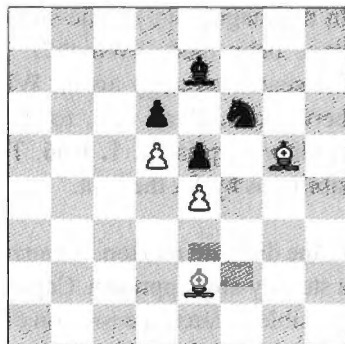
On the right, White can make use of the battery Qf3/Ng4. The wrong way is 1. **Nf6+** **Nxf6** and the black queen is protected. The correct way is 1. **Nh6+** **Qxh6** (the best, otherwise 2. **Qxh5**) 2. **Bxh6** **gxh6** and White has earned three points. In the exercises, the front piece has to sacrifice itself 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** **exb6** 2. **Bxa4**. On 1. ... **Rc4** White saves his bishop with 2. **Rb2** and 1. ... **Ra2** is followed by 2. **Bb1**.



In the diagram (♣) 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 its own bishop; the black bishop attacks the white one on g5. Black wins a pawn.



When 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 neither the king, the knight nor the pawn can be a back piece.

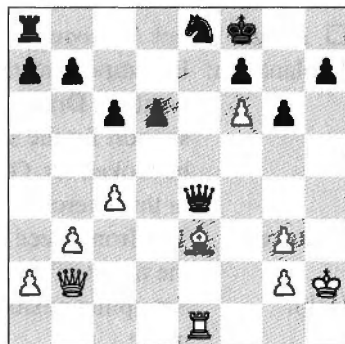
### Search strategy

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

Firstly, in the diagram (♠) the following questions will help clarify things.

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. Bxa7 would not work.

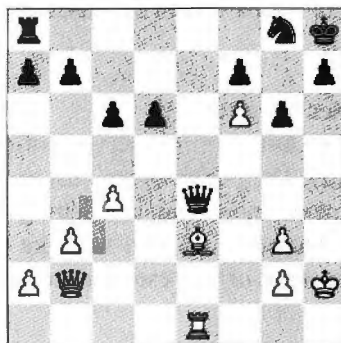
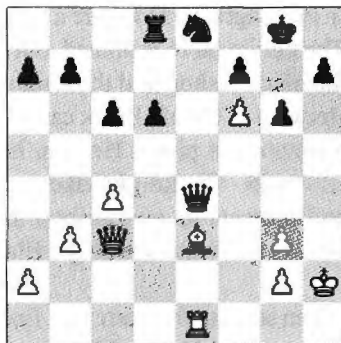
The right solution will not cause any problems:  
1. **Bh6+** winning a queen.



In the diagram (↑) some slight modifications have been made (Which?). We go through the search strategy again. White can choose between **1. Bxa7** and, for the children, the slightly surprising, **1. Bb6**. The second possibility is by far the best.

In the diagram (⇒) too, we again continue with a step-by-step approach. 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 gives check.



## PRACTICE

### Reminder

◇ *Discovered attack*

### Workbook

□ *Double attack / Discovered attack: A* ♞

**Explanation:** It's important that the students first look for the battery in the position. Drawing a circle round the front and back pieces 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 be dealt with 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: In difficult positions too, the students still have to locate the battery. What should happen to the front piece after it moves? Should it 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+     | 7) 1. e4-e5+       |
| 2) 1. Ne4-d6+     | 8) 1. ... d4-d3+   |
| 3) 1. Rc4-c8+     | 9) 1. Kf2-g3       |
| 4) 1. Ne5-c6+     | 10) 1. ... Kc5-b5  |
| 5) 1. ... Nf3-h4+ | 11) 1. ... Bd6-h2+ |
| 6) 1. Rf7xa7+     | 12) 1. Bd3xh7+     |

□ *Double attack / Discovered attack: B*

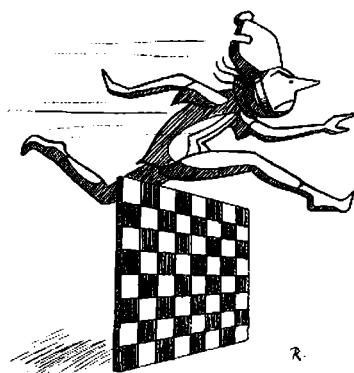
- |                   |                   |
|-------------------|-------------------|
| 1) 1. ... Bb6-d4+ | 7) 1. Ne4-c5      |
| 2) 1. d3-d4+      | 8) 1. ... Rc4xd4  |
| 3) 1. ... Re5-g5+ | 9) 1. Be4-c6      |
| 4) 1. Bd3-b5+     | 10) 1. ... d5xc4  |
| 5) 1. ... Bc6xf3  | 11) 1. ... Nd6-e4 |
| 6)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

□ *Double attack / Discovered attack: C*

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

□ *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? b6xc5 2. |
| 5) 1. Ne3-f5      | Qf3-a8 Qb3-b8                       |
| 6) 1. Nd4-f5      | 12) 1. Be4-f5; 1. Be4-g2? Qh3-d7    |
| 7) 1. Re4-e7      |                                     |





# 12 Defending against mate

## AIM OF THE LESSON

- revising defensive methods
- learning new ways to defend

## PRIOR KNOWLEDGE

- basic forms of defence

## ACQUISITION

### Concepts

x-ray, gain in tempo, clearance

### Instruction

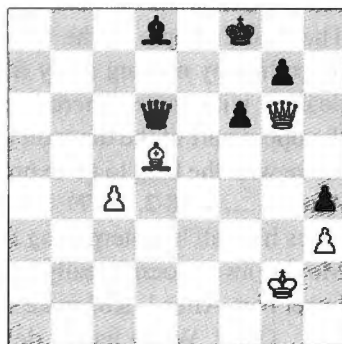
The lesson about defending in Step 1 is already far behind us. With some students, the knowledge about it has sunk without trace and the application of methods of defence in their own games leaves much to be desired. It's high time for a review.

Whether this lesson is really necessary or just useful will become clear from the answers to the question: "In what ways can you defend in chess?"

Just to be clear: moving away, protecting, capturing and interposing are the answers. It depends strongly on the time required to give them, the completeness and the correctness of the answers if all the examples from this lesson need to be dealt with or only a part of them.

By using the diagram (♠) all the methods can be discussed. Black to move has smart possibilities and stupid ones.

The correct ones are protecting 1. ... Qe7 (c7, d7) or capturing (exchanging) the piece which is threatening mate: 1. ... Qg3+, even though it will lose a pawn. The wrong ideas are capturing



the helper, the piece which is assisting the black queen (1. ... Qxd5), interposing the queen on e6 and moving away with the king (1. ... Ke7 2. Qf7#).

### Protecting

The usual way to protect is with the piece which is moved. That this is not necessary can be seen in the upper part of the diagram. (♁). Black solves his problems with a bishop move. The 7<sup>th</sup> rank is being 'cleared' according to the chess term. It is the queen and not the bishop which will protect g7.

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 looks straight through the queen to g2. Some 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. Another clever way in defending is protecting with a gain of tempo.

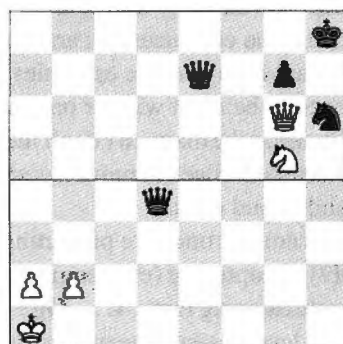
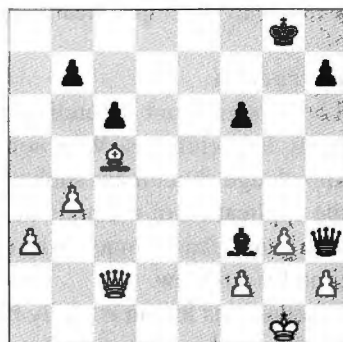
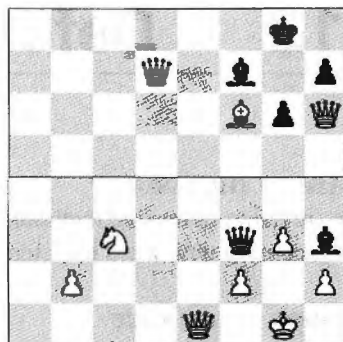
In the diagram (♞), the white queen can't reach the f1-square in one move. Thanks to a check on c4, White gains a move. Those who think that 1. Qb3+ is even smarter will be disillusioned after 1. ... Bd5.

Protecting by clearing, x-ray and a gain of tempo can be handy in an actual game.

### Moving away

The first example in 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

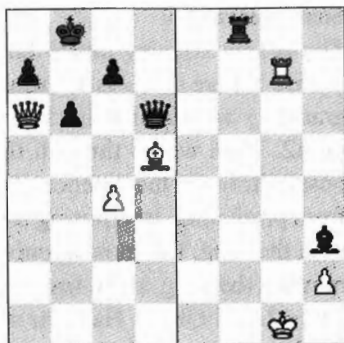


providing an escape square for the king (so the preparation for moving away). There is nothing to worry about after 1. a3.

### *Interposing*

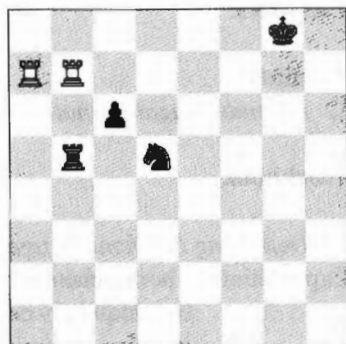
In the diagram (♠) there are two simple examples dealing with interposing. Children choose interposing as a form of defence only when there is no other option. This is the case on the left: capturing on d5 can't obviously be considered. Black can defend himself against mate on b7 with 1. ... c6.

On the right, White has to prepare to interpose the rook 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 get any further than the defence with 1. Rg2, which unnecessarily loses material. After 1. Kh1 Rf1+ 2. Rg1 the mate threat has been countered.

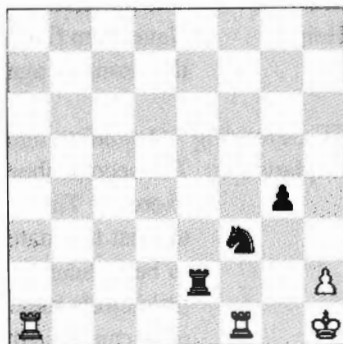


### *Capturing*

A simple form of defending against mate is by capturing the attacking piece. First of all you can capture the piece, which is threatening mate. You can also capture the piece which is guarding the flight squares as shown in the diagram (⇒). White is threatening 1. Ra8#, but Black can't prevent this move (1. ... Nb6 2. Rb8+ is not an option). Exchanging the rook on b7 with 1. ... Rxb7, however, is adequate.

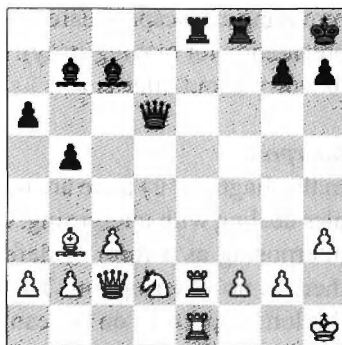


In the diagram (♣), White can prevent mate by capturing the supporting piece: 1. Rxf3. This loses material but the alternative is mate. Have the students come up with their own positions on their own board with defences against mate. The neighbour can solve the position. The nicest positions can be set up on the demonstration board.



## Search strategy

The search strategy has to be directed to the square where mate is imminent. In the diagram (↑) we establish that Black wants to mate on h2. Then we go through the list of all the possibilities for the 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 as in position 11).

Mistake: Mate is not prevented.

Help: Execute on the board the move chosen by the student and ask if the opponent can still deliver 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 ask them to solved the example 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 filling in the little circle 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 filled in.

Help: There is a defence against mate. Have the student point out the mate threat. Can you capture an attacking piece? Can you escape with the king or make a flight square? We go through the various possibilities with questions like this.

Mistake: The little circle 'yes' has been filled in. 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 take a good look at this. There is seemingly no defence against the mate.

## ANSWERS

### ☐ *Defending / Defending against mate: A*

- |   |                  |
|---|------------------|
| 1) 1. Re8-e1  | 7) 1. ... Nd7-f6 |
| 2) 1. ... Rg8-g6 (otherwise 2. Nc3-a4# or 2. Nc3-e4#) | 8) 1. ... Qf6-d8 |
| 3) 1. ... f5xg4                                       | 9) 1. ... Qa6-h6 |
| 4) 1. Qb5-d5  | 10) 1. Kh1-g1    |
| 5) 1. ... Kh8-h7                                      | 11) 1. ... c5-c4 |
| 6) 1. ... Rd7-d1+                                     | 12) Drawing      |

### ☐ *Defending / Defending against mate (yes / no): 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+ Qb3-g8 | 12) no        |

**AIM OF THE LESSON**

- learning to use short notation

**PRIOR KNOWLEDGE**

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

**ACQUISITION****Concepts**

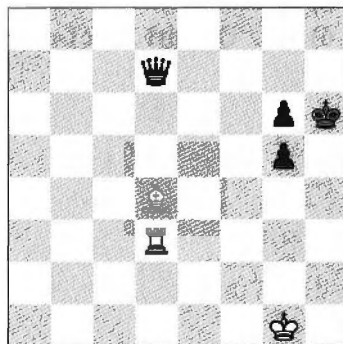
notation, to record moves, check sign

**Instruction**

In the last lesson of the first step we discussed long notation. While delivering this lesson, the students have to be able to note down moves rapidly in their games or in 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.

*Short notation*

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 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 short notation will be: **1. Bg7+**. The check sign remains as in long notation. We will practise with the possible black replies 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 long notation.

Castling is written down in the same way as in 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 short notation **1. ... Kd2 2. Rxf2+ Qxf2+ 3. Kxf2** or **2. ... Ke3 3. Rxf4 Kxf4**.

### *Essential expansion*

Thus far short notation is exceptionally easy. It is only with rook moves and knight moves (and rarely with a second promoted queen) when the both pieces (rooks or knights) can be played to the same square, that we do have to be careful. 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. But the notation **1. Rd7+** is insufficiently clear as we do not know which rook is intended. The letter of the file where the rook comes from needs to be added: **1. Rad7+ Ke8 2. Rhe7#**.

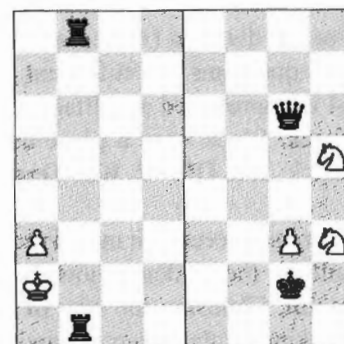
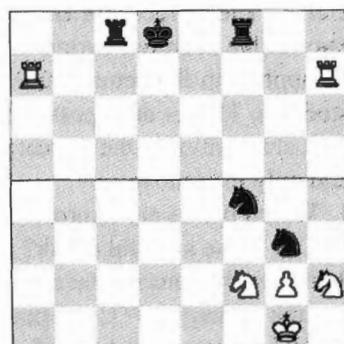
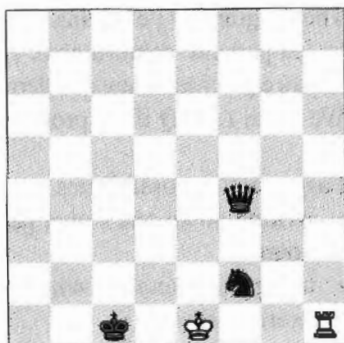
In the lower part both knights can move to e2, each from a different file. The best move is definitely **1. ... Nfe2#**.

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.

On the right **1. N3f4+ Kf3 2. Nxf6** is the best move.

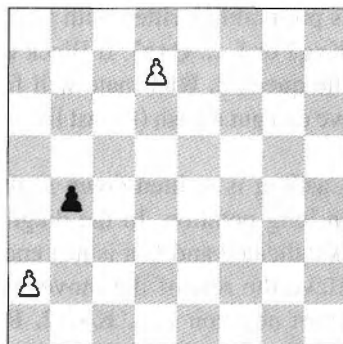
Have the students come up with some examples with this type of notation. It is the only awkward part of the notation and also it isn't needed very frequently.



The diagram (♠) explains two special moves. In 'en passant' capturing we can leave out the letters e.p. without any problem, 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 short notation
- using short notation when solving the exercise sheets



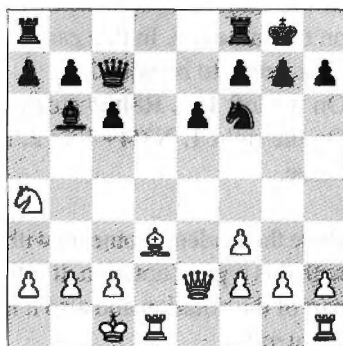
### *Revision and testing*

We are approaching the end of basic part of the second step. A good opportunity to repeat the material using the revision and mixed exercises. The correct approach is important. The knowledge acquired during Step 2 also has to be applied in the actual games played by the students. This is only possible if the students look at a position in the correct way. Think first, and only then move.

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 opposing pieces placed a knight's move away from each other?
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 of least resistance by skipping the sheets is unwise.





## PRACTICE

### Reminder

◇ *Short notation*

### Workbook

#### □ *Test / Revision: B*



**Explanation:** The assignments are repeats and have therefore been done once already. The student will certainly remember 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 along the correct path with questions like “What targets do you see?” or “Do you see an important defender?” The last resort is pointing out the theme.

The themes of the assignments are indicated with the answers.

## ANSWERS

#### □ *Test / Revision: B*

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1) 1. ... Bd6xh2+ (discovered attack) | 7) 1. Kd2-c3 (double attack: king)    |
| 2) 1. Nf5-d6+ (double attack: knight) | 8) 1. Ne5-g6 (double attack: knight)  |
| 3) 1. Bg3-c7 (double attack: bishop)  | 9) 1. ... Bh5-f3+ (mate in two)       |
| 4) 1. ... Bf5-h3+ (mate in two)       | 10) 1. ... Bc6xf3 (discovered attack) |
| 5) 1. Rc1-c7 (double attack: rook)    | 11) 1. ... Nd4-f3+ (mate in two)      |
| 6) 1. ... Nc5-d3                      | 12) 1. ... Nd5-c3 (discovered attack) |
| (double attack: knight)               |                                       |

#### □ *Test / Mix: H*

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1) 1. Ng5-e6+ (double attack: knight) | 3) 1. f7-f8N+ (double attack: knight) |
| 2) Drawing                            | 4) 1. ... Kf2-g3                      |

- (double attack with two pieces)
- 5) 1. b2-b4 (double attack: pawn)
  - 6) 1. ... Rd8-d1+ (1. ... Qd8xf6+?  
2. Re1-e8#) 2. Kg1-f2 Qd8xf6+  
(defending against mate)
  - 7) 1. ... Qa4-c2+ (mate in two)

- 8) 1. Rb7-e7+ (mate in two)
- 9) 1. ... Qd4-h4+ (mate in two)
- 10) 1. Bb3xf7+ (discovered attack)
- 11) 1. ... Ne5xf3+ (discovered attack)
- 12) 1. ... Nf5-d4 (discovered attack)

□ *Test / Mix: I*

- 1) 1. ... Be8-g6 (1. ... g7-g6 2.  
Tc7xh7+)  
(defending against mate)
- 2) 1. ... Nc5-d3  
(double attack: knight)
- 3) 1. Re6xh6+ (discovered attack)
- 4) 1. Qf5-f6+ (mate in two)
- 5) 1. d4-d5 (discovered attack)
- 6) 1. Bf3xd5+  
(double attack: bishop)

- 7) 1. Ne4-f6+ (mate in two)
- 8) 1. ... Bf5-c8  
(double attack: bishop)
- 9) 1. Qd2xh6+ (mate in two)  
1. Rf6xh6? Kh8-g8
- 10) 1. ... Ne2xg3+ (discovered attack)
- 11) 1. ... Nd6-e4  
(double attack: knight)
- 12) 1. Be4-d5+ (discovered attack)

□ *Test / Mix: J*

- 1) 1. ... h6-h5  
(defending against mate)
- 2) 1. ... Re8xe3+  
(capturing + material)
- 3) 1. ... Nf4-e2+ (double attack:  
knight)
- 4) 1. Bf4-e5 (double attack: bishop)
- 5) 1. Bc2xh7+ (discovered attack)
- 6) 1. e4-e5 (discovered attack)

- 7) 1. ... Bc4-d5  
(double attack: bishop)
- 8) 1. ... Rf8xf2+  
(capturing + material)
- 9) 1. Be2-b5 (pin)
- 10) 1. ... Rh8-h4+  
(chasing away + material)
- 11) 1. Qd3-b5+ (double attack: queen)
- 12) 1. ... Ne5-f3+ (discovered attack)

# Additional workbooks

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The development of the Step method began in 1985. In 1987 the manual and the worksheets for the first step were published (only in Dutch). Steps 1 to 5 (the basic section) were finished in 1990.

The amount of exercises was quite unusual for that time and met with enthusiasm and acclaim, but there was also doubt. Have the children to solve so many exercises? Time has shown that this question has a positive answer. The chess world agreed. Indeed, after some 15 years the demand came for 'more'.

This resulted initially in two new additions, the workbooks Extra and Plus. More or less simultaneously came the desire for exercises for young children around the age of six. The Stepping Stones appeared. Later the workbooks Thinking ahead were added.

Thanks to these additional workbooks students can continue practising at more or less the same level and thus spend longer going through a Step. The level of difficulty increases slightly, so that the exercises continue to be challenging.

More training material has several advantages:

- Many students immediately take on the third Step as soon as they have completed the first one. Their playing strength usually does not keep pace, they apply what they have learned insufficiently well in their games. The students would have to play more. Thanks to the additional workbooks students at almost the same level can practice more and so they can do more and spend longer on a Step.

