

Igor Sukhin

Chess Camp

Volume 1: Move, Attack, and Capture



Contents

Note for Coaches, Parents, Teachers, and Trainers	5
The Rook	7
The Bishop	11
Rooks and Bishops	14
The Queen	26
Queens, Rooks, and Bishops	27
The Knight	36
Knights, Queens, Rooks, and Bishops	41
The Pawn	50
Pawns, Knights, Queens, Rooks, and Bishops	60
The King	75
Kings, Pawns, Knights, Queens, Rooks, and Bishops	76
Check	88
Checkmate	99
Stalemate	101
Checkmate and Stalemate	103
Perpetual Check	105
Castling	107
Capturing <i>en passant</i>	109
Solutions	111

Note for Coaches, Parents, Teachers, and Trainers

This collection of problems opens a series of a new kind of problem books. Some of the problems in it may seem absurdly simple to experienced chessplayers or coaches. But that isn't the case – the simplicity of our problems is superficial. If the required attention hasn't been paid in the past to the development of these kinds of simple problems, that highlights the fact that there are still many blank spots in the matter of how to begin teaching the game of chess. This has to do with the fact that, in every country in the world, these problem books are written by strong practical players, for whom certain subjects seem too simple to be worth any attention at all. Such authors don't take into account the fact that the earliest stage of instruction deserves closer attention.

As a result, in previously published problem collections, a large stratum of useful chess exercises has remained unrevealed. The main goal of our series of problem books is to correct this omission.

In order for the beginning chessplayer to learn to play chess well later on, the coach should first help him or her to establish a solid foundation. To this end, beginning players should first get the feel of the possibilities of each piece separately, and also familiarize themselves with the comparative strengths of the pieces. Our series of thematic exercises with a small number of pieces on the board serves this purpose.

Problem books are written by strong practical players for whom certain subjects seem too simple, leaving many useful chess exercises unrevealed...

At the same time problems from the so-called “pre-checkmate” period play a very important role in the initial stage of instruction. Very often there aren't even kings in these diagrams, such that in order to win you simply have to eliminate or immobilize all your opponent's pawns or pieces (as in checkers – play for a wipeout).

The point of these exercises isn't to deliver mate, but to acquire various chess skills, to master the simplest methods of attacking and defending. The purpose is to teach the student to see the chess board, to find hidden threats and connections between different pieces, and to understand how to coordinate the pieces to achieve one goal or another.

By using our problem book, in the course of initial study beginning chessplayers can: 1) familiarize themselves with the possibilities and comparative strengths of each piece; 2) learn to attack one piece with another piece; 3) learn how to restrict the mobil-

ity of their opponents' pieces; 4) learn to see guarded and unguarded pieces on the board; 5) learn to deliver double attacks; 6) learn to find defensive moves; 7) learn to use pins for attack and defense; 8) learn to choose the best capture from several possibilities; 9) master the typical methods of fighting with the various pieces against pawns; 10) learn to see opportunities to announce check in any position; and 11) completely master the rules of the game.

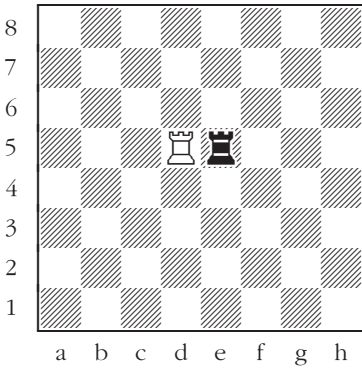
In general, in order to achieve success in chess three stages of instruction need to be covered thoroughly: 1) the “pre-checkmate” stage – here, students should develop a feel for the “pre-checkmate” harmony of the pieces in both attack and defense; 2) the stage of giving mate in one – here students should get a feel for the harmony of the pieces when checkmating; 3) the checkmate stage – here students should get a feel for the harmony of the pieces when using a mate threat. Having said that, the younger the student, the longer the first two stages should last.

This first problem book allows us to work through the first (“pre-checkmate”) stage, while the second and third books focus on working through the second stage (giving mate in one). Subsequent collections will help students and coaches to work through the third (mating) stage.