It is important that the degree of difficulty does not mount up too soon. The shortcoming of (too) quickly proceeding to the next Step can be somewhat countered this way.

- When solving exercises the students should look at the positions in a correct way. The more that happens, the greater the chance that they will do so in their games.
- The ability to differentiate is greatly expanded. That goes for the weaker students (extra practice on the same theme) and for the better ones (more and more difficult tasks).
- Repeat. We forget, when we do not repeat, so we must repeat so as not to forget.

At what moment can we implement these workbooks? A general recommendation is not possible. The workbook Step 2 Extra can already be used while working with the basic Step 2 workbook. It is up to the trainer to decide whether parts of the Plus workbook (and lessons) and the Thinking ahead workbook will be discussed in between. That obviously depends on the level of the group but it is easy to imagine that a single theme from one of these books pops up during simultaneous play.

A trainer who has a good picture of the entire second Step and knows what he is doing, can combine things.

## **Step 2 extra**

A workbook with just a single reminder and apart from that only exercises. The first half of the book contains only exercises on the same themes as appeared in Step 2. These are useful not only as additional practice but also particularly so as revision.

In the second half the exercises are all mixed up, and so there is no hint as to the theme of each one. Use the Reminder in the workbook how to solve these kind of exercises. They resemble most closely an actual game. Due to lack of space, there are too few of this type of exercise in the normal book which goes with the Step.

The mixed tasks are difficult for almost all children because extracting the relevant information from a position is for a Step 2 child far from simple. With this kind of mixed exercise children need more encouragement in the beginning to keep trying. The role of the coach is important; these exercises have to be addressed at the right time.

Making mistakes is not too bad but the level of difficulty should remain manageable. By properly solving these challenging tasks, the feeling of competence is growing ("I can do it!"). The self-confidence is growing too and the motivation is again guaranteed for a while. That pays off in a better performance. See the quotation on page 5.

The answers can be found on the website at:

<http://www.stappenmethode.nl/en/solutions.php>

## Step 2 plus

The classification of the material in the first years of the method (1987 - only in the Netherlands) served well enough. But many years of experience showed that a single essential part was discussed insufficiently. That was an important motive for the Plus Series.

In these books there is space for:

- new themes
- themes to which not enough attention was paid in the normal Step because of lack of space
- treatment in more depth of important themes
- themes taken from a previous Step, but at a higher level of difficulty
- exercises to improve skills (i.e. the board vision)

We deal with all the themes in 9 Plus lessons. Many of these can be short. The main point is that the students are able to solve the exercises in the correct way. We don't advice to skip the instruction.

## Step 2 thinking ahead

Dear me, thinking ahead, is that not too much for a chess player who is just starting to learn the game? No, certainly not. The fact that many trainers haven't mastered the skill well enough themselves is not a convincing argument not to pay attention to thinking ahead. It's amazing how fast students, after a hesitant start, progress in this area.

The variety of exercises in the Workbook 2 Step thinking ahead is big. Some of those exercises were already used by Rob Brunia back in the eighties even before the Steps method existed. Only in 2004 did Rob come back to the idea of doing more with these and other skills. Not much later, he unfortunately died. The idea remained dormant and thanks to the inspiring efforts and help of Boris Friesen the idea has now been realised.

In the remaining part of this manual you will find lessons and instructions dealing with the workbook Step 2 plus and the workbook Step 2 thinking ahead.

**AIM OF THE LESSON**

- learn new ways to deliver mate

**PRIOR KNOWLEDGE**

- mate and mating patterns

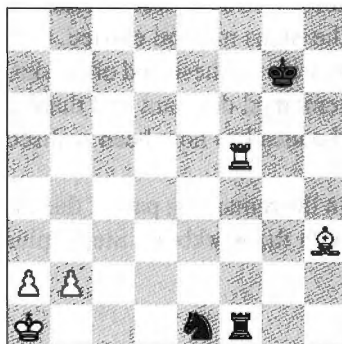
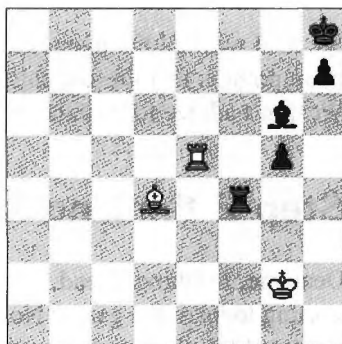
**ACQUISITION****Instruction**

Too many games played at the level of Step 2 are decided by an unexpected mate (one of the players simply does not pay attention) or even more frequently as a result of an enormous material superiority. Firstly, everything is captured and then of necessity mate is aimed for. In this lesson we want to teach our students some techniques for delivering mate so that they are not dependent on their opponent making a mistake.

*Double check*

We shall begin with a mating move which the students have certainly come up against already in their own games. In the diagram (⇒) we start by removing the black rook and bishop. The move **1. Re8#** will be found effortlessly. Both white pieces give check and the name of the technique is appropriate: **double check**. Even with the black pieces back on the board, Black is still mated. It does not matter that Black can take either one of the white pieces, his king would still be in check from the other.

In the diagram (⇓) there is another example. Black delivers mate with **1. ... Nc2#**. Other knight moves such as **1. ... Ng2+** or **1. ... Nf3+** do not lead to mate. White takes the rook.



In the workbook there are two pages with mate in one and double check.

### *Chaser, guard, helper*

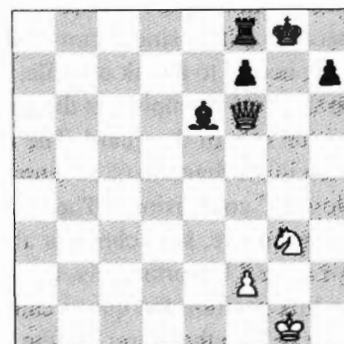
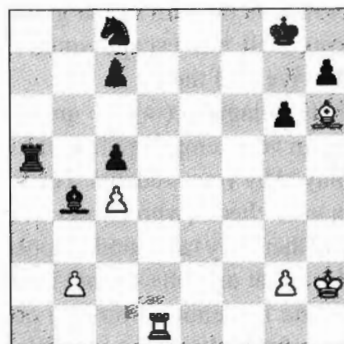
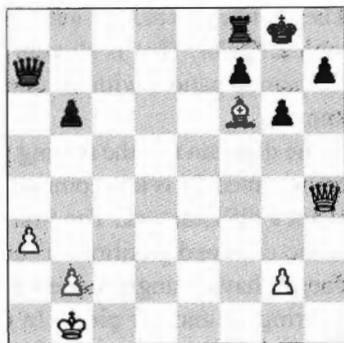
The names 'chaser', 'guard' and 'helper' are known. These are useful concepts which help the children to look in a targeted way. The opposing king is hemmed in and which other piece needs to be brought into the equation? We first look at the main attacking piece: the chaser. The diagram (♠) makes the intention very clear. White has to bring up his queen. The helper on f6 is there in readiness. After 1. **Qh6** there is no longer any way for Black to prevent 2. **Qg7#**. This is a simple example, because there is hardly any other move which might tempt White.

There is a slightly more difficult example in the diagram (⇒). Almost every player with White would, without a second thought, give check with the rook on d8. He then wins his piece back. It is only when he is challenged to take a good look first that he notices the restricted freedom of movement of the black king. White already has an attacking piece on h6 (the helper and guard, as we shall soon see) and the mating pattern with a rook on f8 is one that the student already knows. So the solution no longer represents a problem. White plays 1. **Rf1** and there is absolutely no defence against 2. **Rf8#**.

Bringing the chaser into the action is a useful technique. It is often missed because the move itself does not give check. After all, it's fun to give check!

In the diagram (♣) it is the turn of bringing the helper into play. It is clear that White will not make any progress with a queen check. Usually, more than a single piece is required to deliver mate, cooperation is needed.

White must bring the helper closer with 1. **Nh5**.



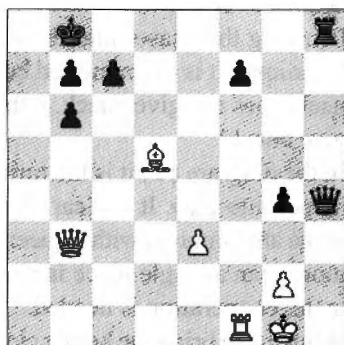
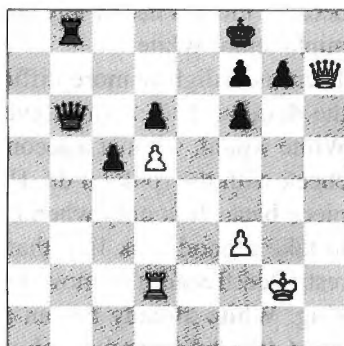
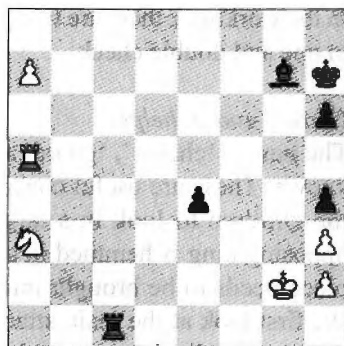
Then White can deliver mate on the next move with **2. Qg7#**. That is all very simple because the mating pattern with the queen on g7 is well known.

In the diagram (♣) the mating pattern which is being aimed for is less common. Despite that, it is not a difficult task. The first thing we notice is the cramped position of the white king. It doesn't have a single move left. So it is logical to bring up another piece. In the empty positions which we make use of in the instruction, the solution is child's play. Black wins with **1. ... Bd4** and **2. ... Rg1#**. The positions in the workbooks are considerably more crowded and thus more difficult.

Now it is the turn of the guard. The opposing king still has escape squares and we must deprive it of them.

In the diagram (⇒) the queen check on h8 is again very tempting. Take a look at the games played by your students. The first thing they do is give check (who knows, it might be mate!) and then they take another look. In this position the threat of Qh8+ cannot be prevented and so White has enough time to prevent the black king from slipping away. Wanted: a guard, a piece which will deprive the opposing king of squares. The rook is there in readiness. After the strong move **1. Re2** the king can no longer go on to the e-file. White continues with **2. Qh8#**. The queen and the rook make very good guards, because with a single move they can deny the king access to a rank or a file.

In the final example it is the pawn which takes on the role of the guard. The type of position seen in the diagram (♣) occurs frequently. The 'logical' conclusion: "The white king can no longer move, so a check is all that is needed for mate." Unfortunately, this is bad thinking. In this position the queen cannot at the same time be both the chaser and the guard. After 1....





In the workbook there is a page devoted to the subject of: mate in two by cooperation between the two rooks. There is a lot on that sheet. It is instructive to note how the roles of chaser, guard and helper are constantly interchangeable!

Children also make the same mistake in their thinking. They know the trick in which the rooks move in turn, but they are not able to swap the roles of the chaser and the guard. Of course, White must play 1. **Ra7**. We became acquainted with this waiting move in Lesson 9. After the forced move 1. ... **Kc8** it is mate: 2. **Rb8#**. Some of the positions in the workbook are more difficult.

## PRACTICE

### Reminder

◇ *Delivering mate*

### Workbook

□ *Mate in one / Double check: A, B*

Explanation: In all positions mate in one is possible. Two pieces attack the opposing king simultaneously and deliver mate.

Mistake: The solution is wrong.

Help: Why is it not mate? Carelessness is the reason. If the student really cannot mate in one, then s/he is not yet ready for Step 2+ !

□ *Threatening mate / Bringing in the chaser: A*

Explanation: The main attacking piece is not yet there. But the helper is ready. The chaser, which has to deliver mate, must be brought in.

Mistake: The position is too difficult (#9 to 12).

Help: Firstly ask the student to choose a piece which would help create a mating pattern. If that does not work, then show him the correct piece. For position 12 the hint 'the e-pawn delivers mate' works wonders.

□ *Threatening mate / Bringing in the helper: A*

Explanation: The piece which will deliver mate is in position. But we do not yet have full control of the square on which mate is to be delivered. In short, we need the aid of another piece, the helper.

Mistake: The solution is wrong.

Help: Why does your solution not lead to mate? Eliminate the defence.

□ *Threatening mate / Bringing in the guard: A*

Explanation: Giving check is the obvious move, but the wrong one! The opposing king can still escape after a check. The correct strategy is: first deprive the king of any escape square. Move the guard to the correct square.

Mistake: The answer is wrong.

Help: Point out the king's escape squares. How can you take control of them?

□ *Mate in two / Cooperation (♖♜): A*

Explanation: White's material advantage is huge: he is two rooks up. But he

must deliver mate in two moves. Which rook should become chaser and which rook must guard or help? Can the king give help (i.e. by protecting)? The positions with the king in the middle of the board are the most difficult ones. Give the hint that if the kings are opposing each other the enemy king is more or less on the edge of the board.

Mistake: The answer is wrong.

Help: Ask questions! Why does your solution not lead to mate? Eliminate the black defence. How can you prevent the black king from escaping? Which mating pattern is possible? The sort of questions depends on the kind of position of course?

## ANSWERS

### ☐ *Mate in one / Double check: A*

- |                 |                  |
|-----------------|------------------|
| 1) 1. Re8#      | 7) 1. Nf7#       |
| 2) 1. ... Rb1#  | 8) 1. Nf8#       |
| 3) 1. ... Ng3#  | 9) 1. Nxd6#      |
| 4) 1. ... Bxc3# | 10) 1. ... exd4# |
| 5) 1. Bxd5#     | 11) 1. Rc7#      |
| 6) 1. d8Q#      | 12) 1. Rc4#      |

☐

### ☐ *Mate in one / Double check: B*

- |                |                 |
|----------------|-----------------|
| 1) 1. Nb4#     | 7) 1. Ne4#      |
| 2) 1. ... Rf3# | 8) 1. ... Rxg3# |
| 3) Drawing     | 9) 1. Nd6#      |
| 4) 1. Nd7#     | 10) 1. Bxb5#    |
| 5) 1. Bg5#     | 11) 1. ... Rc2# |
| 6) 1. ... Nf3# | 12) 1. Re7#     |

### ☐ *Threatening mate / Bringing in the chaser: A*

- |               |  |
|---------------|--|
| 1) 1. Qd5     | 8) 1. Qh6 Qxf6 2. Qf8#                 |
| 2) 1. Qf7     | 9) 1. d5                               |
| 3) 1. Qh6     | 10) 1. Rh1                             |
| 4) 1. Qg6     | 11) 1. Bh3                             |
| 5) 1. Qd3     | 12) 1. Nd5 Ne2 2. Rc7#; 1. ... exd5 2. |
| 6) 1. ... Qg4 | exd5#                                  |
| 7) 1. Qg2     |  |

□ *Threatening mate / Bringing in the helper: A*

- |                       |                          |
|-----------------------|--------------------------|
| 1) 1. ... Nh4         | 7) 1. ... f3 2. Rg1 Qh4# |
| 2) 1. Nf6 Kg7 2. Qh7# | 8) 1. Bg6                |
| 3) 1. Bb7             | 9) 1. Bc5                |
| 4) 1. Ra1             | 10) 1. h3                |
| 5) 1. Bh6             | 11) 1. Qf7               |
| 6) 1. Ng5             | 12) 1. Re7               |

□ *Threatening mate / Bringing in the guard: A*

- |               |               |
|---------------|---------------|
| 1) 1. ... Kg3 | 7) 1. Bf6     |
| 2) 1. Qg7     | 8) 1. ... Nf4 |
| 3) 1. f4      | 9) 1. Kb4     |
| 4) 1. Bg3     | 10) 1. ... b3 |
| 5) 1. d6      | 11) 1. Nb6    |
| 6) 1. Rf1     | 12) 1. Rd7    |

□ *Mate in two / Cooperation (♖ ♜): A*

- |                                  |                        |
|----------------------------------|------------------------|
| 1) 1. R2g4                       | 7) 1. Rb5 Kd6 2. Rf6#  |
| 2) 1. Rb2 Kd1 2. Rf1#            | 8) 1. Kc7 Ka5 2. Ra8#  |
| 3) 1. Rh7 Ke8 2. Rg8#            | 9) 1. Rh7 Kf5 2. Rh5#  |
| 4) 1. Re3 Kg1 2. Re1#            | 10) 1. Ka5 Kh3 2. Rh1# |
| 5) 1. Rc6 Kf5 2. Rd5#            | 11) Drawing            |
| 6) 1. Rhf2 Ke5 2. Re3# (2. Re2#) | 12) 1. Re7 Kd1 2. Rd3# |



**AIM OF THE LESSON**

- delivering elementary endgame knowledge
- teaching logical thinking

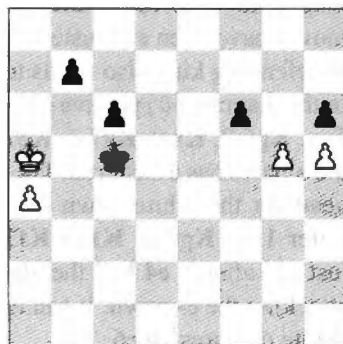
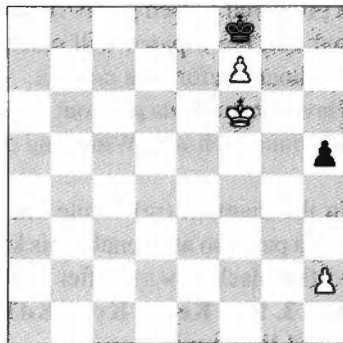
**PRIOR KNOWLEDGE**

- activity

**ACQUISITION****Instruction**

All the pieces have been exchanged. Only kings and pawns are left on the board. We are now in the endgame, or more specifically in a pawn ending. The most important rule in the endgame is: the king must play its part. That is possible because to a great extent the danger of mate has disappeared. We start by teaching the students how to employ their own powers of judgement. We remove the h-pawns from the diagram (⇒) If it is White's move, who will win? After **1. Kg6 Ke7 2. Kg7** the pawn makes it through. Were it Black's move, he would be stalemated. With h-pawns on the board White is able to determine whose move it will be when the pawns are fixed. So **1. h3 h4 2. Kg6** leads to a win.

Let the students work in twos and investigate what happens if White takes the black h-pawn. In the diagram (♣) Black must capture the g-pawn. Of course, not with the h-pawn, because then the white h-pawn gets through. What happens if Black takes with the f-pawn? Correct, White is stalemated. Who can see the solution? Black must insert a little check with the b-pawn. After **1. ... b6+ 2. Ka6 fxg5** Black is in the driving seat.



Logical thinking is required in every phase of a game of chess. Endings are particularly suited for practising such thinking: an almost empty board and no distracting noise from other matters which could play some sort of part.

For the diagram (↑) we give the students a little time to think things out. The only way to win this position with White is **1. b5**. After **1. bxc5+ Kxc5** the a-pawn will be lost and also after **1. a5+ Kb5 2. bxc5 Kxc5!** there won't be any pawns left on the board. Some students might perhaps fear the loss of the a-pawn after **1. ... Ka5 2. Ke4** (bring up the king!) **2. ... Kxa4**. We deal with the advantages of having a protected passed pawn. In addition, we point out that the b-pawn will reach the far side of the board before the c-pawn.

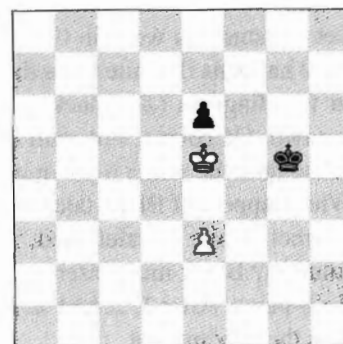
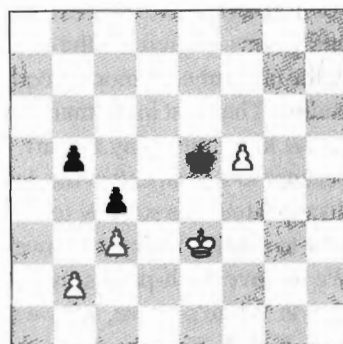
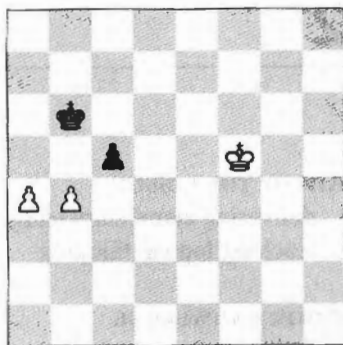
Have the students play out the position after **1. b5**, once each with White and once with Black.

In the diagram (⇒) White has to sacrifice his extra pawn so as to enable his king to get access to the black pawns. After **1. f6 Kxf6 2. Kd4 Kf5 3. Kc5 Ke4 4. Kxb5 Kd3 5. Kb4 Kc2 6. Kxc4** White wins easily.

In this position it is obvious that the king will have to play its part in the action. Things are not so clear in praxis. Take some games which the students have played and it will be seen that the king is not involved in the play until all other moves have been exhausted.

A defending king also needs to be active.

In the diagram (↓) passive play offers no hope: **1. ... Kg6 2. Kxe6 Kg7 3. Ke7 Kg6 4. e4** and the e-pawn has a clear run. The black king must head for the white pawn at lightning speed. After **1. ... Kg4 2. Kxe6 Kf3** the e-pawn is lost and after **2. e4 Kf3** the black king is again attacking the e-pawn. It can take it as soon as White captures on e6.



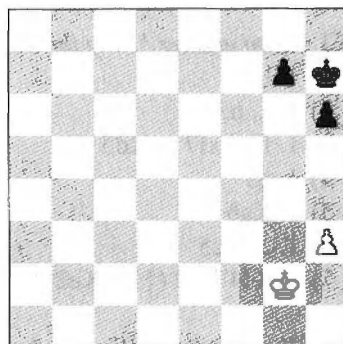
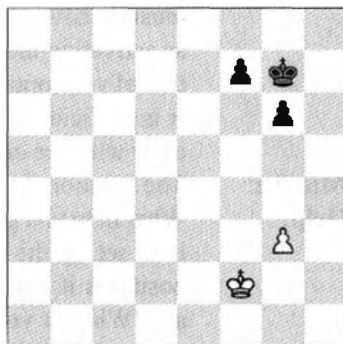
In the workbook the reminders mention other simple techniques. There is even more variety in the exercises. Let the students discover some of them for themselves, and once that has been done it will be appropriate to go over them again.

### *Playing format*

At the end of this lesson we play out a position from the diagram (↑) in a simultaneous. The trainer takes White and Black has the first move. There are various ways for Black to win. The best strategy is to have the king operate in front of its pawns: 1. ... **Kf6** (1. ... f5 is more or less the only move which does not win, on account of 2. g4 f4 3. g5) 2. **Kf3 Kg5** 3. **Kf2 Kg4** 4. **Kg2 f5** 5. **Kf2 Kh3** 6. **Kf3 g5** 7. **Kf2 g4**. Moving the king first is very flexible, since afterwards it can still move in all directions. Pawns cannot move backwards. Whenever the pawns are fixed, you no longer have any choices.

If a student finds it too easy to win with Black (and only then), then we move all the pieces one file to the right.

In the diagram (⇒) Black wins by 1. ... **Kg6** 2. **Kg3 Kf5** 3. **h4 h5** 4. **Kf3 g6**. Because one of Black's pawns is a rook pawn, he has to play much more accurately.



## PRACTICE

### Reminder

◇ *Pawn endings*

### Workbook

☐ *Pawn ending / Play the best move: A*

☐ *Pawn ending / Play the best move: B*

Explanation: Here what is required is an understanding of the game. The students

must discover for themselves well-known endgame themes such as activating the king, advancing your own passed pawn, stopping that of your opponent and keeping the opposing king at a distance. It is sufficient for them to give the first move. That will make it clear whether or not they have understood the task.

**Mistake:** The solution is wrong.

**Help:** What help you give is strongly dependent on the task. The simplest is to set up the position on a board and to play it out. In all the positions it will soon be clear what is intended. A question such as: "What is your opponent's next move?" or "What does your opponent want to do?" will quickly put the student on the correct track in most of the positions.

## ANSWERS

### ☐ *Pawn ending / Play the best move: A*

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| 1) 1. b4                           | 2. Kxg4                              |
| 2) 1. ... h3                       | 8) 1. ... c2 (1. ... b2 2. h7 b1Q 3. |
| 3) 1. f7 Kxf7 2. Kd5               | h8Q+ Qb8 4. Qh1+) 2. h7 c1Q+         |
| 4) 1. g3                           | 9) 1. f4+ Kxf4 2. Kxd6               |
| 5) 1. Ka6                          | 10) 1. b8Q+ Kxb8 2. f8Q+             |
| 6) 1. ... Kc5                      | 11) 1. h3 Kg3 2. Kxh6 Kxh3 3. g5     |
| 7) 1. Kf4 Kg2 (1. ... Ke2 2. Kxe4) | 12) 1. h5                            |

### ☐ *Pawn ending / Play the best move: B*

- |                           |  |
|---------------------------|--|
| 1) 1. ... Kb8             | 8) 1. Ke2                              |
| 2) 1. b4 Kg3 stalemate    | 9) 1. ... h5                           |
| 3) 1. ... g6              | 10) 1. Kf8 h2 2. g7 h1Q 3. g8Q+        |
| 4) 1. ... a5              | 11) 1. ... Ke5                         |
| 5) 1. g5 fxg5 2. fxg5     | 12) 1. Kd3 (1. cxb5 Kxd5) 1. ... bxc4+ |
| 6) 1. ... g4 2. hxg4 Kxg4 | 2. Kxc4                                |
| 7) 1. Kf1                 |  |



**AIM OF THE LESSON**

- learning to apply opening rules

**PRIOR KNOWLEDGE**

- the three golden rules

**ACQUISITION****Introduction**

A comment which is frequently heard is “In the steps method (too) little attention is paid to the opening”. Let us restate our philosophy: the first thing to do is to learn to play chess properly. Opening theory is hardly worth having if the person who knows his theory throws away his winning position after a few moves.

Opening principles are important, because they can be employed in all cases. Opening theory can be dealt with a bit at a time as the games of the students are analysed. There are enough books in which the theory can be looked up. However, those students whose games are never discussed are at a disadvantage. When analysing games we take as a starting point the concepts of activity and vulnerability, with all the sub-headings we have mentioned (see page 12 and on). As a matter of preference, deal with games played by the students themselves.

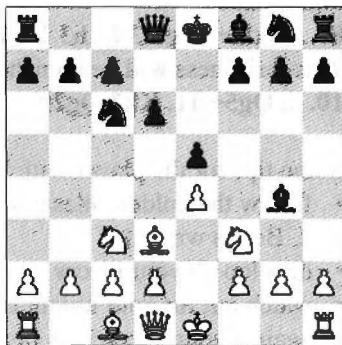
**Instruction**

The following game which we discuss can serve as an example.

The diagram (♣) arises after **1. e4 e5 2. Bd3** (not active and the bishop gets in the way of its own pieces) **2. ... d6 3. Nf3 Bg4** (active move) **4. Nc3 Nc6**. What are good moves for a player on Step 2? Of course **5. 0-0** (developing), **5. h3** (trying to get out of the pin, so that the queen is no longer tied to the protection of the Nf3) and the move played in the game.

**5. Bb5**

White clears up the result of his mistake. It is a pity that the bishop has to move twice, but not



a catastrophe (the next time, wait a bit before developing the bishop).

#### 5. ... Ne7

This prevents doubled pawns. We should praise the move without putting too much emphasis on the fact that doubled pawns are weak.

#### 6. Bxc6+

A piece is active when it is attacking one of the opponent's pieces. So it logically follows that this move is a bad choice. The bishop is moving for the third time. Develop: so castling would have been better.

#### 6. ... Nxc6 7. 0-0 (see diagram ⇒)

Sometimes a normal developing move can be bad. It will soon become apparent that the pin on the knight on f3 is annoying. The exchange on c6 deprives White of a possible defence (Be2). This pin is frequently seen in early games by beginners (above all with reversed colours). The danger is soon made clear.

#### 7. ... Nd4

Excellent move. On this occasion moving the same piece twice is a good idea.

#### 8. h3

Ask the students to look for better moves. Above all, 8. d3 (so as to develop the bishop) is a resilient move. 8. Re1 also puts up stiffer resistance.

One idea is to play through these options in a simultaneous. The students would take the black pieces.

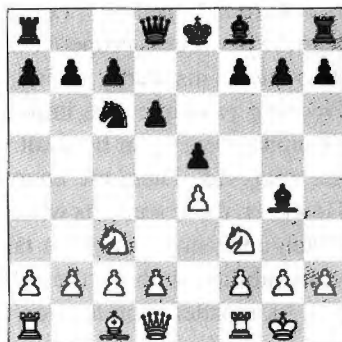
#### 8. ... Nxf3+ 9. gxf3 Bxh3 10. Re1

This thriftiness will be punished.

#### 10. ... Qg5+ 11. Kh2 Qg2#

Some tips for the player with White:

- follow the golden rules (a move like 2. Bd3 is wrong)
- develop all your pieces
- watch out for your knight being pinned against your queen by a bishop



Combinations frequently appear in the opening. There is practice on this on five pages in the workbook. All the methods have already been dealt with in Step 2.

The following game fragment is a nice illustration of this:

**1. e4 e5 2. Nc3 Nc6 3. Bc4 Na5**

(see the diagram ↑)

The knight move goes against the golden rules. Retreating the bishop to e2 is good. The black knight will have to return to c6 at some point in any case. But a more energetic intervention is also possible.

**4. Bxf7+**

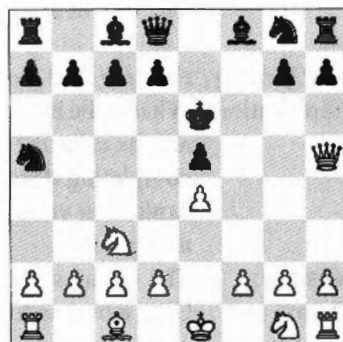
We suggest again to play this position in a simultaneous. Now the students would take the white pieces.

**4. ... Kxf7 5. Qh5+ g6**

We of course investigate 5. ... Ke6 (see diagram ⇨). The cleverest move is 6. Nf3. After this developing move Black loses material whatever happens: 6. ... d6 7. Ng5+ Kd7 8. Nf7. But 6. ... Bd6 is even worse: 7. Ng5+ Ke7 8. Qf7#.

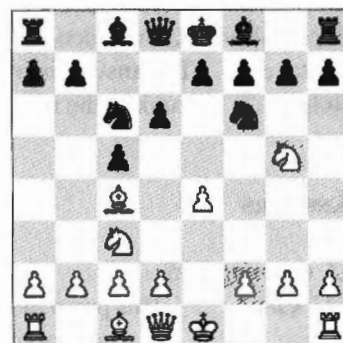
**6. Qxe5**

This double attack wins a pawn.



Scholar's mate still regularly crops up in games between Step 2 players. You will find plenty examples of this in their games. The workbook devotes a whole page to this motif.

In this diagram (⇩) White is attacking the weak f7-square with minor pieces. The best defence is 1. ... e6. This pawn move may well shut in the bishop on c8, but at the appropriate moment Black has ... d5 up his sleeve (whenever he has more or less completed his development). At the level of Step 2 **1. ... Ne5 2. Bb5+ Bd7 3. f4 Ng6 4. Bxd7+ Qxd7** is also more than sufficient.



## PRACTICE

### Reminder

◇ *The opening*

### Workbook

#### ☐ *Opening / Mix: A*

**Explanation:** This exercise is also used in the basic stage. Which of the moves is the best? Students should draw a circle round the best move. General discussion will allow the students to point out why this is the best move and what the disadvantages of other moves are. A short explanation is given with the Answers.

**Mistake:** The wrong move is pointed out.

**Help:** Look at all the moves. Compare their advantages and disadvantages. The moves are explained in the Answers.

#### ☐ *Opening / Play the best move: A*

**Explanation:** What is the best developing move? A really demanding sheet. What are the criteria? Development (if possible combined with attack), completing development, disrupting the opponent's development, exploiting vulnerability (#8). Take a look at some of the positions as a group.

**Mistake:** The wrong solution is proposed.

**Help:** Give a hint as to what the student should be looking for.

#### ☐ *Double attack / Queen: A*

#### ☐ *Penning / Mix: A*

#### ☐ *Eliminating of the defence / Capturing + material: A*

#### ☐ *Discovered attack / Mix: A*

#### ☐ *Eliminating of the defence / Mix: A*

**Explanation:** Known tactical exercises, all arising in the opening.

**Mistake:** The answer is wrong.

**Help:** Look at the relevant lesson in the basic section.

## ANSWERS

#### ☐ *Opening / Mix: A*

- 1) **c2-c3** This pawn move is the best of the three. The bishop cannot move to c5 (an active place for the bishop) because d4 wins another

- tempo. The moves 1. Nc3 and 1. Bd2 are not bad.
- 2) **Qf3-g3** Playing two times with the same piece is correct when you can get a clear advantage. The queen attacks two pawns. The move 1. Be3 is better than 1. Nd5.
  - 3) **Ng8-f6** Developing is the best. White can reply 2. Be3 after a check by the queen. The queen is in the way of his own bishop. Capturing on f3 is a bad move. The pin is useful for Black.
  - 4) **Bf8-g7** Black must develop. The bishop move prepares 2. ... Nge7. Right away the move is very bad: Nf6#. The move 1. ... Bg4 is a waste of time if White plays h3.
  - 5) **Qd1-d2** After 1. g3 Nf3# White is mated. Capturing on d4 is not to be considered, because after 1. ... cxd4 the knight must return to b1 (2. Nb5 Qa5+).
  - 6) **Qd4-d3** The logical place for the queen. On e3 she is in the way of the bishop on c1. On d1 the queen must be developed again.
  - 7) **Nc6-d4** A fine move. The threat is Nxc2+ and besides that the move clears square c6. After that the irritating knight on d5 can be chased away. After 1. ... Nf6 the move 2. Bg5 annoys. This move is annoying after 1. ... Be6 as well (2. ... f6 3. Nxf6+)
  - 8) **Nf3-g5** Black cannot protect f7.
  - 9) **Ng8-f6** Developing is correct. Capturing on d4 only supports White's development and 1. ... Qf6 is bad on account of 2. Ndb5.
  - 10) **c2-c3** The most natural move. Also 1. Nxd4 is a good move. The position arises now and then, because trainers (?) recommend their pupils this trap. After 1. Nxe5 Qg5 2. Nxf7 Qxg2 3. Rf1 Qxe4+ 4. Be2 Nf3# the point is on the scoreboard.
  - 11) **Qd1-e2** Wins a pawn after 1. ... Qe7 2. Qxe4 d6. After the popular response 1. ... Nf6, 2. Nc6+ decides. Nothing brings 1. Qf3 Nf6. The pawn move is too tame.
  - 12) **c6-c5** Very strong because White cannot take (Qb4+). The bishop on h6 faces a well protected pawn. On d6 the bishop is better off.

□ *Opening / Play the best move: A*

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1) 1. Rxd1                          | Bb4+                                 |
| 2) 1. Nc3                           | 8) 1. Ng5                            |
| 3) 1. Qe2                           | 9) 1. exd4 (1. Nxd4 Qa5+; 1. Qxd4    |
| 4) 1. dxe5 Bxf3 2. Qxf3 dxe5 3. Bc4 | Nc6)                                 |
| 5) 1. Ba3                           | 10) 1. e4                            |
| 6) 1. d6 Bf8 2. Qe2+                | 11) 1. ... d5                        |
| 7) 1. ... d4 2. Ne4? Nxe4 en 3. ... | 12) 1. ... e6! (1. ... Rc8? 2. Nf6+) |

□ *Double attack / Queen: A*

- |                |                |
|----------------|----------------|
| 1) 1. Qb5+     | 7) 1. Qc4      |
| 2) 1. Qa4+     | 8) 1. ... Qf5  |
| 3) 1. ... Qh4+ | 9) Drawing     |
| 4) 1. ... Qb4+ | 10) 1. Qd5     |
| 5) 1. Qh5+     | 11) 1. ... Qf6 |
| 6) 1. Qe1+     | 12) 1. ... Qe5 |

□ *Pin / Mix: A*

- |               |                |
|---------------|----------------|
| 1) 1. ... Bb4 | 7) 1. ... Bf4  |
| 2) 1. Bh5     | 8) 1. Bh3      |
| 3) 1. Bb5     | 9) 1. Qb3      |
| 4) 1. Bg5     | 10) 1. ... Qc5 |
| 5) 1. ... Bg5 | 11) 1. Qc3     |
| 6) 1. Re1     | 12) 1. ... Ba4 |

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

- |                              |                              |
|------------------------------|------------------------------|
| 1) 1. Nxf6+ exf6 2. Qxg4     | 7) 1. Nxf6+ Qxf6 2. Qxf6     |
| 2) 1. Bxc6+ bxc6 2. Qxd4     | 8) 1. ... Bxf3 2. Qxf3 Qxg5  |
| 3) 1. ... Bxc3+ 2. bxc3 Qxd5 | 9) 1. ... Nxe3 2. fxe3 Qxg5  |
| 4) 1. ... Qxd4 2. Nxd4 Bxa4  | 10) 1. Bxc6+ bxc6 2. Qxb4    |
| 5) 1. Bxf6 Bxf6 2. Nxd7      | 11) 1. Bxc6 dxc6 2. Nxb4     |
| 6) 1. ... Nxf3+ 2. Qxf3 Qxg5 | 12) 1. ... Bxc4 2. Bxc4 Nxb6 |

□ *Discovered attack / Mix: A*

- |                             |                             |
|-----------------------------|-----------------------------|
| 1) 1. ... Nf3+ 2. gxf3 Qxd4 | 7) 1. dxc5 Qxc5 2. Qxg4     |
| 2) 1. Bb5+ c6 2. Qxd5       | 8) 1. ... Nxd4 2. Qd1 Nxf3+ |
| 3) 1. Ne6+ fxe6 2. Qxd8+    | 9) 1. ... Nb6 2. Bb3 Qxd6   |
| 4) 1. e5 dxe5 2. Bxc6       | 10) 1. Bb5+ Nd7 2. Qxd5     |
| 5) 1. c5 bxc5 2. Bxa6       | 11) Drawing                 |
| 6) 1. ... Bb4+ 2. Qd2 Bxd2+ | 12) 1. Be4 Nxe4 2. Qd8#     |

□ *Eliminating of the defence / Mix: A*

- |                 |                        |
|-----------------|------------------------|
| 1) 1. Bxf7+     | 7) 1. Nh4              |
| 2) 1. f7+       | 8) 1. ... Bf4          |
| 3) 1. h6        | 9) 1. Na5              |
| 4) 1. ... Bxd4+ | 10) 1. b4              |
| 5) 1. f4        | 11) 1. Nc4 Qd5 2. Bxe7 |
| 6) 1. Bxf7+     | 12) 1. Bxd7+           |

**AIM OF THE LESSON**

- learning to think one move ahead
- learning to take into account the opponent's options

**PRIOR KNOWLEDGE**

- types of defence

**ACQUISITION****Instruction**

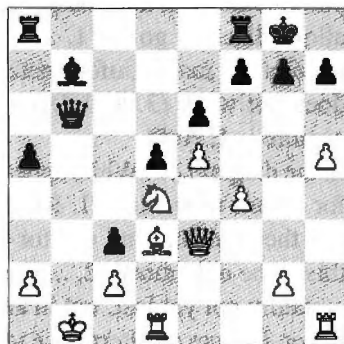
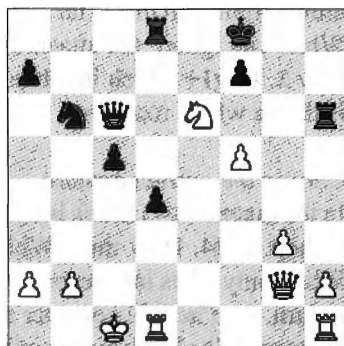
Defend? I don't like defending! That is what many beginners think. But in this lesson we shall show that it is also possible to win material by defending.

We shall begin with positions in which one of the sides is in check. That will strongly restrict the number of possibilities.

*Getting out of check*

So what is actually happening in this diagram (⇒)? Black is in check, and since his rook is also under attack 1. ... fxe6 is 'forced'. Wrong, the black queen is also being attacked. When we take this into account in our search for the correct move, then 1. ... **Rxe6** really grabs our attention as the correct reply. The rook move does not even cost Black the exchange since the white queen is also hanging. Even better, this move wins a piece.

In this diagram (⇓) White is in check. A king move is impossible. Black would deliver mate on b2. White can prevent mate by interposing with the knight, but unfortunately the knight would be pinned and therefore immobile. There is one other move. The bishop has to go to b5, and this move leaves White with an extra



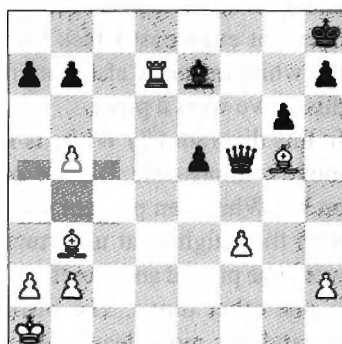
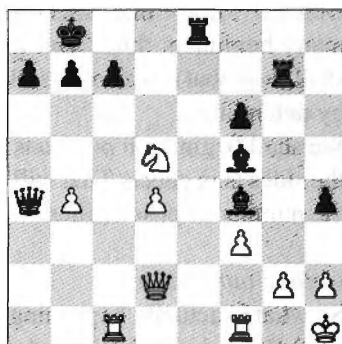
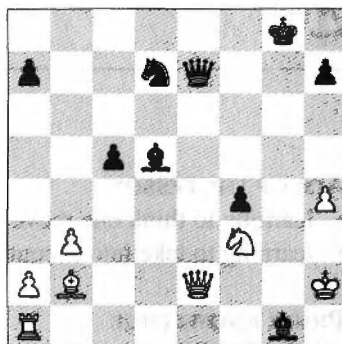
piece. All moves except the bishop move lose. Looking at all the possibilities and crossing them off one after the other is a good way of thinking. We finally discover the correct move by a process of elimination.

In this diagram (♠) Black has just played the discovered attack **1. ... Be3-g1+**. Two things strike us immediately: White is in check and the queen is being attacked. Black's idea is that after **2. Nxf1** (the knight will then be protecting the queen) the pawn on h4 is no longer protected and he can follow up with **2. ... Qxh4+ 3. Nh3 Qg3#**. This calculation did not take account of an apparently minor detail. The position of the black king appears to be quite unimportant, but that is far from being the case. White can ignore the attack on his queen and play **2. Rxf1+** which involves a check. White is then a whole rook up.

#### *Choose the correct capture*

In the diagram (⇒) Black has just taken a white bishop on f4. How must White recapture? If White only takes into account the options open to him, then he will consider recapturing with the queen. The black bishop will be under attack and the pawn on c7 is insufficiently protected. If we take a look at the position which occurs after **Qxf4**, then we notice an unprotected knight on d5. But what is much harder to spot is the possible threat of mate on g2. These two targets allow Black to go for **1. ... Qa2**. White must prevent the mate. Unfortunately, **2. Ne3 Rxe3** does not work (**3. Rg1 Qe6**). So the correct capture is **1. Nxf4**.