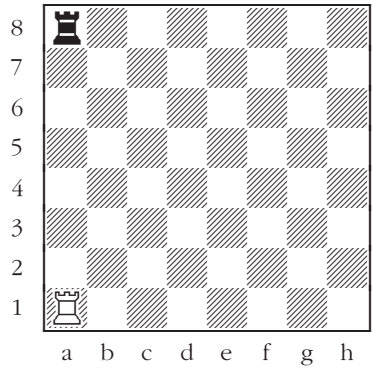
The Rook

Capturing

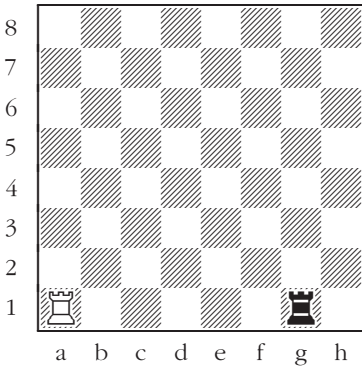
White to move: Can White take Black's rook?



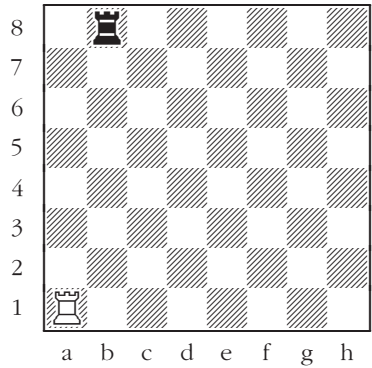
1



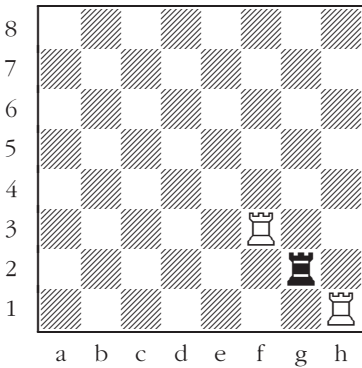
2



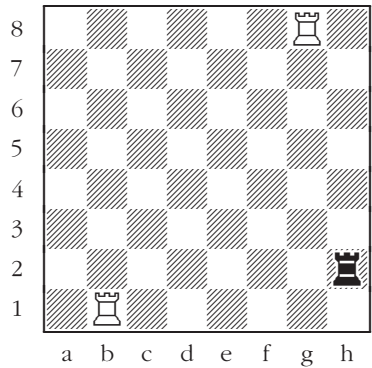
3



4



5

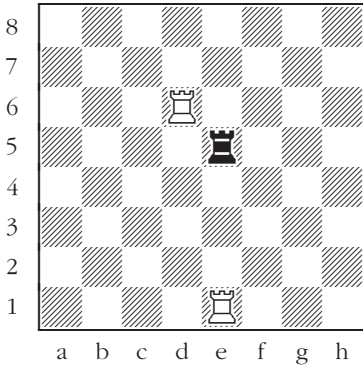


6

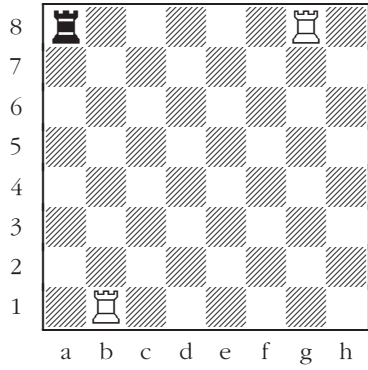
The Rook

Pieces under attack

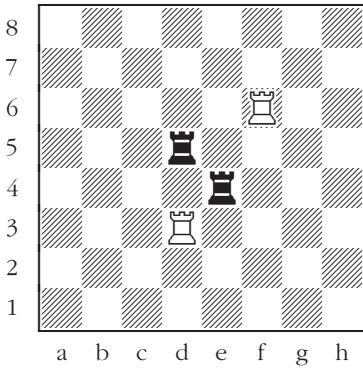
Black to move: Take one of the white rooks.



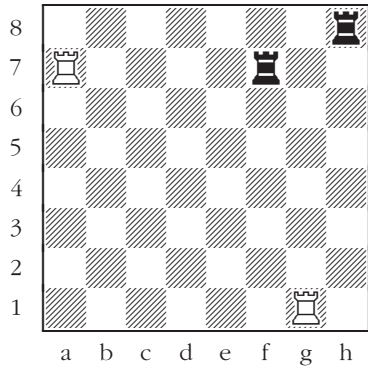
7



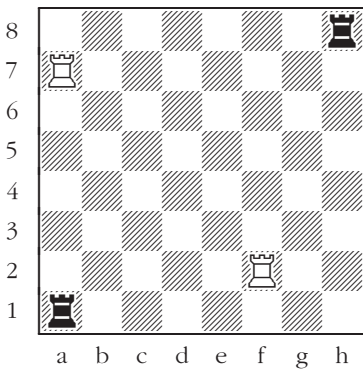
8



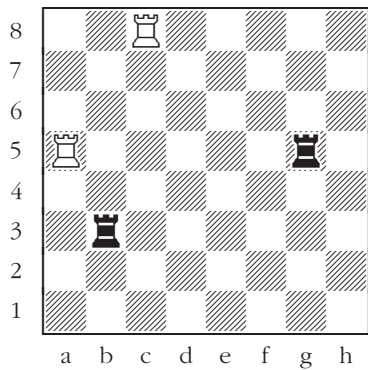
9



10



11

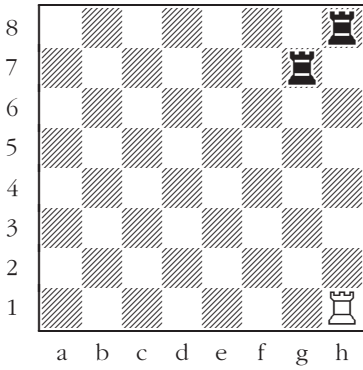


12

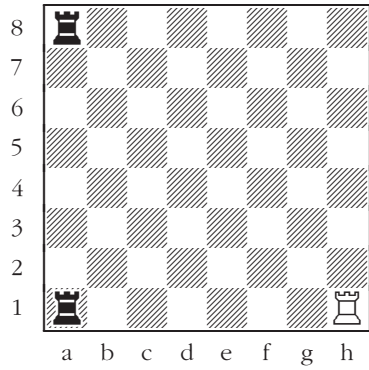
The Rook

To take or not to take?

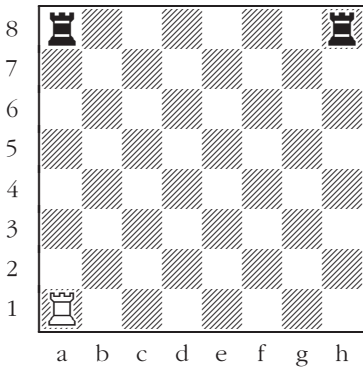
White to move: Should White take (will Black take the white rook in reply)?