In the diagram (♣) White appears to be heading for a hard time. After **1. Rxe7 Qxg5 2. Re8+** (let the students find out for themselves that this is the only move) **2. ... Kg7 3. a4** White is certainly not yet lost, but in any case Black is better. Is there an alternative to the first move?





The only other option is to capture with the bishop. Whenever we do not like a continuation, we should always keep on searching. In fact 1. **Bxe7** is possible, since 1. ... **Qxd7?** fails to 2. **Bf6+** winning the queen.

#### *Defending against a passed pawn*

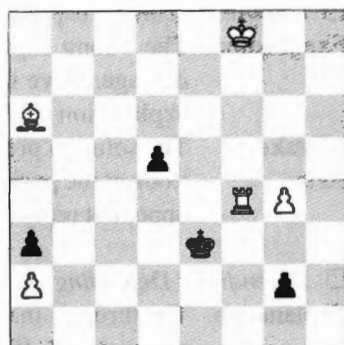
Passed pawns are a dangerous weapon. In any case, we must always stop an opposing passed pawn or best of all capture it. In this diagram (♣) Black's a-pawn is not far from promoting. Protecting the queening square is a logical defence. If you ask the students for a move, most of them will vote for 1. **Qh1**. Apparently protection along a rank is more obvious than along a diagonal. Let us look at the consequences, because after 1. ... **Bd4** this queen move was clearly the wrong choice. The correct one is 1. **Qh8**, and White goes on to win the a-pawn with 2. **Qb2**.

It may well have to cost material to stop a passed pawn. If the opponent gets a queen, that means a gain of 8 points for him. In this diagram (⇒) White can allow himself a slight loss of material. After 1. **Rf1 gxf1Q+** 2. **Bxf1** White wins easily.

Defending against a passed pawn is gone into in more detail during Step 1 in lesson 8<sup>+</sup>.

#### *Defending against scholar's mate*

In the workbook there is also a page which deals with the defence against scholar's mate. This was already discussed in Lesson 6 on the golden rules and will certainly also have been dealt with in the analysis of the students' own games.



## PRACTICE

### Reminder

◇ *Defending*

### Workbook

☐ *Defending / Getting out of check: A*

☐ *Defending / Getting out of check: B*

**Explanation:** Have the students suggest the wrong move as well as the correct one. After the correct move there is no gain of material, no loss of material and no mate. See Answers.

**Mistake:** The answer is wrong.

**Help:** What does the opponent play? How can you prevent this?

☐ *Choose the correct capture: A*

**Explanation:** The wrong capture costs material, leads to mate or some other damage. Have the students note down both captures with a short explanation of their reasons.

**Mistake:** The solution proposed is wrong.

**Help:** Look at the position from the other side of the board. What will the opponent reply?

☐ *Defending / Defending against scholar's mate: A*

**Explanation:** The threat is mate on f7. Choose the defence which does not lose any material. If there is more than one defence, then choose the best one.

**Mistake:** Material is lost.

**Help:** Let the student discover for himself that material is lost. That will make a fresh attempt much easier.

☐ *Defending / Defending against a passed pawn: A*

**Explanation:** The opposing passed pawn is just about to promote. So it is high time to mount a defence. That can be: bringing up a piece with tempo, giving up material to stop the passed pawn, exploiting a pin or winning the new queen.

**Mistake:** The pawn is promoted anyway.

**Help:** Go through the defences listed under Explanation one after the other, and see which one fits the wrongly solved exercise.

## ANSWERS

### ☐ *Defending / Getting out of check: A*

- |                    |                      |                        |
|--------------------|----------------------|------------------------|
| 1) 1. Bf2+         | 6) 1. ... c6 2. Qxa5 | 9) 1. Kf2              |
| 2) 1. b4 e5 2. Qc3 | Nxc2                 | 10) 1. ... Qe7 2. fxe7 |
| 3) 1. Rc3          | 7) 1. Kf8 Bxa2       | Bg7                    |
| 4) 1. Bd2          | stalemate            | 11) 1. Re1             |
| 5) 1. Rf1+         | 8) 1. Kf1            | 12) 1. Kf1             |

### ☐ *Defending / Getting out of check: B*

- |                                      |   |
|--------------------------------------|---|
| 1) 1. ... Kf8                        | 7) 1. ... Kxd7                          |
| 2) 1. ... Kf8                        | 8) 1. Nbc3 (1. Bd2 Nd3#)                |
| 3) 1. ... Rf8                        | 9) 1. Be3 Bc5 2. Bxc5 Qxc5+ 3. Qd4      |
| 4) 1. Bf3 (1. Bxf1 stalemate) 1. ... | 10) 1. Qe2                              |
| Qa1 2. Rh5#                          | 11) 1. ... Nxf6 (1. ... Qxf6 2. Rxh5+)  |
| 5) 1. Kf6 Rb4 2. Kf5                 | 12) 1. ... Bg4 (1. ... Kh8 2. Qxf8#) 2. |
| 6) 1. ... Qxe5+                      | Rxg4+ Kh8                               |

### ☐ *Defending / Choose the correct capture: A*

- |                |                     |                      |
|----------------|---------------------|----------------------|
| 1) 1. ... fxe6 | 6) 1. ... Nxe6      | 10) 1. cxb3 (1. axb3 |
| 2) 1. axb4     | 7) 1. cxb3 (1. axb3 | Qc1+)                |
| 3) 1. hxc4#    | Rxc2)               | 11) 1. Rxb4          |
| 4) Drawing     | 8) 1. Bxd1          | 12) 1. dxc4          |
| 5) Drawing     | 9) 1. ... Nxf6      |                      |

### ☐ *Defending / Defending against scholar's mate: A*

- |   |                                     |
|---|-------------------------------------|
| 1) 1. ... dxe5                            | 6) 1. ... Be6 (1. ... Nf6 2. Bxf7#) |
| 2) 1. ... Nf6 of 1. ... Ng5 (1. ... d5 2. | 7) 1. ... e6                        |
| Qxf7#)                                    | 8) 1. ... Nf6                       |
| 3) 1. ... d5 is better than 1. ... Qe7)   | 9) Drawing                          |
| 4) 1. ... g6                              | 10) 1. ... f5 (1. ... Ne5 2. Qf6)   |
| 5) 1. ... Qxd5 (1. ... Bxf2+ 2. Ke2       | 11) 1. ... d5                       |
| Qxd5 3. Bxd5)                             | 12) 1. ... d5 2. exd5 e4            |

### ☐ *Defending / Defend against a passed pawn: A*

- |                       |                       |                            |
|-----------------------|-----------------------|----------------------------|
| 1) 1. Bd4 b1Q 2. Bf6# | 5) 1. Ba5             | 11) 1. Rg3 h2 2. Rxg2+     |
| 2) 1. c4+ Kxc4 2. Kc2 | 6) 1. Rg3             | 12) 1. h4! g2 (1. ... gxf2 |
| 3) 1. Be1! (1. Bxf4+? | 7) 1. Ra3+ Kb4 2. Ra1 | 2. Ke2) 2. Nh3             |
| Kf3!)                 | 8) 1. Kf6             |                            |
| 4) 1. ... e4+ 2. Kxe4 | 9) 1. Rf1             |                            |
| Be5                   | 10) 1. Bg6            |                            |

**AIM OF THE LESSON**

- improving of board vision

**PRIOR KNOWLEDGE**

- lesson 4<sup>+</sup> in Step 1

**ACQUISITION****Instruction**

The route planner from Step 1<sup>+</sup> was much acclaimed. These are useful exercises, which have also at the same time been found very entertaining. Reason enough to make use of them again in Step 2<sup>+</sup>.

Explanations are only necessary for students who have not yet met this type of exercise. If required, you can make use of extra examples from lesson 4<sup>+</sup> in the manual for Step 1.

*Give check*

The diagram (⇒) contains a route planner involving check. The bishop must give check.

Rules:

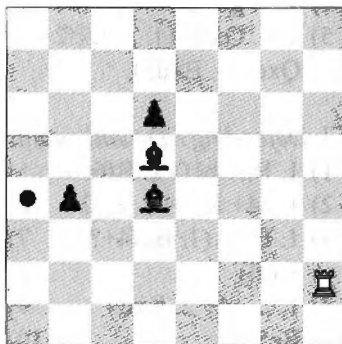
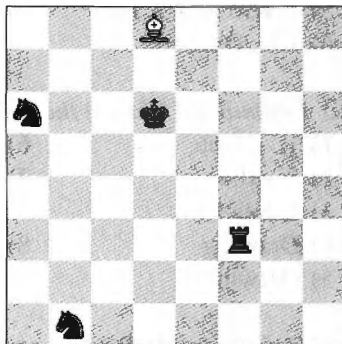
- only the white bishop may move.
- the bishop may not go on to a square controlled by the opponent.
- the bishop may not capture anything.

The only safe check is from h2. The correct route is therefore **Bd8-b6-g1-h2+**.

We already know this from the previous Step, so a single example is enough.

*Choose the safe route*

In the diagram (⇓) the rook must make its way to a4. The same rules apply as for giving check. The safe squares on the a-file are a5 and a6, but

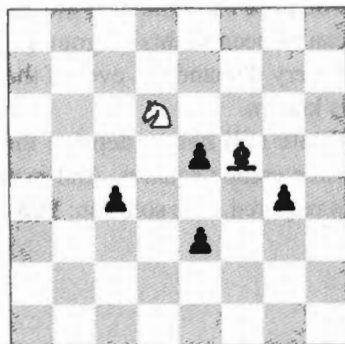


the rook cannot get to a6. So, how would our rook get from h2 to a5? The way back from a5 would take us via b5, b8, e8, e2 to h2. The route **Rh2-e2-e8-b8-b5-a5-a4** is found.

These exercises are really difficult for the students. Difficult, but not impossible, since the rules are simple. It is a bit tricky always being aware of exactly what the black pieces can do, but precisely the practising of this skill is what this type of exercise is all about.

### *Capture all the black pieces*

In this diagram (⇒) the knight must capture all the pieces as quickly as possible. In doing so, it may not take any piece which is protected. The correct solution can always be found at the end of a process of trial and error. But it is more instructive to hit upon the correct move order without trying out moves. The knight must first take the bishop: **Nd6xf5xe3xc4xe5xg4**. On move 3 the knight can also capture on g4.

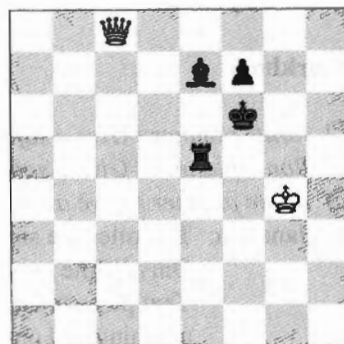


### *Deliver mate*

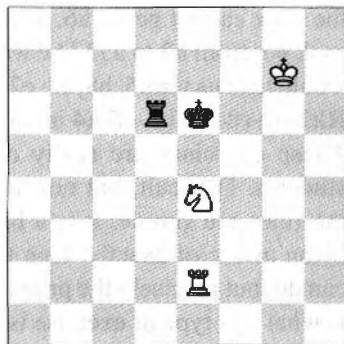
It is time for a new type of route planning exercise. The rules remain the same: only White may move, no going on to squares controlled by the opponent and no capturing.

In this diagram (♠) Black is to be mated. The student must work out a mate with the piece which is to deliver mate already on the board. It is not so difficult to discover that the queen has to go to h6. In this exercise, logically one rule needs to be added: you may not give check until it is mate. Giving check in the meantime would lead to moves which are against the rules. The route for the queen is **1. Qc1** and **2. Qh6#**. This solution once more demonstrates that the whole board has to be used.

All our attention tends to be concentrated on the black pieces, with the result that it is easy to neglect the bottom half of the board.



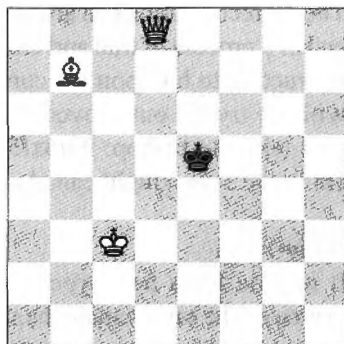
In the diagram (♣), theoretically all three white pieces can move. Logical thinking quickly leads us to a king move. The knight may not move (Black would already be in check!) and a rook move makes no sense. White weaves his mating net with 1. **Kg6**. The knight will take care of the escape squares d5 and d7: 2. **Nf6#**. The rook is giving check. That will be some real food for thought, which is also the case with the final position.



s

The third example of 'Find the quickest mate' can be seen in this diagram (⇒). This exercise is very demanding, even if the mating pattern is known.

White still has to deprive the black king of three escape squares. And in addition a check is required. The solution: **Bc8** and **Qd4#**.



## PRACTICE

### Reminder

◇ *Route planner*

### Workbook

- ☐ *Route planner / Give a safe check: A*
- ☐ *Route planner / Give a safe check: B*
- ☐ *Route planner / Give a safe check: C*

Explanation: The rules are simple, though slightly different from normal chess. Only White may move with the only piece which is on the board. That piece must give check as quickly as possible. It may not take anything and on the way it may not go on to a protected square. In

every case it is possible to give check within three moves; only on Sheet C, when checking with the queen, is it possible in two moves. Since the way there is identical to the way back, we can always start at the final point. From which square can we check the king in safety? That is the simpler way in many positions.

Mistake: The piece moves on to a protected square.

Help: This is the only possible mistake! Let the students discover the mistake themselves and then plan the route again.

☐ *Route planner / Choose the safe way: A*

☐ *Route planner / Choose the safe way: B*

Explanation: The piece which is marked has to go to the square with the dot on it. It may not take anything and on the way it may not move on to a protected square. Only White moves.

Mistake: Black can take the piece.

Help: Just point out that the answer is wrong and have the student try again.

☐ *Mate planner / Deliver mate: A*

☐ *Mate planner / Deliver mate: B*

Explanation: The white pieces must mate the black king. The pieces may not take anything and on the way may not move on to a protected square and may only give check on the final move, in other words when it is mate. Only White moves.

Mistake: The solution is wrong.

Help: Remove all the white pieces from the board and ask the student to plan a mating position with these pieces.

☐ *Route planner / Capture all the black pieces: A*

Explanation: The white piece on the board must take all the black pieces as quickly as possible. The pieces it takes must be unprotected. If there are protected pieces on the board, the student must first capture the (unprotected) defenders of these pieces. Only White moves. The piece may not move on to protected squares.

Mistake: A protected piece is captured.

Help: Point out the mistake and ask the student to try again.

## ANSWERS

### ☐ Route planner / Give a safe check: A

- |                  |                      |
|------------------|----------------------|
| 1) Drawing       | 7) Rd8-f8-f7-b7+     |
| 2) Ra1-f1-f7+    | 8) Rg3-h3-h7-f7+     |
| 3) Rh3-a3-a1-b1+ | 9) Re1-e8-b8-b5+     |
| 4) Ra6-a1-c1-c3+ | 10) Rh3-h4-g4-g1+    |
| 5) Rd2-d1-c1-c4+ | 11) Ra7-a5-c5-c8+    |
| 6) Rb1-b2-a2+    | 12) Ra5-b5-b8-c8-c7+ |

### ☐ Route planner / Give a safe check: B

- |                  |                   |
|------------------|-------------------|
| 1) Bc1-b2-g7-f8+ | 7) Be7-b4-e1-f2+  |
| 2) Be4-g2-h3-c8+ | 8) Ba4-d1-h5-f7+  |
| 3) Bd3-b1-a2+    | 9) Bb6-e3-c1-b2+  |
| 4) Bc6-d7-h3-f1+ | 10) Bb6-g1-h2-e5+ |
| 5) Bd5-c6-a4-c2+ | 11) Bd8-b6-g1-h2+ |
| 6) Ba5-b6-a7-b8+ | 12) Bf8-g7-e5-g3+ |

### ☐ Route planner / Give a safe check: C

- |               |                |
|---------------|----------------|
| 1) Qg2-c2-c3+ | 7) Qf4-f1-d1+  |
| 2) Qh2-a2-a8+ | 8) Qd2-a5-b5+  |
| 3) Qc7-b7-a8+ | 9) Qb7-a7-a2+  |
| 4) Qf1-f8-g8+ | 10) Qf6-a1-h1+ |
| 5) Qc7-g3-h4+ | 11) Qa4-a2-h2+ |
| 6) Qf1-a6-a7+ | 12) Qh8-a8-a1+ |

### ☐ 30 Route planner / Choose the safe way: A

- |                          |                                    |
|--------------------------|------------------------------------|
| 1) example: Rg6-b6-b1-g1 | 7) Nb3-c5-b7-d6-f7-h8              |
| 2) Rc1-c3-b3-b6          | 8) Nb3-d4-b5-d6-f7-h8              |
| 3) Rb1-b3-g3-g8-h8       | 9) Nb3-d4-f3-h2-g4-h6-f7-h8        |
| 4) Bg2-f1-a6-c8-d7       | 10) Bc4-g8-h7-f5-g4-d1-c2-b1       |
| 5) Bf2-b6-d8-f6-h8       | 11) Nc2-e1-g2-f4-e2-c3-b5-c7-a8    |
| 6) Qa1-a8-h1-h2          | 12) Kb2-c1-d1-e2-e3-f4-e5-e6-e7-f8 |

### ☐ Route planner / Choose the safe way: B

- |  |   |
|--|---|
| 1) Kb1-a2-a3-b4-a5-b6-a7-a8                | c1-d2-e1-f2-g1                          |
| 2) Kd2-e1-f1-g2-g3-h4-g5-h6                | 6) Kb4-c3-d2-e1-f2-g1-h2-h3-g4-f4-e5-f6 |
| 3) Kc1-b1-a2-a3-b4-a5-a6-a7-b8-c8-d8-e8-f7 | 7) Drawing                              |
| 4) Kc1-b2-b3-c4-d4-e5-e6-f7-f8             | 8) Drawing                              |
| 5) Ke8-d8-c8-b8-a7-b6-a5-b4-a3-b2-         | 9) Kg7-h6-g5-f5-e5-d6-c5-b5-a4-b3-      |



c2-d2-e1-f1-g1

10) Drawing

11) Drawing

12) Kgl-f2-e2-d2-c3-d4-c5-c6-d7-e6-f6-g5-h4-h3

□ *Mate planner / Deliver mate: A*

1) example

2) Ba2 – Qb3#

3) Bg5 – Nf6#

4) Re4 – Bb7

5) Kg2 – Qe4#

6) b3 – Qc4

7) Bb7 – Qc6

8) Rb5 – Nb2

9) Rg4 – Qa5

10) Ba5 – Qd5

11) Nd2 – Qd6

12) Qb2 – Qb4

□ *Mate planner / Deliver mate: B*

1) Qc6 – Bg5#

2) Qc4 – Qe4#

3) Qh7 – Bf5 – Qd7#

4) Bh5-e8-c6#

5) Qe6 – g4#

6) Rh7 – Nb6 – a7#

7) Qc1 – Bh1 – Qc6 – Qb7#

8) Bd2 – Bh6 – Rc8#

9) Bb5 – Bf1 – Bh3 – Rf1#

10) Bh5 – Qh2#

11) Nf3-d2-b3-c1-a2-b4-a6#

12) Ng3-e2-c1-d3-e5-d7#

□ *Route planner / Capture all black pieces: A*

1) Drawing

2) Qa2xb1xb2xg7

3) Qc4xf7xf5xg4xh3

4) Kf7-e7-d8-c7xc6-d5xe4

5) Qb4xf8xf5xd3

6) Re7xe4xd4xd2

7) h4 hxg5 f5 fxe6 e7 e8N Nxg7

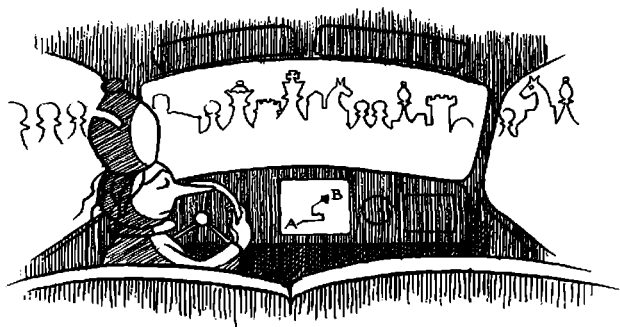
8) Ke4xe3xe2 Rxb5

9) Re5xe3xe2 Kxb5

10) Nxb2-d3xc5xe6

11) Bd7xg4-Be2xd3xg6

12) Nf2-h1-g3-f1-h2-f3-h4-g2-f4xe6xc7xd5



**AIM OF THE LESSON**

- improving board vision
- learning to recognise mating patterns

**PRIOR KNOWLEDGE**

- mate

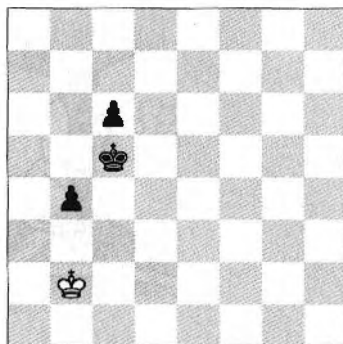
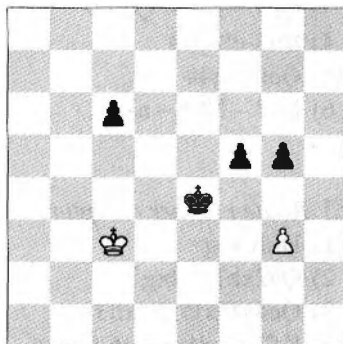
**ACQUISITION****Instruction**

Thinking out mating positions has already been done several times. It is a really useful exercise. Firstly, it helps the students acquire a better overview of what is happening on the board and secondly they get to know mating patterns. For this most children require a real board.