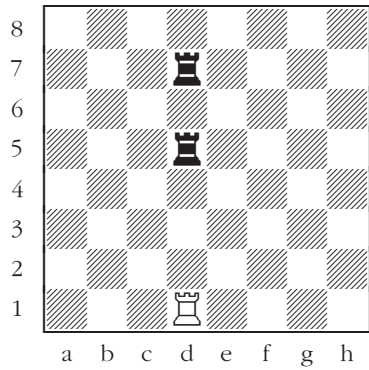
13



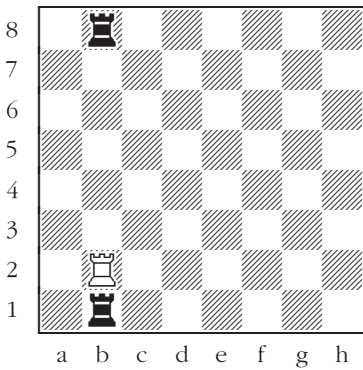
14



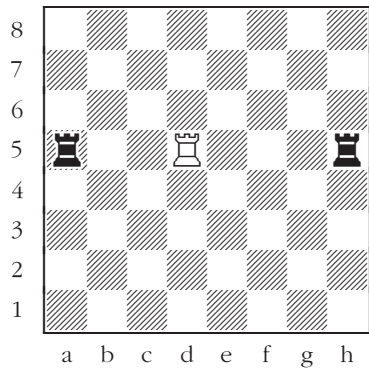
15



16



17

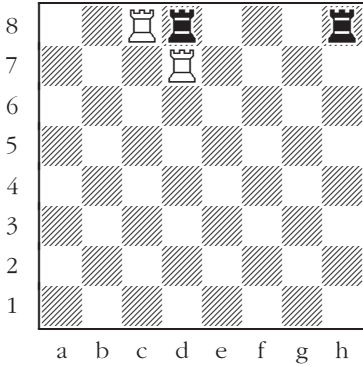


18

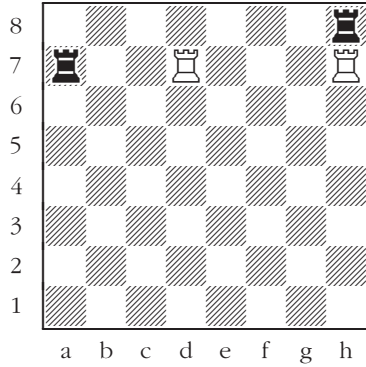
The Rook

The best move

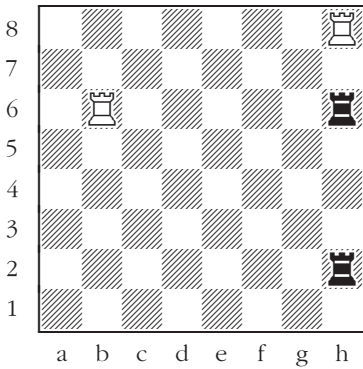
Black to move: Which rook should Black take, so that after the exchanges Black has more rooks than White?



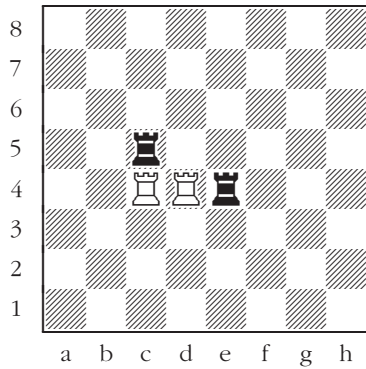
19



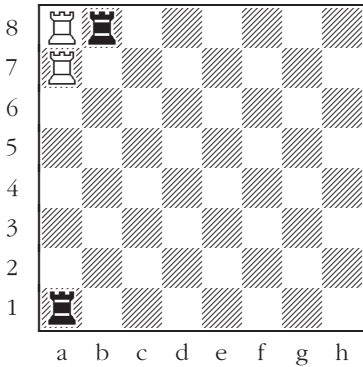
20



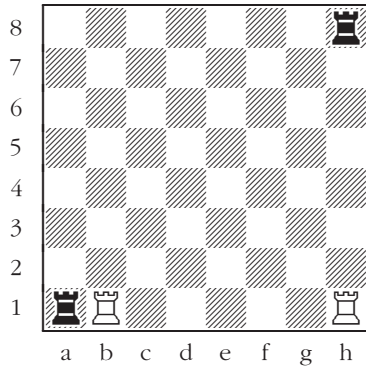
21



22



23

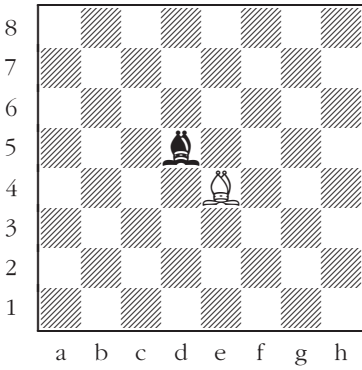


24

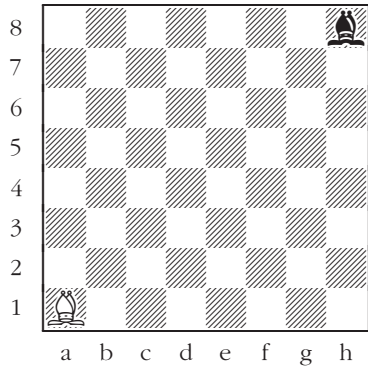
The Bishop

Capturing

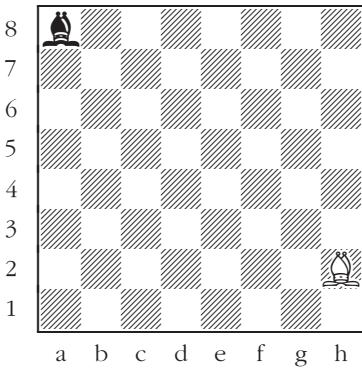
White to move: Can White take the black bishop?



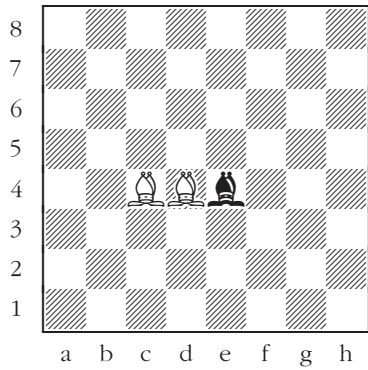
25



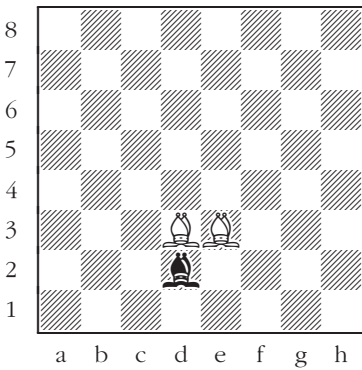
26



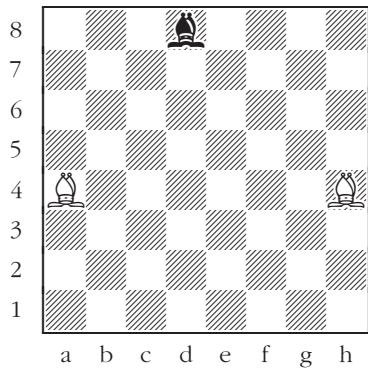
27



28



29

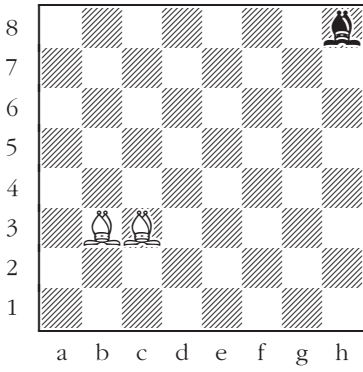


30

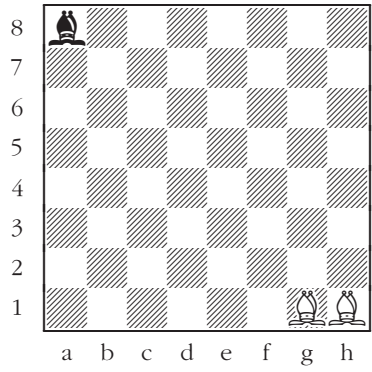
The Bishop

Under attack

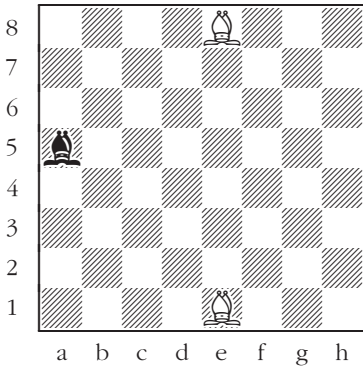
Black to move: Take the white bishop.



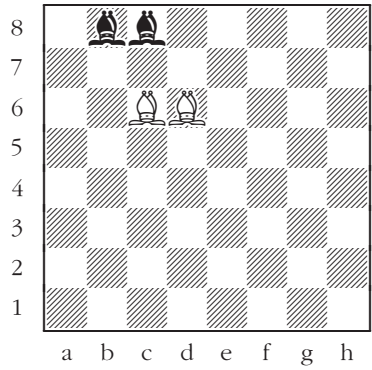
31



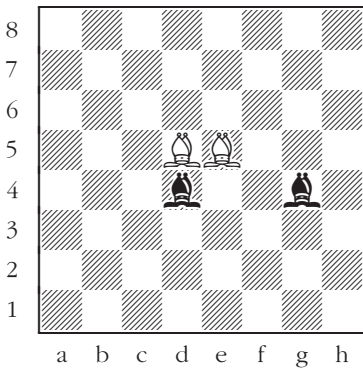
32



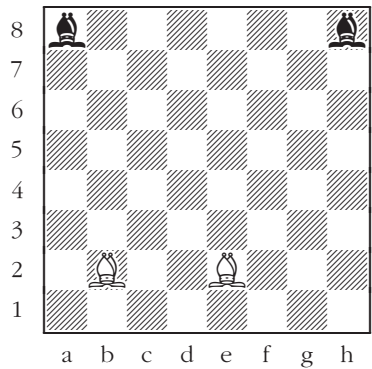
33



34



35



36