*Placing*

We shall begin with the insertion of two pieces. In the diagram (⇒) two white bishops (♖♗) have to deliver mate. The black king has four escape squares, two white and two black. The black-squared bishop must control the squares e3 and e5. That can be achieved from d4 or f4. The other bishop must give check and also control the squares f3 and d5. So the bishop goes on g2. Can the bishop go on h1? No! This problem will be dealt with in lesson 9<sup>+</sup>.

The example in this diagram (⇨) is much more difficult. Where must the queen and knight go (♕♞)? The black king has all of six escape squares. So White has to take control of seven squares. The queen has to take on the function of a guard. It can deprive the king of the greatest number of squares from d3. The knight has to take care of b6 and give check. So the knight



must go on d7.

Put the white king on e3, and then there is another possible solution, in which the queen gives check: Qd4 and Nc7.

### *The 'cheapest' mate*

Let's raise the level of difficulty of working out mate a little bit more. In the diagram (↑) pieces again have to be placed on the board. What we are looking for is the cheapest mate. How many points does White need to deliver mate (queen = 9 points, rook = 5 points, etc.)? It can be done with six pawns (c5, c4, d3, e3, f4, g5), thus six points.

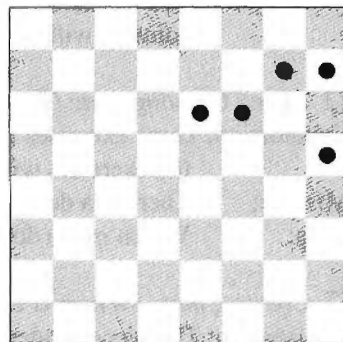
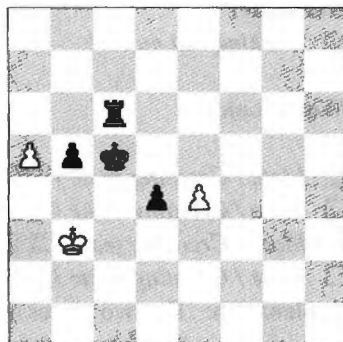
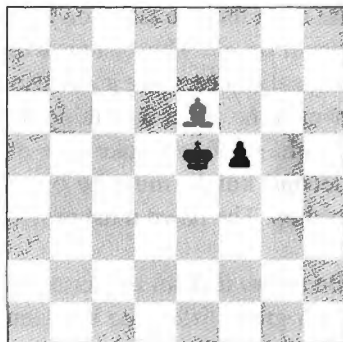
And then the next exercise: pieces must be placed on the same board. The cheapest mate can then be done with eight points: Rd4 and Bg7. That is a pretty tricky exercise!

### *Working out mate with 3 different pieces*

There are various instructions for the task in the diagram. (⇒) White can deliver mate with a rook, a bishop or a knight. The black king has only a single escape square left (d6), and it is not yet in check. With this type of exercise, try to encourage the student to do it without his own board. They can often manage it. The rook would go on d5, the bishop on b4 or the knight on b7.

### *Where is each piece?*

For the last type of exercise we need magnets (diagram ♡). If need be, upturned pawns will do the job. The pieces (♔♚♛♜♝♞♟) must be placed on the correct square on the points indicated. Black must then be in checkmate. This time the students absolutely need their own board. We start with the most probable place for the king. Pretty certainly this will be on the edge of the board, with h7 being more likely than h5. The control of the escape square



h8 must then be taken on by the bishop or the pawn on g7. The bishop would be the more logical choice, since it can also control h6 at the same time. After that, things become clearer. A knight on f6 will take care of the check. The second knight must be on e6 to protect the bishop. The pawn must protect g6.

Be aware that for exercises like this there can be a great difference between the abilities of various students.

## PRACTICE

### Reminder

◇ *Working out mate*

### Workbook

- ☐ *Mate / Creating mate* (♔♞): *A*
- ☐ *Mate / Creating mate* (♔♜): *B*
- ☐ *Mate / Creating mate* (♚♞): *C*
- ☐ *Mate / Creating mate* (♜♜ / ♜♞ / ♞♞): *D*

**Explanation:** The two pieces next to the board have to be placed on it in such a way that the opponent is checkmated. As preparation, have the children work out some possible mating patterns with the combination of pieces to be used.

**Mistake:** The student cannot manage the task.

**Help:** Name the pieces which are to be either the hunter or the guard. If you let slip on which square one of these pieces has to go, then the solution will be even easier.

- ☐ *Mate / Creating mate* (♚ or ♜ or ♞): *E*

**Explanation:** Three exercises in one. The students should, where possible, solve the exercises without resorting to a board.

**Mistake:** There is a defence.

**Help:** Which move does the opponent play? Try again

- ☐ *Creating mate / Where is each piece?: A*

**Explanation:** The pieces under the board must be placed on the question marks.

When all are placed, the black king must be checkmated. Many students will need their own board for this task. Despite that, they should first try without a board.

Mistake: Too difficult.

Help: Point out where the opposing king should be placed.

## ANSWERS

### □ *Mate / Creating mate* (♔♚): A

- |              |              |               |
|--------------|--------------|---------------|
| 1) Qa3 / Nd2 | 5) Nf4 / Qc7 | 9) Nf4 / Qc5  |
| 2) Nc4 / Qb7 | 6) Qf6 / Nh6 | 10) Ng6 / Qe6 |
| 3) Qh5 / Ne7 | 7) Qa7 / Nd4 | 11) Ng4 / Qc4 |
| 4) Nc2 / Qe1 | 8) Ng6 / Qh8 | 12) Na6 / Qe6 |

### □ *Mate / Creating mate* (♔♙): B

- |              |              |               |
|--------------|--------------|---------------|
| 1) Bc6 / Qa8 | 5) Bb5 / Qe5 | 9) Bd4 / Qg4  |
| 2) Bd5 / Qh4 | 6) Qg1 / Bd1 | 10) Be3 / Qe7 |
| 3) Bc5 / Qa7 | 7) Qe6 / Bb6 | 11) Qd8 / Bd5 |
| 4) Bh3 / Qd4 | 8) Qg6 / Bh6 | 12) Bd8 / Qd5 |

### □ *Mate / Creating mate* (♔♜): C

- |              |              |              |               |
|--------------|--------------|--------------|---------------|
| 1) Nc3 / Rb5 | 4) Rc5 / Nd3 | 7) Nf7 / Re5 | 10) Ng6 / Rf7 |
| 2) Na3 / Rb5 | 5) Rc6 / Ne7 | 8) Rd5 / Nd2 | 11) Na7 / Re7 |
| 3) Ne6 / Re7 | 6) Ra6 / Na3 | 9) Nc3 / Rb5 | 12) Drawing   |

### □ *Mate / Creating mate* (♔♞ / ♙♞ / ♚♞): D

- |              |              |               |
|--------------|--------------|---------------|
| 1) Bg2 / Be3 | 5) Nd7 / Bc6 | 9) Nc3 / Nf3  |
| 2) Bb4 / Bd1 | 6) Nc7 / Bc5 | 10) Nf3 / Ng3 |
| 3) Bf3 / Be3 | 7) Bc5 / Nc7 | 11) Nh6 / Ne6 |
| 4) Bf5 / Bh8 | 8) Be5 / Nh6 | 12) Nf4 / Ne4 |

### □ *Mate / Creating mate* (♔ or ♙ or ♚): E

- |                    |                    |                     |
|--------------------|--------------------|---------------------|
| 1) Rc2 - Ba3 - Nd3 | 5) Ra6 - Bc5 - Nc8 | 9) Rf5 - Be3 - Ne6  |
| 2) Rc6 - Bb7 - Nc7 | 6) Rf5 - Bg7 - Ng4 | 10) Rb3 - Be1 - Na2 |
| 3) Rb2 - Ba4 - Na1 | 7) Rf5 - Bd6 - Ng6 | 11) Rd5 - Bb4 - Nb7 |
| 4) Re6 - Bb8 - Nc4 | 8) Rh3 - Be1 - Nf5 | 12) Rd4 - Bf5 - Nf2 |

□ *Creating mate / Where is each piece?: A*

- |                              |                                     |
|------------------------------|-------------------------------------|
| 1) ♖c5, ♜d6, ♝f4<br>♜e5      | 7) ♜e4, ♝h6, ♜f7<br>♜g5, ♜g4        |
| 2) ♜c8, ♜d8, ♜g8<br>♜e7      | 8) ♜g7, ♝e5, ♜g2<br>♜g5, ♜g4        |
| 3) ♜g8, ♜f8, ♜c5<br>♜e8      | 9) ♜e3, ♝h6, ♜e6<br>♜g5, ♜g4        |
| 4) ♜c5, ♜d3, ♜f5<br>♜d4, ♜d5 | 10) ♜e6, ♝c3, ♜h3<br>♜f4, ♜g4, ♜e4  |
| 5) ♜b2, ♜c3, ♜g5, ♜e7<br>♜d4 | 11) ♜g3, ♜c2, ♜f2.<br>♜e3, ♜d2, ♜e2 |
| 6) ♜c1, ♜f1, ♜c2, ♜d2<br>♜e2 | 12) ♜e2, ♜c3, ♜d6<br>♜e4, ♜d5, ♜f4  |



**AIM OF THE LESSON**

- learning to avoid stalemate
- learning to use stalemate as a weapon

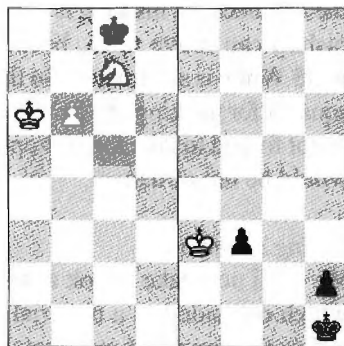
**PRIOR KNOWLEDGE**

- drawing by stalemate

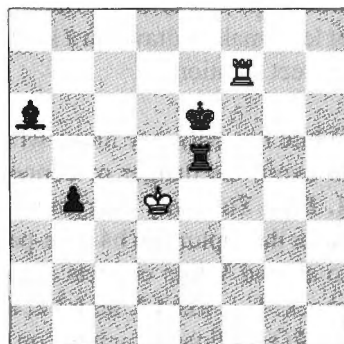
**ACQUISITION****Instruction**

Stalemate often occurs in games between children. Careless play makes it possible for the opponent to be stalemated and half a point is unnecessarily lost. The left-hand side of the diagram (⇒) portrays a typical example. White would like to get a queen and plays 1. b7+. The knight is not important. It would in any case only get in the way of the mate. After the unexpected 1. ... Kb8 it is either an unavoidable stalemate or else White loses his pawn. Any move other than the pawn move wins. **1. Ka7** would have been good.

On the right stalemate saves White in his hour of need. He plays **1. Kf2** and saves half a point by means of the stalemate.

**Forcing stalemate**

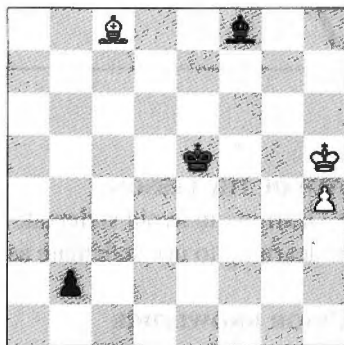
Forcing stalemate is also a weapon we learned to employ during Step 2. When our own king has no moves left, then all our other pieces have to disappear. This is easy with a piece like the queen. It is also frequently successful with the rook. In the diagram (♣) the white king no longer has an escape square. Normal play simply loses, so White has to think up something special. The surprising **1. Rf6+**



forces Black to take the rook, otherwise the rook on e5 is lost. After 1. ... Kxf6 White is stalemated.

The sacrifice of the final piece is usually the result of a check, if we are talking about one of the major pieces, that is to say the queen or the rook. In the case of minor pieces a check will rarely be a sufficiently forcing move. Nevertheless, even with the minor pieces there are a lot of options available when playing for stalemate.

In the diagram (⇒) White does not appear to be able to stop the black pawn because the black king is controlling the f5-square. White saves the day because his king is 'badly' placed. The bishop can move to f5, because after 1. Bf5 Kxf5 White is stalemated. So the lack of escape squares for the king can be an advantage. Black is not forced to take the bishop, but then White would be out of danger.

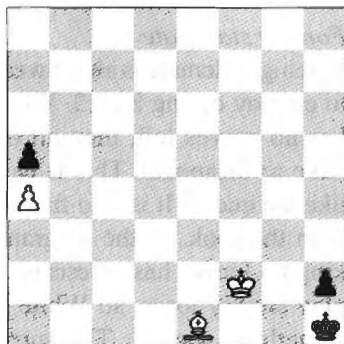


### *Lifting stalemate*

We shall now take a look at some positions in which one side has a material superiority, but where the danger of stalemate is great.

In the diagram (⇓) White can simply remove the stalemate with a king move. But that would not be a bright idea, because the black king would get out of the corner and Black would at least make a draw. So a king move is not the correct solution.

White has only one move which enables him to avoid the danger of conceding stalemate: 1. Bb4. Suddenly everything becomes clear. After the capture on b4 the a-pawn gets through to a8 and White collects a queen on a8 with check: 1. ... axb4 2. a5 b3 2. a6 b2 3. a7 b1Q 4. a8Q+ followed by mate on the next move.

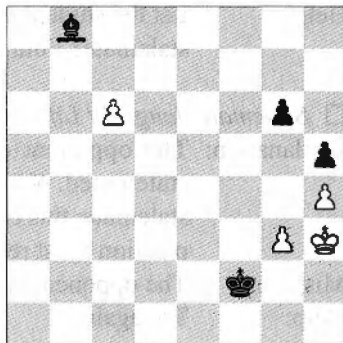




### *Avoiding stalemate*

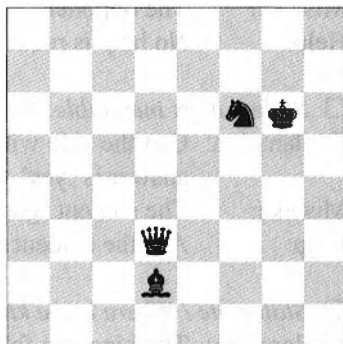
Pay attention! The best advice to avoid stalemate.

In the diagram (↑) White is a long way from being stalemated. Both his king and pawn can still move. Take the white pieces and play out this position in a simultaneous. Let the students try to win with Black. It is not too difficult, even if some games will certainly end in a draw by stalemate. Black must start with 1. ... Kf3. After 2. Kh2 g5 (or the very safe win with 2. ... Kg4 and the capture on g3; but 2. ... Bxg3+ would be bad: 3. Kh3 with an unavoidable draw) 3. hxg5 h4 4. g6 hxg3+ 5. Kg1 g2 Black wins.



### *Where is the king stalemated?*

We shall conclude with an exercise which is known from Step 1<sup>+</sup>: on which square is the king stalemated? This time we will not be satisfied with a single square for the answer, but we would prefer to know all the squares on which the king would be stalemated. In the diagram (⇒) the king would be stalemated on various squares. Have the students write down the squares so that everybody has to look. After quite a short search we can even find four squares: a4, d1, h4 and h8.



## PRACTICE

### Reminder

◇ *Drawing by stalemate*

### Workbook

□ *Draw / Forcing stalemate: A*

Explanation: The side which has the move must find a clever way to get rid of its last pieces. In some positions the king is still able to move, so the piece must be sacrificed on the correct square.

Mistake: The king can still move.

Help: Let the student discover his mistake for himself. Why is it still not stalemate? Find the solution.

☐ *Stalemate danger! / Lifting stalemate: A*

Explanation: The opponent can no longer move, so he is for the moment stalemated. What is needed is a crafty move to stop it being stalemate; this can even cost material. But the condition is that the position must remain a win.

Mistake: The opponent is still stalemated.

Help: Try again.

☐ *Stalemate danger! / Avoiding stalemate: A*

Explanation: The opponent is not yet stalemated, but he would be after the obvious-looking move. Avoid that move and play the move which wins!

Mistake: The opponent is stalemated.

Help: No help is required.

☐ *Stalemate is inevitable / Yes or no?: A*

Explanation: Can the side with the move avoid giving stalemate or not? If the answer is 'yes', the student must also give a move.

Mistake: The student 'guesses' wrongly.

Help: Ask the student to give a reason for the answer.

☐ *Stalemate / Where is the king stalemated?: A*

Explanation: The king has fallen off the board and must be put back in such a way that it is in stalemate. So when there is a white king, it must be White to move otherwise it could never be stalemate. The number of possible correct solutions is given. We should be satisfied with a few correct answers. For the really keen students, finding all the possible answers is a challenge.

Mistake: The king can still move.

Help: We have the student find the escape square himself and ask him to try again.

## ANSWERS

☐ *Draw / Forcing stalemate: A*

1) 1. ... Qb7+ 2. Kxb7 stalemate

2) 1. ... g6+ 2. Kxg6 stalemate

3) 1. Ra5+ Bxa5 stalemate

4) 1. Bxg5+ Bxg5 stalemate

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 5) 1. ... Rf4+ 2. Qxf4 stalemate | 9) 1. Qh3+ Qxh3 stalemate         |
| 6) 1. Qd8+ Qxd8 stalemate        | 10) 1. ... Nc4+ 2. Bxc4 stalemate |
| 7) 1. Qg8+ Rxc8 stalemate        | 11) 1. ... Bc7+ 2. Qxc7 stalemate |
| 8) 1. Qg3+ Kxc3 stalemate        | 12) 1. Rf7 Kxf7 stalemate         |

☐ *Stalemate danger! / Lifting stalemate: A*

- |                                      |                           |
|--------------------------------------|---------------------------|
| 1) 1. Ne6                            | 7) 1. Bc4 bxc4 2. b5      |
| 2) 1. ... b5 2. axb5 c3              | 8) 1. Nb1 axb1Q+ 2. Rxb1+ |
| 3) 1. Bg8                            | 9) 1. ... Rf6             |
| 4) 1. Kh1 (1. Kg1) 1. ... Kxh3 2. f5 | 10) 1. Nf3 gxf3 2. Kg1    |
| 5) 1. ... Bb3 2. Kxb3 c1Q            | 11) 1. Kd3                |
| 6) 1. Ra6 bxa6 2. b7                 | 12) 1. Bg8                |

☐ *Stalemate danger! / Avoiding stalemate: A*

- |            |  |
|------------|--|
| 1) 1. c8R  | 7) 1. ... Qf3+ (1. ... Qxf2 stalemate) |
| 2) Drawing | 8) 1. ... Rd6                          |
| 3) 1. Bg4+ | 9) 1. ... b1R of 1. ... b1B            |
| 4) 1. Rc1  | 10) 1. Ka1                             |
| 5) 1. Rd3+ | 11) 1. Bb7 Qb8 2. Bg2#                 |
| 6) 1. Qd5  | 12) 1. ... Qg3                         |

☐ *Forced stalemate / Yes or no: A*

- |  |  |
|--|--|
| 1) No: 1. ... Bb1                          | 8) No: 1. ... Qb3                      |
| 2) Yes                                     | 9) No: 1. Rg6+                         |
| 3) No: 1. ... Ke4                          | 10) No: 1. ... f3                      |
| 4) Yes                                     | 11) Yes: 1. Rg4 hxc4 2. hxc4           |
| 5) Yes: 1. ... Rb3+ 2. axb3 axb3 stalemate | 12) No: 1. Kb4 Kb2 2. Qh2+ Ka1 3. Qe5# |
| 6) Yes                                     |  |
| 7) Yes                                     |  |

☐ *Stalemate / Where is the king stalemated: A*

- |                |                          |
|----------------|--------------------------|
| 1) a2 a4 c4    | 8) h1 f1 a7 h8           |
| 2) f1 h1 e3    | 9) a3 b6 e7 h8 c3        |
| 3) h3 h5 h1    | 10) d8 f8 h8 h6 h4       |
| 4) a1 h2 g7 h4 | 11) a1 a3 c3 e3 g5 h8    |
| 5) a7 h7 h5 c7 | 12) f8 g6 g4 e4 c5 c1 a1 |
| 6) a8 a6 h8 e6 | 11) a1 a3 c3 e3 g5 h8    |
| 7) f5 f3 h5 h3 | 12) f8 g6 g4 e4 c5 c1 a1 |

**AIM OF THE LESSON**

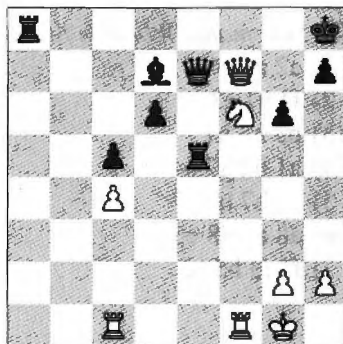
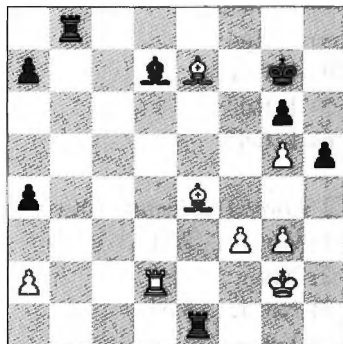
- learning to look first, then think and only then move
- learning new options for winning material

**PRIOR KNOWLEDGE**

- winning material (Step 1 plus)

**ACQUISITION****Instruction**

Adults can sit on their hands as a way of avoiding moving too quickly (and therefore without thinking things through). The opinion of many youth leaders is that where children are concerned the only way is to actually tie their hands! These are well-meant teaching aids, but praxis has shown that the well-known 'No pain, no gain' is still the best medicine. We shall try to speed up this process by dealing with positions such as can be found in the diagram (⇒). There is a very obvious looking move, which is, however, wrong. We start by deliberately setting the children off on the wrong track: we tell them that the first example is 'dead easy'. Then someone finds that 1. Rxd7 Rb2+ 2. Kh3 Rh1# produces mate, but for the wrong side? It is only when the mate has been discovered that 1. Bf6+ followed by 2. Rxd7 springs to mind. The position in the diagram (⇓) is not one for a lazy chess player. The queen is under attack, but there is nowhere it can go, so what about exchanging it? Looking first and then thinking shows that after a knight move the queen will be defended by the rook on f1. So we have a look at 1. Nd5 Qxf7 2. Rxf7, but that achieves nothing after 2. ... Be6. Another option is 1.



Nxh7. But that leads nowhere after 1. ... Qxf7 2. Rxf7 Be6. White can win a piece with yet another knight move: 1. Nxd7. Here the X-ray protection dealt with in Step 1 is helpful.

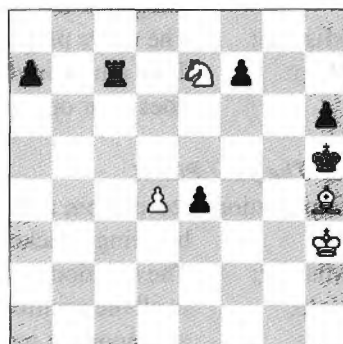
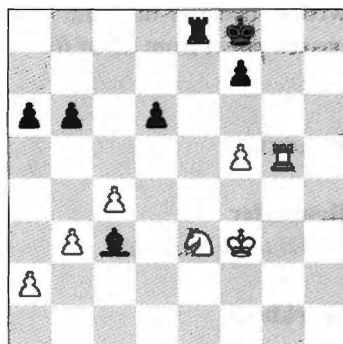
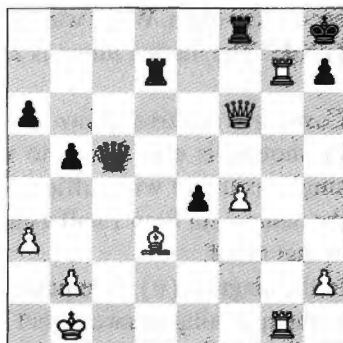
In the diagram (♠) numerous captures are possible. The biggest booty of them all, the queen on f6, cannot be won: 1. ... Rxf6 2. Rg8#. And taking the bishop on d3 is not a good move either. There too it is mate after 2. Rg8#. We came across this rook move with double check in lesson 1\*. We will find a solution for Black by thinking things out logically. Which move must Black make after Rg8+? Taking the queen does not work because the rook is also giving check. Taking the rook does not work because it is protected. So Black has to do something about this last fact. After 1. ... Qxg1+ he not only prevents mate, but even remains an exchange ahead after 2. Rxg1 Rxf6.

### *Winning material with tactics*

In the basic section, material is usually won by means of a double attack, a pin or the eliminating of a defender. We shall give an example of the first two themes.

Pinning a piece also sometimes allows you to win material. The piece which is going to be pinned is either unprotected or else is of greater value. In the diagram (⇒) we pin a piece which is protected, but because of the pin it turns out not to be well enough protected. Black plays 1. ... Bd2, after which the knight is lost. In the workbook there are 12 exercises with this combination of a pin and a twofold attack.

The example in the diagram (♣) does not show us anything new but demonstrates that mate can really happen in the endgame. The double attack involving material + square is only harder to find because the mating pattern

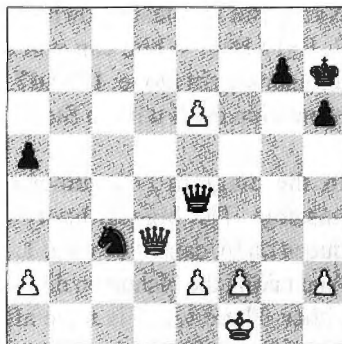


occurs less often. White wins a whole rook with **1. Nd5**. The mating threat is **2. Nf4#**.

### *Cashing in a passed pawn*

Promoting is also a way to win material. A single example will suffice. In Lesson 8<sup>+</sup> of the manual for Step 1 half a chapter is devoted to that motif.

In the diagram (♠) the e-pawn is already close to the queening square. What is characteristic here is that the black queen is pinned, so that the e-pawn is in no danger and mate is not being threatened on h1. Once we have recognised that, then the winning move **1. e7** is quite logical. The exchange of queens would be wrong, because then the knight can stop the passed pawn from d6 or f6.



## **PRACTICE**

### **Reminder**

◇ *Winning material*

### **Workbook**

☐ *Material / Winning material: A*

☐ *Material / Winning material: B*

**Explanation:** The task is clear: win material. In many positions various captures are possible. Go through the moves one after the other and weigh things up. Do you have to take at once or is another move better?

**Mistake:** The move played doesn't win any material.

**Help:** Take a look at the position from the other side of the board. How does your opponent avoid losing material?

☐ *The pin / Pin: A*

**Explanation:** You can pin a piece which is protected. The piece also happens to be being attacked once already and the extra attack wins material.

**Mistake:** The solution is wrong.

**Help:** In all the positions (except in 1, 6 and 8) an unprotected piece plays an important part. This piece must become the front piece in the

pin. Point it out. In positions 1 and 6 it is a high value piece which is the front piece. In exercise 8, mate is involved.

☐ *Double attack / Mating threat: A*

Explanation: It is possible to win material thanks to the combination of a mating threat with the attack on a piece.

Mistake: The answer to position 11 is wrong.

Help: Here the double attack is also a double mating threat. White is threatening mate in two different ways and there is one of them which Black cannot prevent.

☐ *Passed pawn / Cashing in a passed pawn: A*

☐ *Passed pawn / Cashing in a passed pawn: B*

Explanation: The passed pawn makes possible a win of material. There are various ways of bringing that about: marching through, keeping a defender at a distance, bringing up a helper (to control the queening square, to interpose, X-ray protection).

Mistake: The passed pawn gains nothing.

Help: We help by asking questions:

- Which pawn do you want to promote?
- Can the pawn be promoted straight away?
- Which opposing piece would you like to see out of the way?
- Which of your own pieces can help?

## ANSWERS

☐ *Material / Winning material: A*

- |  |   |
|--|---|
| 1) 1. Qxf8+  | 7) 1. ... Kd6 2. Rg5 gxh5               |
| 2) 1. Qxf6+  | 8) 1. Qxf8+                             |
| 3) 1. b8Q (1. bxc8Q+ Bxc8 2. Kf3 Bd6) 1. ... Rxb8 2. Rxb8+ | 9) 1. Qg2+ N7g6 2. fxe6                 |
| 4) 1. Qe5+   | 10) 1. Qc3                              |
| 5) 1. Bc6 Qf8 2. Bxa8                                      | 11) 1. Rh1 (1. dxe8Q+ Kxe8; 1. d8Q Qc5) |
| 6) 1. Bd5+ Kh8 2. Bxe4                                     | 12) 1. ... Qxa4                         |

☐ *The pin / Pin: A*

- |               |               |            |
|---------------|---------------|------------|
| 1) 1. Re2     | 5) 1. Bf4     | 9) 1. Qe4  |
| 2) 1. ... Qa5 | 6) 1. ... Bb4 | 10) 1. Rh4 |
| 3) 1. Bf4     | 7) 1. Qe2     | 11) 1. Qa4 |
| 4) 1. Qf3     | 8) 1. Bc3     | 12) 1. Qd4 |

□ *Double attack / Mating threat: A*

- |  |                                    |
|--|------------------------------------|
| 1) 1. ... Kc5 2. c3 Ra8#                   | 7) 1. Nf4 Rh1 2. Rc6#              |
| 2) 1. Nd3 Re3 2. Rd4#                      | 8) 1. Kb3                          |
| 3) 1. Bb3 a1Q 2. Bf7#                      | 9) 1. Nf4 Rg1 2. Rd5#              |
| 4) 1. Kc4                                  | 10) 1. c4 Nxc4 (1. ... Nd1 2. b3#) |
| 5) 1. Kg3 Kg6 (1. ... Bb1 2. Nf4#) 2. Nf4+ | 2 Nc3#                             |
| 6) 1. Kf5 Rxe7 2. g4#                      | 11) 1. Kg2 Re1 2. Bf6#             |
|  | 12) 1. Rb2! Qg1 2. Bb7#            |

□ *Passed pawn / Cashing in a passed pawn: A*

- |                         |                                    |
|-------------------------|------------------------------------|
| 1) 1. f7                | 7) 1. Nd5+                         |
| 2) 1. ... Ba4           | 8) 1. Ke6                          |
| 3) 1. Nxe6 Qf6+ 2. Nd4  | 9) 1. Kf5                          |
| 4) 1. f8Q+ Kxf8 2. Qxd7 | 10) 1. Qg7+ Qxg7 2. hxc7 a3 3. g8Q |
| 5) 1. c7                | 11) 1. Nc4                         |
| 6) 1. a7                | 12) 1. Bb3 Be6 2. Bxe6             |

□ *Passed pawn / Cashing in a passed pawn: B*

- |  |                         |
|--|-------------------------|
| 1) 1. Bh7+ Kxh7 2. g8Q#                      | 6) 1. ... Kb8           |
| 2) 1. b6 (1. Be7 Kc3 2. d8Q Bxd8 3. Bxd8 b6) | 7) 1. Rb7+ Rxb7 2. cxb7 |
| 3) 1. ... Bh3+ 2. Kxh3 exf1Q+                | 8) 1. f3+ Kxf3 2. c7    |
| 4) 1. Bb4 (1. Bg7 Bxa3) 1. ... Bxb4 2. axb4  | 9) 1. Ba5+              |
| 5) 1. Rg5 Rxg5 2. h8Q                        | 10) 1. ... Rg8          |
|  | 11) 1. ... Rb1          |
|  | 12) 1. b8Q+             |

□ *Material / Winning material: B*

- |                                      |                              |
|--------------------------------------|------------------------------|
| 1) 1. ... Qxf5                       | 7) 1. ... Bxf3               |
| 2) 1. Rxe7 Rxe7 2. Qxe7 Qxe7 3. Rxe7 | 8) 1. ... Nxc6               |
| 3) 1. ... Rxc4                       | 9) 1. ... dxc4 2. Rxc4 Qd5   |
| 4) 1. Qxe8+                          | 10) 1. ... Rxc3 2. Bxc3 Qxc3 |
| 5) 1. Nxd4                           | 11) 1. Qxb4                  |
| 6) 1. fxg7 Qa5                       | 12) 1. Bxd6                  |



**AIM OF THE LESSON**

- learning to play according to the correct rules
- learning to think logically

**PRIOR KNOWLEDGE**

- rules already dealt with

**ACQUISITION****Introduction**

The laws of chess have not been changed for centuries. The last changes to be made were castling and the en-passant rule. The rules concerning situations which can arise during a game, however, are regularly brought up-to-date. The body responsible for this is FIDE, the World Chess Federation, and the changes are then adopted by the various national federations.

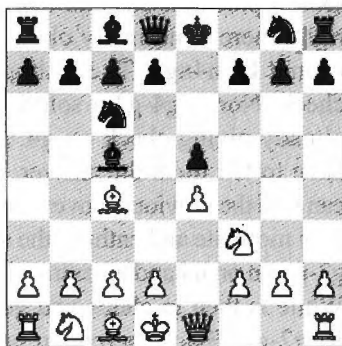
It is time to teach our students about the official playing rules, above all if they are going to be playing in official competitions. These rules can be found on the web pages of individual federations.

For those children who have almost reached Step 3, the rules concerning ‘touching the pieces’, ‘castling’, ‘illegal moves’ and ‘the end of the game’ can be important. There is the joker in every group who thinks he knows everything and says: “I resign, but I was only joking!” He is just about to be left inconsolable. The rule just happens to be: ‘The game is won by the player whose opponent declares he resigns. This immediately ends the game.’

**Instruction**

But we must be perfectly clear that it is children with whom we are dealing. Sound common sense is more important than the rulebook (even if arbiters are not of this opinion).

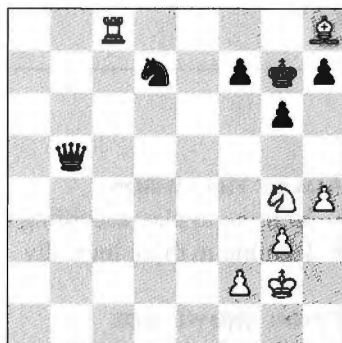
One rule is that ‘If during a game it is found that the initial position of the pieces was incorrect, the game shall be cancelled and a new game played’. Children who notice after a few moves that the king and queen have been



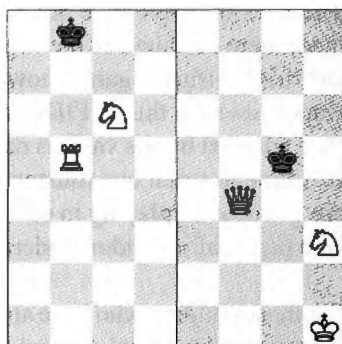
on the wrong squares simply correct this and happily continue playing.

### *Illegal positions*

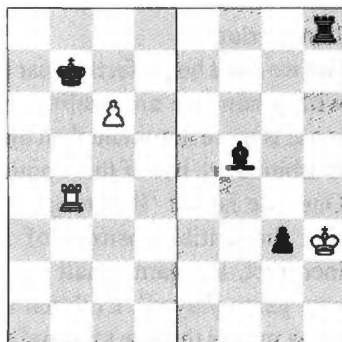
From time to time it will happen that both players are in check. That is against the rules of course. We shall concentrate on that sort of position in this lesson. In this diagram (♠) we can see an illegal position. It is an exercise from the workbook from Step 1. There was a bishop next to the board and the task was to place it on the board in such a position that Black is mated. Instead of putting it on h6, one child puts it on h8. At that point, not everyone would have been able to understand that this is impossible. At the end of Step 2 that should be dawning on everyone.



As preparation for the two exercises in this lesson, we shall take a look at some (im)-possible positions. The diagram (⇒) shows on the left and on the right two illegal positions. There is no last move which could have led to them from a legal position. If on the left we put the rook on b3, then, on the other hand, there is perfectly possible last move from a legal position: Nb4-c6+.



As for the diagram (♠) the students will have no problems suggesting a last move. White took a piece on c6 with his b-pawn. On the right, there is no really obvious last move. It cannot be h4xg3. The bishop is then giving check. Nor is g4-g3 a solution. The pawn is already giving check on g4. Sometimes you have to tell them the answer, because no one can find the previous moves. The correct moves then motivate and enthuse the students. Put the g3-pawn on h4 and an extra white pawn on g2. White is then in check and gets out of check by g2-g4. Black thereupon takes en passant,



and we have reached the starting position by perfectly legal means.

Now have the students think out for themselves some illegal positions. You will probably see some extremely odd positions. What will the students think of? There are plenty of options: doubled pawns although no piece has yet been taken, too many pieces on the board, both sides are in check, there is no possible legal last move but one, etc.

## PRACTICE

### Workbook

☐ *Rules / Legal position (Yes or no): A*

☐ *Rules / Legal position (Yes or no): B*

Explanation: The first positions on sheet A are examples.

The question is: Can the position on the board come about in a game without one of the players having made an impossible move? If the answer is 'yes', then the student must give the last move.

Mistake: The wrong choice has been made.

Help: Give an explanation, but do not worry if some individual children are totally lost! In Step 3 we will be going back to 'normal' exercises.

## ANSWERS

☐ *Rules / Legal position (Yes or no): A*

1) example

was in check.

2) text

7) Yes: b2-b1Q+ is the last move.

3) example

8) Drawing

4) No: pawn on a2 and a3 is not possible.

9) Drawing

10) Yes: Black is in stalemate.

5) Yes

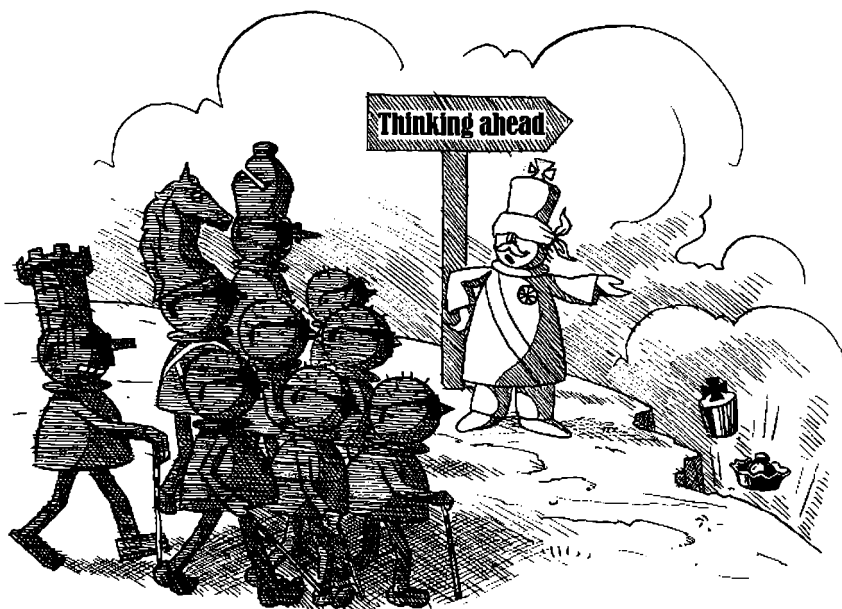
11) Yes: b2-b1N is the last move.

6) No: before the last move White

12) Yes: f4xe3+ is the last move.

□ *Rules / Legal position (Yes or no): A*

- 1) No: before the last move Black was in check.
- 2) Yes: b7xc8R+ is last move.
- 3) No: before the last move White was in check.
- 4) Yes: Rc6-c8+ is the last move.
- 5) No: Black doesn't have a last move.
- 6) Yes: Kg2-h2 is last move.
- 7) No: g2-g4 must be the last move, but how the bishop came on h1?
- 8) Yes: 4 (5) promotions to a queen
- 9) No: two white bishops and eight pawns.
- 10) No: Black has a double pawn and White still has all his pieces.
- 11) Yes: a5 is the last move.
- 12) No: The black bishop cannot give check on a6.



# Thinking ahead

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The workbook for Step 2 ‘Thinking ahead’ begins with the comment: “A workbook that is slightly different from usual”. That is also true for the trainer. The way of going about things and the type of exercises differ in many respects from the other workbooks. ‘Different’ is also used in the sense of ‘unknown’. The reservations about making use of the workbook within the training lessons are even greater than in the case of the Extra and Plus books. That is both a pity and unnecessary, since these trainers who have tried it out have found the experience to be positive. Every trainer pays attention to thinking things out in his or her lessons right from Step 1. In the strictest sense of the term almost every exercise in one of the workbooks requires the student ‘to think ahead’, even if only a single move is needed. After all, we have to pay attention to what the opponent can do. The students have to check whether the goal of the exercise has been attained: Has Black been mated? Can I capture safely? In a subject like the twofold attack the situation after the second move must be clear before playing the first move. Do I win points or not? In Step 1 Plus and 2 Plus there are route planners in which it is perhaps not a precondition for solving the exercise but thinking things out is nevertheless a great help. In the ‘Give check’ exercises it is often helpful to begin with the final move.

What is true for the first Step is all the more so for Step 2 – if you don’t think ahead, then things just don’t work anymore. So when you get right down to it, there is nothing new under the sun.

## **Prior knowledge**

What do the students need to have mastered in order to continue their work through the workbook with a good rate of success? In the whole, the following:

- to have good control of the board (overview of the board)
- the naming of squares must be totally internalised
- they must be of the level of Step 2

## *Board vision*




A good overview of the board is indispensable for thinking ahead. If you do not see that after the first move or any move played a piece is hanging, then learning to think things out at a higher level is not a priority. After considering a position for a few seconds, a good chess player immediately sees whether mate is possible or whether a piece is in danger or can be won. He or she can manage that because

all the basic patterns (the interplay between the pieces and the spatial effects of their movements) have been stored in long-term memory. So what is involved is an automatic process. A beginner at chess has hardly any knowledge to fall back on. A good overview of the board is extremely important since the working memory (with its limitations) that then be used principally for other things.

At the end of Step 2, after the Plus section, the students ought to have a good board vision. Actually in their games they should no longer be giving away pieces, 'forgetting' that they can win a piece or missing mate in one. Should this be happening, however, then there is no way the next subject should be started. A basic ability – since at the end of Step 2 control of the board is just that – which has been insufficiently well mastered, will lead in their games to unnecessary and frustrating mistakes.

### *Naming squares*

A satisfactory mastery of the naming of squares and a lack of problems in writing down moves (without looking at the coordinates around the board) are prerequisites. In the first Step we do not as yet require the students to write down the answers to the exercises or to note down their games. On the other hand, in the Step 1 handbook one finds: "In teaching it is extremely practical if the students can name the moves." At best there should be no fuss and the students can use arrows until the time they have been urged to write down the moves. At the start using arrows makes sense because that is an extra sense organ (touch) sending information to the brain. As soon as the moves of the pieces have become automatic, this advantage can be neglected and the time has come to (gradually) have them write down their solutions.

In the blind exercises a position is given with the white and black pieces (f1 b3 e7); knowing the names of the squares is there absolutely necessary. When thinking things out it is also important for variations to be mentioned quite specifically, whether the variations are written down in the form of notation or given orally. For some children who have a strong visual memory, this presents problems at the start. Specifically these children will benefit enormously if they can convert an oral description into a position. It should actually no longer be the case that the children think: "Then I do this and he does that and then I can take it." It does not matter whether this is with the help of a finger or not. If things are expressed as notation (e.g. Bxh7+) it is much easier to visualise the moves.

### *Level Step 2*

This is a very imprecise description. Is the possession of the Step 2 certificate automatically the correct level?

There is (unfortunately/fortunately) no clear answer. The concept of 'playing strength' is the sum of many factors. Knowledge is certainly not the most important of these, since skills are much more important and there are many of those which are difficult to distinguish one from the other. The exercises in the workbooks are set for a purpose (see also page 21). It is above all up to the trainer whether the maximum effect can be achieved. One trainer manages that better than another. That can be seen in games between children who have successfully completed the second Step. Child A finds it easy against child B and even regularly beats a student from Step 4. Thinking ahead is one of the most important skills. With the publication of Step 2 'Thinking ahead' our intention is that as many trainers as possible should dedicate more attention to thinking things out. Thinking two further moves ahead well is more important than gaining new knowledge all the time.

### **How do we start?**

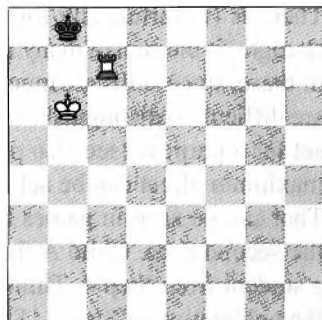
Thinking things out is not a subject that suddenly pops up. Right from the very beginnings, thinking ahead is there of course of its own accord. A Step 1 student is already 'thinking ahead' when he or she dreams up his cunning plans. The fact that these plans are usually not very good ones is of no interest to the student. Plans like this are aimed at a rapid mate (e.g. Scholar's Mate) or at attacking opposing pieces. Thinking things out may be taking place, however the student is not taking into account the possibilities open to the opponent.

The trainer should keep on drawing attention to thinking ahead. During the lessons when discussing answers to the exercises and commenting on the games of the students, we always encourage forward thinking with questions such as "Can Black castle after Bf1c4?" or "Is it safe for White to take on d4?" or "What comes after Bh7xe4+?" or "How many points have you won after capture, recapture and then capture again?"

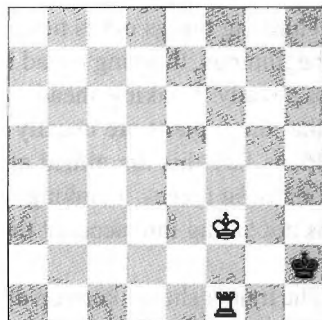
### *A sample lesson*

Appropriate preparation can be seen in the following sample lesson. It previously had its place in Step 3, but it fits better into Step 2, since the lesson is well suited to being an introduction to the workbook. It is about remembering a specific pattern. We practise this skill by delivering mate in two moves with king and rook. Limiting ourselves to so little material has several advantages. The students need to pay attention to only the important pieces. In addition the exercise is only two moves deep and evaluation is totally objective: mate or no mate. What is important is the practice of the basic reasoning: if I do this, that happens.

In the diagram (⇕) White cannot give mate in one move. If the black king were on a8, 1. Rc8# would be possible. How can we get the king to a8? By making sure that it is Black's move. This cannot be achieved by 1. Kc6, since there is no mate after 1. ... Ka8 2. Rc8+. A rook move is therefore in order. Such a move is successful only if the rook keeps an eye on c8. We consider, but do not execute on the board, the moves **1. Rc6 Ka8 2. Rc8#** (the rook moves backwards, then the king is forced to move to the corner, and then the rook can give mate on c8). What is important here is the reasoning; executing the actual moves serves to check whether the reasoning is correct.



In the diagram (⇒) we see a position in which the kings are not yet positioned opposite each other. The students must recognise this as being an important factor. In order to give mate, the kings must be opposite each other. The move 1. Kf2 does not take into account Black's move; this is a common phenomenon in this kind of exercise. Only when the student realises that Black, if it is his move, must play 1. ... Kh3 does he discover that a random rook move on the bottom rank achieves this goal.

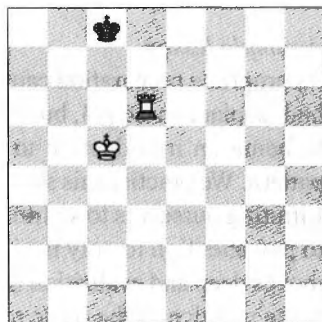


Reasoning: a rook move somewhere on the bottom rank, black king forced to move to h3, white rook to h1, mating.

The two previous positions involved only one determining factor, i.e. that of the position of the black king. Now we will consider some positions that involve a greater variety of factors.

In this diagram (⇒) mate seems to be far off. The black king can still escape from the bottom rank. White can prevent this with 1. Kb6 or 1. Kc6; in either case the black king must move to b8. Correct: **1. Kb6 Kb8 2. Rd8#**.

Reasoning: the black king must stay on the bottom rank, hence Kb6 (to protect a7 as well); now

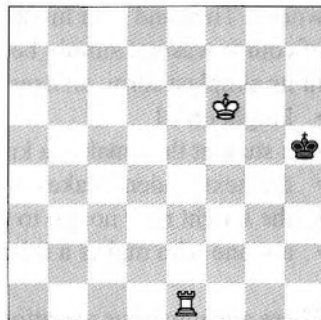




Black must move his king to b8, which allows Rd8, mating.

In the diagram (♖) the black king can still go to g4, h4 and h6. If it is up to White, he would prefer to see the black king on h6. Thus, the other flight squares must be taken away from the king; for this reason we play the rook move which renders g4 and h4 inaccessible to the king: **1. Re4**.

Reasoning: the rook controls the squares g4 and h4; this means that the black king must go to h6, after which **2. Rh4#** mates.



Discussing this type of exercise on the demonstration board is important for a number of reasons:

- The students will learn to recognise the important factors.
- Putting into words the reasoning behind the moves will help the students to acquire the relevant skill.
- The students will learn to understand the reasoning involved.

The exercise sheet *Mate / Mate in two (rook)* from the Step 2 workbook has already been used to find mates in two. Here it is again useful:

- to teach the students to put their reasoning into words;
- to help build up the students' reasoning;
- to help stimulate the students to think ahead.

Clearly, the role of the trainer is important in these exercises.

We can make up similar exercises with the material distribution of king and queen versus king. These can be (much) more difficult, but the line of reasoning is comparable.

### Types of exercise: a first look

Students experience the exercises in the workbook as a pleasant challenge and as something they can do easily. Most of the exercises are 'normal', even if a move or some text is there below the diagrams. Later we shall treat this type of exercise in more detail.

In addition there are a real lot of blind exercises, since these take up hardly any space. The reminder on page 2 of the workbook gives a brief overview. With these exercises too, we should start earlier and introduce them step by step. Not everything is difficult at the start.

Solving blind exercises regularly is useful for everyone. Back at the start of the 1980s Rob Brunia used to play with his training groups 'The journey round the

world'. Then and later his students did outstandingly well in tournaments (which of course was not simply because of these exercises).

In its simplest form, an exercise looks like this:

- knight on b1
- a student then makes a knight move blindfold (Nb1-c3)
- the next student makes the following move (Nc3-d5)
- the knight may not go to the same square twice
- anyone who makes a mistake loses a turn, or else is allowed another try

There are numerous variations of mini-games like this (you are not allowed to go on to the d-file, opposing pieces are placed on the board, etc.). In short: there are many possibilities which can be tried, from the simple to the demanding.

Since then more trainers have included these exercises in their training program. Exercises of this sort, within reason and not all the time, are most certainly useful. That has been proved by the more rapid progress made by groups who have made use of these exercises.

### **Phases of thinking ahead**

You think and you calculate some moves. As you think ahead, you need to imagine in your head the position which will arise. Just seeing the position exactly (the 'photo') is not sufficient. You need to be clear about what is happening in the 'photo'. Actually each position is at the same time a 'film', the pieces may be standing still but they have the capacity to move. Between your opponent's and your pieces there is interaction in the form of attack or defence. That is the case in the starting position, after each subsequent move and in the final position after the moves have been calculated. When thinking ahead you must imagine in your head (visualise) the route leading to the final position and evaluate the latter.

So, before you move, you must:

1. see the correct position after the move you have planned, because the position changes (the 'photo').
2. see that possibilities (can) change. That holds true both for the pieces which move and also for the pieces which do not move (the 'film').
3. know how things will stand after the move or moves planned (who will be better?).

We must always begin with the first point mentioned above. A player must learn to look forward without losing sight of the position.

The second point causes difficulties in Step 2. Seeing the 'photo' is not enough.

You have to think about more things. A lot can change after only one move. A piece disappears from the board, one of your own pieces is no longer protected, an opposing piece is being attacked or a pin has come about or has disappeared. All things which you have to think about. If in the starting position we play 1. e2-e4, then the pawn disappears from e2 and lands on e4. That is the picture, but more has happened:

- The e2-square is empty (another piece could go there).
- No other white piece can go to e4.
- The d5- and f5-squares are under White's control and therefore not safe for Black's pieces. That is also true of b5, c4, g4 and h5.
- The bishop on f1 and the queen can be moved.
- The white king is somewhat less safe.
- The fourth rank and the b1/h7 and a8/h1 diagonals are half closed.
- The e4-pawn is unprotected.
- The number of possible moves for White has gone up to 30.

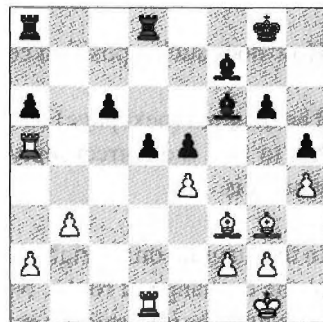
This is a simple list so as to make clear to the trainer that a single move can have many consequences.

The third point is also an important aspect of thinking ahead. Calculating a long variation does not make much sense if one is then incapable of evaluating how matters stand. In the earlier steps this point also has its part to play, of course, but the question as to which side is better off can be answered simply since the positions are so clear that they do not admit of any discussion. The final position is all about mate, gain of material or the prevention of the loss of material. All three points mentioned are important and can easily be practised in isolation from one another.

### Example for the trainer

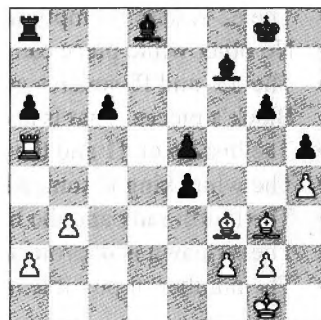
An analysis of the position in the diagram gives some insight into what thinking things out is all about. Let us look at the position objectively, like a chess player who is above mere material considerations. For the moment let us not bother with how a student of Step 2 might look at the position.

It is Black's move and we can see that the d5-pawn is in danger. Four pieces are attacking it and there are only three defenders. We think along the correct lines and ask ourselves: Which is the best



way of defence? Protecting and interposing are not possible. On the other hand, moving away and capturing one of the attacking pieces are. Now after 1. ... d4 the 5<sup>th</sup> rank is cleared, e5 falls and after that d4, if Black takes on h4. So taking on e4 is the only option (Black's position is not good enough to beat off the attack). White, on the other hand, thinks as follows: recapturing on e4 does not work straight away since the bishop has to protect the rook on d1. Is the intermediate exchange on d8 a solution?

If Black recaptures with the rook, it is, but not if he recaptures with the bishop. Then suddenly two pieces are hanging (diagram). So that would be bad, therefore the modest 2. Be2 is the only move. The position remains roughly level. A lot of thinking for a single move by White or Black. White cannot play the move he actually wants to. The position we are talking about can be found below on the previous page. With this 'photo' of the position it is easy to see that two of White's pieces are hanging. This is clearly more difficult to do in your head.



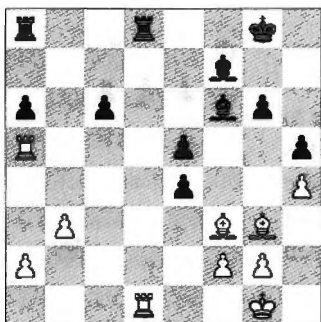
The problem is that students of Step 2 are hardly yet capable of considering such a position. Above all, even seeing at the beginning that there is a fourfold attack on d5 is not simple (the X-ray effect of the bishop on f3). We are happy enough if their overview of the board is sufficient for them to see that d5 is in danger of being taken.

Fortunately we can provide good support during the process of learning to think things out. What happens between the starting position and the final position? The elements of this process can to some extent be split up and practised more or less separately.

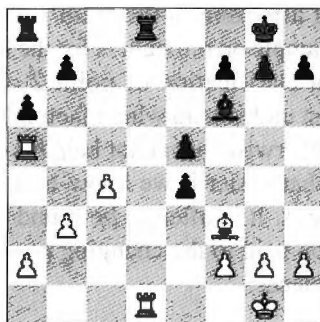
How does such a position come to appear in Step 2?

The diagram (next page) on the left could appear like that in the workbook. Black has to find the correct reply to the move under the diagram. We already know what it is.

In the diagram on the right there is an adapted version. There too Black must react to the exchange of rooks. Now 1. ... Bxd8 is not good, because White saves the rook with the intermediate move 2. Rxe5 threatening mate on e8. The correct move is 1. ... Rxd8, after which White cannot capture on e4 on account of mate on d1.



1. Rxd8+



1. Rxd8+

With exercises of this sort in the workbook we enable the students to solve tasks at this level. They learn what they need to pay attention to. As soon as one knows what can happen, one sees the opportunities earlier, that is to say at the moment pictured in the original diagram on page 183.

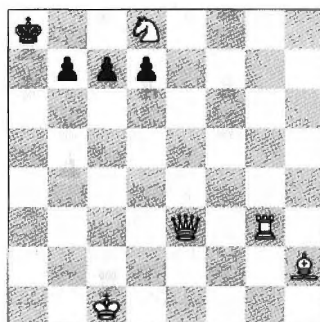
From page 189 on, when various themes are explained it is pointed out what can happen after the move printed below the board (e.g. the defender is drawn away). As soon as what can happen is explained, it is more easily remembered. That enables the same motif to be employed in other positions. If the opponent moves a defender away, then the student will much more quickly start looking in the right direction. First and foremost, it is important that he is clear about the consequences of his move. If he also then knows more or less what can happen, then the chance of a good move is enormously greater.

### Creating a position (the 'photo')

A good touchstone for seeing to what extent the position itself and the mental image of it differ from each other is from time to time to have the students construct a position which occurred in one of the games they played against each other. Principally the important elements of the position (the essential characteristics) must be remembered accurately. Unprotected pieces must remain unprotected. The threat of mate must still be there. It is no great worry if an unimportant pawn is on a wrong square somewhere in the position.

### Paying attention to the ‘film’

The example on the right is for the trainer (above all as a clarification of point 2 on page 182). He must understand which factors have a role to play; otherwise he cannot help his students. It is somewhat easier if we know exactly where the mistake is. It is often to be found in the lack of attention paid to the changing possibilities open to the pieces.



### White to play and mate in two

The advantages of this type of exercise are that there are only a few pieces on the board, that the solution is surprising and beautiful and that point 3 (see page 182) is simple to evaluate.

The king has two escape squares. White must deprive it of them. Two mating patterns immediately come to the mind of an advanced chess player.

First of all, 1. Rf8 and 2. Nc6#, and secondly 1. Qe4, so as to play 2. Qxb7#. The rook move fails to 1. ... b5 (or 1. ... b6), since after 2. Nc6+ the king can go to b7. The queen move has only a single disadvantage: 1. ... d5 and there is no mate in one.

So the question is: why not 1. ... c6? It is met by 2. Ra3+, showing the relevance of point 2. In case of 1. Qe8 (threatening 2. Nc6#) the black king escapes to a7. In the starting position the rook is getting in the way of the bishop and the pawn on c7 is preventing White from having control over b8 should the rook move. The bishop does not move at all and yet it influences the mate, since Black plays the wrong move 1. ... c6.

In the correct solution the bishop also plays its part. White mates in two with **1. Qb6** (threatening mate on b7, and wanting to take the queen is all too human) **1. ... cxb6 2. Ra3#**. The guard on h2 plays a role in the mate, so when thinking ahead we must not forget it.

Enough information, let's get on with the work in the workbook.

# The workbook

The exercises in the workbook can be roughly divided into two groups (blindfold and real). The distinction:

- blindfold chess with an empty diagram  
These exercises fill five pages and are in addition useful page fillers for 17 other pages.
- blindfold exercises without a diagram  
On pages 18 and 19 of the workbook there are exercises which the students must be able to solve 'blind'.
- blindfold games  
On page 13 there are some games which the students should be able to play through 'blind' and writing down the winning move.
- exercises with a diagram containing a position  
These exercises are always preceded by a reminder (page number and name )

4. Winning material	30. Winning material?
9. Visualising mate in one	36. The intermediate move
14. Double attack	40. The difference
20. Material distribution	43. Defending against mate
22. Cunning ways out of check	47. Tactics

We start with the exercises which differ least from those in the other books.

## Exercises with a diagram and a position

The subjects of the exercises were almost all dealt with in the basic workbook or sometimes in the Plus workbook. The way of going about things will hardly be any different and reading through the relevant lessons will certainly be helpful.

### *Search strategy*

We cannot emphasise enough that the students must employ a search strategy. At the end of Step 2 the children do know quite a bit, but far from enough to be able to find the correct move after a brief look at the position.

The following way of proceeding still works:

- What do I know about the position?
- What are my options?

- What do I want to achieve?
- How do I manage that?
- What is the result?

The very first stage is especially important. Getting to know the position is essential. You have to specifically look for the key elements so as to be able to select the correct moves. Known patterns are important for that. With these elements in view, one can employ a search strategy. We learn how that is to be done in the lessons in the individual Steps and we practise in the other workbooks. It is remarkable how much easier it is to find the sensible moves with this multi-layered approach. The step to the best move is then not far away.

Of course, sometimes a good reply will immediately catch your eye. Great, but the move you have found must still be checked.

The main features of the starting position always play a major part and are changed according to the move underneath the board. So we must teach the students to consider the positions between the starting position and the final position in the correct way. That may sound threatening, but the exercises in the workbook deal with this problem one step at a time. We help out with the imaginary steps which have to be taken.

The solution to exercises of this type is half a move deeper than for the exercises in the other workbooks. That comes about as a result of the move which is printed below the diagram (the move that must be ‘made’ in the student’s head). Usually this move makes the solution possible or serves to disguise the threat which was already in the position (the student’s task is to find that out). The very fact that the students first have to deal with a move of the opponent’s is a major plus point. What are the consequences of the move below the board? They are always different and they are indicated for each subject. They support the trainer in finding a good way to help out in the case of an incorrect answer.

### *Help*

The students will make mistakes. The type of mistake requires to be classified.

- Insufficient board vision in the starting position.  
Probably the “Thinking ahead” workbook is too hard at this point. Let them play a lot and revise (e.g. route planner). Were the Extra and Plus workbooks dealt with? Carrying on with thinking ahead (at this level) would rather tend to be harmful.
- Insufficient board vision of the board in the final position.  
To a great extent the “Thinking ahead” workbook can counteract this problem. Below, where we discuss the subjects, it is indicated how help can be given.
- The changed interaction between the pieces between the starting and final



positions is a disruptive factor.

We are thinking of pieces which are under attack, of long distance pieces which suddenly come to life (e.g. after a pawn move) and of defenders which are no longer doing their job. This problem also keeps on recurring.

### *The subjects in the workbook*

For each subject (title printed in bold) we deal with the consequences of the move which has been played (the move under the diagram) as well as with information, explanation, help, page number and name of the exercise in the workbook.

## **Winning material**

The reminder on page 4 of the workbook is very informative. In a game attention is paid to the piece which moves (e.g. the arbitrary move Qb5-h5). That may be perfectly correct, but we should not be limiting ourselves to the options open to the queen from h5. We must also be paying attention to what the queen was doing on b5. What was its function there? What new options are now available? Children too often forget to take into consideration the consequences of the move which has been played. The physical move of the piece takes all their attention. These relatively simple exercise sheets with 'Winning material' demonstrate that the function of the piece in the starting position plays a role.

### *5-7: Material / Winning material: A, B, C*

The move indicated is not a good one. In addition to its intention (capturing something, attacking something) the move also has a disadvantage as a result of which material is lost.

- The piece which moved was pinned.
- A piece is now unprotected.
  - The protecting piece has moved.
  - The counter-attack on an unprotected piece fails (the opponent can take another piece, the unprotected piece then suddenly becomes protected).
  - The counter-attack seems to be decisive, but the opponent can take another piece.
- The capture takes a piece which is protected twice.

Have the students explain why it is possible to win material. Having to express it verbally helps them in new situations in their games.

Mistake: No material is won.

Help: Have the student describe the effect of the move played.  
What are the functions of this piece?

Mistake: Exercise 5 of page 5 is answered with 2. Qxb7.

Help: An understandable mistake and not particularly bad. Have the student point out Black's next move. After 2. ... Rd8 no material is won. The e2-pawn is lost. This requires quite deep calculation and is difficult. A choice needs to be made on the second move: take a piece (and not a pawn).

#### 8: *Material / Choose the correct capture*

The students should look at all the captures and choose the correct one. It is usually a question of the principle of exclusion (Exercise 1: 2. Rxc4 fails to 1. ... Rxe5, so 2. Nxc4 is correct). The possibilities:

- A piece under attack (re)captures.
- The capture protects an unprotected piece.
- The capture prevents a threat.
- The capture is an intermediate move.

Mistake: Wrong capture.

Help: What does the opponent play now?

### **Mate**

It was already pointed out that the elements involved in thinking ahead must sometimes be subdivided and practised more or less separately.

This type of exercise with mate is a perfect example of this. When we reflect on what is involved in thinking ahead, we can investigate what is playing a role in these exercises.

1. After the moves which have been given (one white and one black) you must be able to see in your mind's eye the correct position.
2. You must see that the options have changed. That means both for the piece which has just moved and for those pieces which have not.
3. In this exercise it is clear how things are after two moves. It must be mate.

Point 1 is not so difficult. Seeing the position accurately is not much of a problem, because there are hardly any pieces on the board.. The most instructive is Point 2. In problems of this sort all the pieces on the board have their part to play and that role keeps changing (see further below). This is true even if the pieces do not move from their position. Point 3 enables the students to check their own answers. The solution may perhaps be difficult, but it always remains within the realms of the possible. They are in possession of all the relevant knowledge.

### 10-12, 27-29: *Mate / Visualising: A, B, C, D, E, F, G*

The first move is given with three (A, B and C) or four alternatives (D, E, F and G). The students simply have to find the mating move. The first move may threaten mate, but that is not the case in every position.

The counter-move:

- ignores the threat.
- defends against the threat of mate, but allows another mating move.
  - relinquishing the protection of a square.
  - the piece he has interposed opens up by moving a new route to his king.
  - leads to a different mate by moving the king away.
  - deprives the king of an escape square.
- is a promotion which therefore brings a new piece on to the board (usually a queen or a knight) and with it different possibilities.

Practising and getting to know new mating patterns is another useful side-effect. Sometimes the mating move is a long move from an unexpected direction. Students must employ a search strategy when they do not find the answer.

- Where can the king still go?
- Which check can I give?
- Which moves can Black still play?
- Which pieces are guards and cannot move under any circumstances? (That provides the possibility of excluding some moves).

Many a student starts by hiding the moves under the diagram and trying to find the solution by himself. Not the intention of the exercise, but a possibility.

Mistake: No mate.

**Help:** Let them tell you what move the opponent makes. The type of mistake is important. Not controlling a flight square (spatial problem), overlooking a defending piece (interposing, capturing), illegal move (sloppy work, solving too quickly). If the same sort of mistake is repeated several times, then work requires to be done to remedy this weakness.

### **Double attack**

All forms of the double attack occur in Step 2, however that with the queen is by far the most common.

### 15-16 *Double attack / Mix: A, B*

The headings in the reminder, printed in bold, give some disadvantages of the move which has been played which mean that a double attack is possible. We

explain this overview a bit further. If we help we need to know exactly what the consequences of the move under the diagram are.

The move played:

- ignores the threat which is present
- creates a second target if:
  - poisoned material is taken
  - it goes on to a wrong square
  - a line is opened
  - a defender is moved away
  - the protection of a square is abandoned
- creates two targets at the same time if
  - the protection of a square is abandoned
  - a square is cleared

Mistake: No material is won.

Help: Have the student list the targets in the starting position. Are there enough for a double attack? Yes, problem solved. No, does the move played provide us with an additional target?

17: *Double attack / Visualising: A*

The first move is given with three alternatives. This counter-move usually allows a knight fork (Mate or 'take an unprotected piece' also occur).

### **Distribution of material**

The reminder gives all the information. The recommended way of working can be a support for many students. Concerning what is the correct procedure for deciding on the distribution of material there are different opinions. Counting the pieces next to the board is not, in any case, a safe method and is not to be recommended.

21: *Distribution of material / Who has more?: A*

### **Cunning ways of getting out of check**

What moves should be considered? That is a question we put at all levels, but the selection of the correct candidate moves (the chess term for these) demands in addition to the necessary knowledge (which strongly depends on the type of position) the ability to think more than one move ahead.

23: *Clever ways of getting out of check / Preventing mate: A*

24: *Clever ways of getting out of check / Preventing loss of material: A*

25: *Clever ways of getting out of check / Gaining material: A*

When getting out of check the number of candidate moves is limited. Capturing, moving away and interposing are the only options, which makes a targeted way of proceeding possible since the number of moves which the student has to take into account is not a great one. Many of these are in any case out of the question (e.g. interposing with a piece which will not be protected), and the students understand without further explanation that there is no need to look at moves of that sort.

Mistake: The answer is wrong.

Help: Get the student to make a list of moves which lift the check. We then compare these moves. This is simple, because the heading already tells us what we have to consider: prevent mate, prevent loss of material or gain material. Have the student say why there are no alternatives. We will reach the correct answer by a process of exclusion.

### **Gaining material?**

In the second Step we still relatively frequently come across the option of simply being able to take what is there to be captured. This exercise forces the students to consider each time whether the capture is correct or wrong.

31-32: *Capture an unprotected piece / Gain of material? yes / no: A, B*

33-34: *Twofold attack / Gain of material? yes / no: A, B*

We summarise why a capture might not be a good move. The capture loses (material) because of:

- a decisive pin
- mate in one
- unavoidable mate
- a double attack

The capture is good (even if it does not appear so), since:

- there is a defence against mate (e.g. X-ray protection solves the problems)
- the pinning piece can be taken

Mistake: Seeing things wrongly or guessing.

Help: A sensible way of helping: ask what happens when the unprotected piece has been captured.

## The intermediate move

The subject of the ‘intermediate move’ does not occur in the basic part or in the Plus part. That must change, since in their game, just as in the exercises in the workbook, it is striking how often the students overlook the chances on offer. The cause has already been indicated briefly, the move which has been played attracts all the attention, above all if, as in this subject, the move attacks a piece. In the workbook some of the exercises are easy to solve and the problem is simply that these cannot easily be transferred into practice. When there is an attack on material there are however some tricky situations.

### 37: *Gaining material / Attacking the king: A*

The possibilities for the piece which being threatened are limited to:

- giving check (without temptation)
- giving check (with temptation)

Temptation is perhaps too big a word. It is no more than a counter-attack or getting out of check by interposing with the threatened piece.

### 38-39: *Gaining material / Attacking material: A, B*

- What are the options available after the move played?
- Counter-attack against an unprotected piece
  - the attacking piece
  - a piece which was already unprotected
  - a piece which is unprotected as a result of the move made
- relieving a pin with tempo
- taking something (called “desperado” – see Step 3)
- taking another piece attacking a more important piece
- moving to safety; a new threat wins material
- attacking the attacking piece by interposing
- taking the attacking piece (exchanging)

Mistake: The answer is wrong.

Help: Set up the position in which there are continuous captures.

## Comparing

### 41-42: *Comparing / Is the difference important? : A, B*

First have the student find the difference between the two positions. A piece is on a different square. That can make a difference, or not.

## Defending against mate

Tasks with 'Defend' require that attention be paid to the opponent's possibilities. That is quite a change for students of Step 2. Many children only see their own chances and absolutely do not consider defending. Exploiting one's own chances is much more fun!

### 44-45: *Defending / Defend against mate: A, B*

The move under the board threatens mate. Have them tell you the mating move. Sometimes mate is threatened in two different ways. We support every attempt to think things through in a disciplined manner. With this subject above all, 'move first, think later' can have terrible consequences.

There are many possible ways of defending:

- moving the king away (look for a new escape square or make it possible to interpose)
- prepare to move away by creating an escape square for the king; move away a pawn (or a piece) which is in the way
- protect the mating square
- interpose (eliminate a helper, guard, chaser)
- capture/exchange (helper, guard or chaser) with the help of tactics
- bring in a defender with tempo

Mistake: The defence fails. Mate cannot be prevented.

Help: Have the student find the mating move. The type of defence which is required determines the way in which help should be given. It can be necessary to point out the guard or the helper. Sometimes the elimination of these pieces is the only way to forestall the threat of mate. All too often students concentrate only on the chaser – the piece which delivers mate. Bringing in a piece with tempo is difficult. Tell the student: imagine that you are allowed to take a piece off its square and place it somewhere else. Which piece would you choose?

## Tactics

There are under this name three subjects from Step 2 which do not have their own reminder. Take a look in the appropriate chapters in the basic part (4, 5 and 11) under 'Search strategy' how tasks of that sort should be solved.

### 48-49 *Pinning / Pin: A, B*

The move under the diagram makes possible a pin. What do we find?

The move played:

- does nothing against the threatened pin
- opens line for the pinning piece
- places the front piece
- places the back piece

Mistake: no winning pin.

Help: Get the student to say which changes occur after the move played.

#### 50-51 *Discovered attack / Mix: A, B*

The various options after the move played are easy to spot. What changes? The move below the diagram:

- ignores the threatened discovered attack (a capture may not divert)
- sets up a target piece, meaning that the batter suddenly works
- moves a defender away from the target piece
- means that the target piece is unprotected
- opens a line

Mistake: The answer is wrong.

Help: In the starting position there is already a battery (or sometimes several). Get the student to show you these and combine the result of that with the move played. Then the chances of a correct solution are good.

#### 52-53 *Eliminating the defence / Mix: A, B*

The search strategy is simple with this subject. Look for the important defender and eliminate it. The lesson in the basic part gives sufficient information.

#### 55-56 *Test / Mix*

A test with various subjects, mixed in order. The consequences of the move played depend on the subject.

If things are not working, first try out the standard ways of helping. If things still do not work, you can prompt by revealing the subject.



# Blindfold

The first question which many people will ask is: “Why?” That it is useful is too bland an answer. As a trainer one wants to know what one is doing and what effect one can expect. So we have brought together some reasons:

- In a game or when solving an exercise, one sees the position. The image of the board is still very strong and dominates at this level. A more elegant way to express this: at first imagination is too strongly influenced by perception. What we want is a quite different sort of imagination. The main role must be played not by the pieces themselves but by the interaction between the pieces. We practise that by not having sight of the board.
- Based on previous experience the starting position recalls associated ideas and unfortunately not always the correct ones. To the greater extent this danger is not present with blindfold exercises.
- Blindfold exercises demand much of the working memory (it is perhaps more accurate to say they represent an enormous challenge). Training is aimed at having relevant information ready for use. In each case the student has to remember the position and set about things. The more he succeeds, the better the memory (at least when playing chess; it would be very helpful for chess if it turned out that blindfold exercises also had useful effects in other domains).
- These exercises train concentration and the power to avoid being diverted. Concentration and attention are absolutely necessary.
- In these exercises the board is not seen and the visual input is different. That leads to different (and on the whole stronger) connections in the brain.
- This type of exercise revises known material in a different way. Children suddenly start also employing a search strategy. Thinking in short bursts does not work (fortunately!).
- The exercises are motivating. They are different and when students succeed they give a feeling of competence: “I can play chess blindfold!”

In the workbook on pages 3, 35, 46 and 54 (blindfold chess) and later on many other pages you will find empty diagrams with white and black pieces. Solving such exercises demands a great deal of concentration and is tiring.

So, do not have the students do too many exercises of this sort in quick succession. It is in no way necessary for them to solve the tasks at the bottom of the page at the same time as the rest of the page!

On pages 18 and 19 (blindfold exercises) there are no diagrams to help.

## Blindfold chess with an empty diagram

In the introduction to this chapter we referred to Rob Brunia's 'Journey round the world'. It is possible as early as Step 2 and Step 2 Plus to gradually introduce exercises of that type and other blindfold exercises. The transition to the Step 2 workbook 'Thinking ahead' is then not so great. It is sufficient to devote very few minutes to the blindfold exercises and only set a single task, and even that does not have to happen during every lesson.

A safe start is a way of working in which the workbook itself is not utilised at all. Each student sits in front of an actual board with the pieces around its edge. Or if you want, they can do without a board at all. We dictate a position and point out that it can be helpful to imagine picking up a piece and pretending to place it on the correct square.



We dictate the following position:

white rook on d5.

black bishop on h2.

Task: Attack safely!

In the workbook that looks like this:



d5 h2



The students write down the two correct answers (Rd2 and Rh5). Since the position is simply being imagined, we ask what safe squares there are for the bishop in the starting position (g1, g3, f4, c7 and b8). It is nice if all five are named, but we are also satisfied with fewer.



Back to the starting position: we place a black pawn on g6. What safe move can the white rook use to attack the black bishop? (Rd2)



The situation will differ according to the group. Possibly at the start two pieces on the board are enough. At the start it is better if things are too easy than too hard. Getting used to tasks of this sort is far from simple. With tasks like this too we can vary the level of difficulty. Often there are two or more solutions, but that is no bad thing.

Some suggestions:



c2 d5

e3 d5

g5 e3

g3 g5

b1 h8

h4 a1

In all blindfold exercises we can simplify the task by taking away a piece or by diminishing the number of moves (in a route planner). For every subject the trainer will have to evaluate whether it is necessary in his or her group.

However, the exercises with mate are somewhat more difficult: there is an extra piece on the board. No mate is possible with less than three pieces on the board.




An example:




white king on a6

white queen on c8

black king on a8

The task is: Mate? Yes or no. In the workbook that looks like this:

a6 c8 a8      yes / no

In this exercise the mating pattern is what determines the degree of difficulty. This example may be easy, but a mating pattern with pieces which are far away such as f6 a4 e8 is something quite different.

The same is true for the subject ‘Mate in one’ between the simplest and the most difficult mating pattern there are major difficulties. An example:

c4 g1 a5

Possibly we get to know the position better by asking questions. These differ according to the task. The answer to the question: “Which moves does the black king still have?” generally delivers some useful information. In this position, however, that can lead to a wrong answer. The only squares still open to the king are a4 and a6, so a check on the a-file is sufficient. That is not the case since the queen must continue to guard the b6-square.




In this position the first question could be: “Which squares is the white king controlling?” (b4 and b5). “Which squares is the white queen controlling?” (only b6). Now it is clearer that the queen has to keep on guarding b6.

Solving in common some of the tasks from the workbook is a good method, especially for groups with a lot of hesitant students. Let us choose the ‘Double attack’ on page 17.

Such tasks appear like this:

h3 e4 f7

a1 b4 e3

g6 b7 h2

d1 g7 h4

c1 e7 b3

b3 e8 g4

Everyone solves the first task. One student is to give the answer, another has to check it. Or else we involve the whole group by asking: “Who has the same answer?” or “Who has a different solution?”

If there are difficulties we break the task down and ask questions along the lines of:

- From which squares can the queen attack the knight?

On which square is the king in check?

- Can the knight stop the check?

An additional advantage of this way of working is that we can set the task up and check it directly on the demonstration board. The visible position can rectify mistakes made in visualising.

Allowing students to work on their own in the workbooks will be the most frequently employed way of going about things. The students may use the empty diagram if they wish to.

Give the opportunity to have the positions checked on a real board directly after all the answers have been given. That is a good test of whether the position had been correctly visualised.

Many children prefer to have the position dictated rather than just reading it themselves. The students can then work in pairs. A position is dictated and solved turn about (or according to the row). Working together is useful, fun and more stress-free. Helping one another is allowed.

### **Blindfold exercises without a diagram**

The blindfold exercises on pages 18 and 19 explore the board. We can also devote attention to this type of task much earlier in the learning process.

“What is the colour of the c7-square?” is not a difficult exercise. On one hand that is true, and on the other there is the astonishing phenomenon that not long ago two Netherlands U16 youth champions were unable to answer that question correctly. So should there be students who absolutely cannot solve these exercises then they can skip them. It appears that this is not critical on the way to the top for young players.

### **Blindfold games**

Have the student set up the starting position on his or her own board. Say some moves and ask what is happening or have the student say the best move. Suggestions:

1. Nf3 e5 2.

1. e4 Nf6 2. d4

1. f3 e5 2. g4

1. e4 d6 2. Qg4

We can vary with intermediate questions such as: 1. e4 Nf6 2. e5  
What is the threat?  
Or we give another move 2. ... d6 and ask for the correct reply  
3. exf6. What is critical is how easily the correct replies are given.

If that is going like clockwork, we add another move.

- 1. e4 Nf6 2. e5 Ng4 3.
- 1. e4 e5 2. Qh5 Ke7 3.
- 1. e4. e5 2. Qh5 g6 3.
- 1. e3 b6 2. Bc4 g6 3.
- 1. e3 h6 2. Bc4 f5 3.

And yet another move:

- 1. c4 Nc6 2. e3 Nb4 3. Ne2
- 1. Nf3 d5 2. e4 dxe4 3. Bb5+
- 1. e4 e5 2. Qg4 Nc6 3. Bc4
- 1. e4 e5 2. f4 Nc6 3. f5

The first tasks in the workbook also start with 3 moves, so let's get going!

The students may use either the diagram with the starting position or the empty board (both on page 13). A real board with or without pieces is also allowed. Or of course, with no such support.

Weaker students will need the help of a real board, so that they can make the blindfold game one move shorter every time they play a move.

It is often a question of sticking at it. The first time, such blindfold games look like an insurmountable hurdle. Experience teaches us that this period is only of short duration. Of course it can happen that one particular child may continue to have a great deal of difficulty with blindfold chess.

## **What do we achieve with Step 2 thinking ahead?**

We can claim without the slightest exaggeration that if the trainer goes about things correctly and the student puts in the effort (and that is guaranteed if the trainer does his part) great leaps in progress can be made.

Also many students from Steps 3 and 4 can learn a lot with this method.

# List of concepts

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activity	A term to describe pieces that are doing something useful: A piece is active when it can play a lot of moves (mobility), control important squares, cooperate with other pieces (protect, assist), and attack enemy pieces. Pieces that are immobile or do not control any squares of consequence are considered 'passive'. 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 piece	The pin: The piece behind (see lesson 4) Discovered attack: The back piece of a battery (see lesson 11).
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.
central squares	The squares around the centre (c3-c6-f6-f3-c3).
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).
chaser	A piece that delivers check in order to further attack the opposing king.
chess program	Software that allows you to play chess against the computer.
clearing	Moving away a piece that is in the way (in Step 2 used with protecting).
combination	A forced series of moves leading to mate, win of material or a draw.

cooperation	Pieces of the same player may protect, support or complement each other. These forms of cooperation occur especially with defending (protecting) and delivering mate.
demonstration board	A large standing chess board that we use in training. Everybody can see everything.
developing	Bringing out the pieces during the opening phase.
development	The art of bringing out one's forces.
diagram	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.
doubled pawns	Two pawns of the same colour on the same file.
draw	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.
ECF	The English Chess Federation is the governing chess organisation in England and is one of the federations of the FIDE. It was known as the British Chess Federation (BCF) until 2005 when it was renamed.
eliminating the defence	See lesson 5.
en prise	A French expression. A piece (other than the king) which is under attack is 'en prise'. It is exposed to be captured (pronounced en-prees).
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.
FIDE	The Fédération Internationale des Échecs, the international ruling body of chess. FIDE was founded in 1925 in Paris.
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).
front piece	The pin: The pinned piece (see lesson 4). Discovered attack: The front piece of a battery (see lesson 11).
GM	Grandmaster, a title.
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.
guard	A piece that denies escape squares to the opposing king.
hanging	To be in danger. A hanging piece threatens to be lost.
harmful material	Pieces of one's own that are in the way. Especially with mate we see a lot of harmful material.
helper	The piece which assists in delivering mate by protecting the chaser or guard. In cashing in a passed pawn the helper is a perfect assistant too.
IM	International Master.
illegal move	A move contradicting the rules, i.e. a move in which the king is put into check.
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).
kingside	The side or half of the board the kings are on at the start of the game (the e- to h-files). The kingside is one and the same half of the board for both White and Black. Also referred to as the king's wing.
line piece	The queen, rook or bishop. All three may move more than one square at a time in a straight line.
line	File, rank or diagonal.
luft	German word for 'air'. A flight square or escape 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.
mating pattern	The position in which the king is checkmated. Only pieces (one's own and the opponent's) that play a role in the mate are part of the mating pattern. Several checkmate patterns occur sufficiently frequently and have therefore a name, i.e. back-rank mate.
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).
mutual	Two pieces attack each other (the same pieces or pieces with the same movement). The name: mutual attack.
notation	Worldwide the algebraic notation is standard now for recording chess moves (1. e4 e5 2. Nf3). In the past in the English and Spanish speaking countries the descriptive notation (1. P-K4 P-K4 2. N-KB3) was used.
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.
opponent	The person you are playing against.
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).
oversight	Chess phrase for not seeing something during a game.
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).
rank	A uninterrupted sequence of horizontal squares on the chess board (see lesson 1).
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.
scholar's mate	A mate in the opening. The queen delivers mate on f7 (f2), usually protected by a bishop on c4 (c5). See lesson 6.
side	White or Black.
simultaneous display	A match in which one player plays against more than one player at the same time.
tactics	A move or series of moves to force gain of material, mate or a draw.
taking	Synonymous for capture or grab.
target	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.
USCF	The United States Chess Federation. It is the ruling body of chess in the United States.

White

vulnerability

waiting move

X-ray protection

Player with the light-coloured pieces. Now and then called the first player.

See page 11 and lesson 1.

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.

Opposing pieces with the same movement can 'look through' an opposing piece so that the friendly piece on the far side is still protected.



# The steps



## Books

The following books are available in the 'Steps Method' series:

<b>Manuals for chess trainers:</b>	Step 1, Step 2, Step 3, Step 4, Step 5
<b>Basic workbooks:</b>	Stepping stones 1, Stepping stones 2, Step 1, Step 2, Step 3, Step 4, Step 5, Step 6
<b>Extra workbooks:</b>	Step 1 extra, Step 2 extra, Step 3 extra, Step 4 extra, Step 5 extra, Step 6 extra
<b>Plus workbooks:</b>	Step 1 plus, Step 2 plus, Step 3 plus, Step 4 plus, Step 5 plus
<b>Manual for independent learners:</b>	Step 6
<b>Thinking ahead:</b>	Step 2, <i>Step 3</i>

The title represented in *italic* is only available in Dutch yet.

Updated information can be found at our website:

<http://www.stappenmethode.nl/en/index.php>

All books can be ordered from this website for worldwide delivery.

<http://www.stappenmethode.nl/en/order-books-cds.php>

## Software

The Chess Tutor for Windows is a series of chess learning software based on the 'Steps Method'.

**Chess Tutor Step 1**, **Chess Tutor Step 2** and **Chess Tutor Step 3** are available as download or as CD-ROM. You can first try the Chess Tutor using a free demo version.

More information at: <http://www.chesstutor.eu/en>

