

The Right Move



2010 MAR

English Chess Federation—Junior Chess Magazine

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Youngsters on Top!



EDITOR'S FOREWORD AND BASIC ADVICE

by **Andrew Martin**
International Master

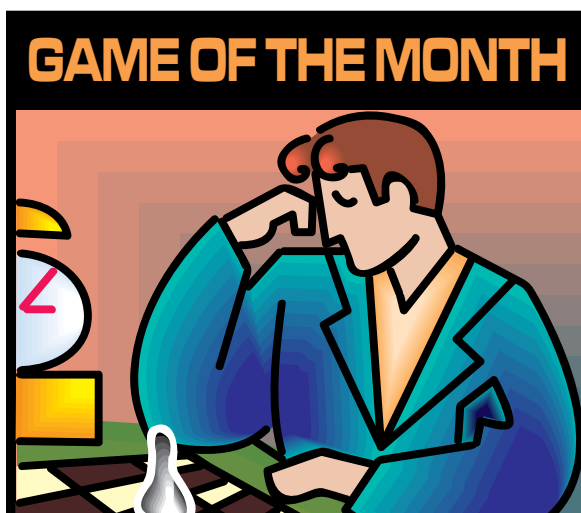
Welcome to the latest **Right Move**. Your editor has been laid low with some sort of vicious cold, so this number will possibly be a little shorter than usual. Apologies and a reminder that this is YOUR magazine. I'm very keen to promote junior activity and the great work being done on behalf of young chessplayers all over England, so PLEASE send me your contributions. are especially welcome.

Thanks and best wishes, Andrew



1.e4 e6 2.d4 d5 3.Nc3 Bb4 4.e5 Bd7

I'm currently compiling some information for a forthcoming DVD on the French and so I thought you'd like to see one of the games. Mikhail Botvinnik, three-time World Champion, once described the French Defence as a 'difficult and dangerous opening.' It can also be very eccentric.

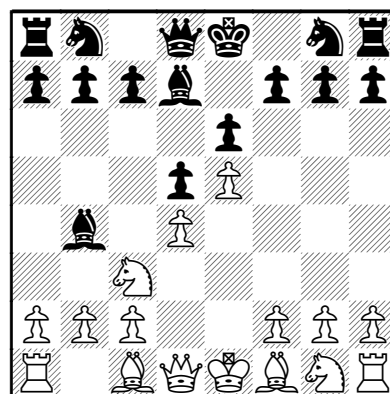


Madl, Ildiko (2375) - Buecker, Stefan (2345)

[C16]

Muenster IM 1990

**1.e4 e6 2.d4 d5 3.Nc3 Bb4 4.e5
Bd7!?**

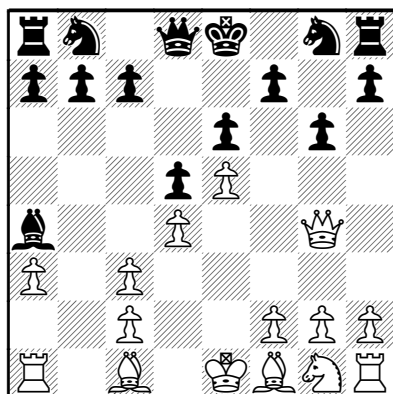


A move which does not look very impressive, yet there is a steady positional idea behind the scenes.

5.Qg4

5.a3 Bxc3+ 6.bxc3 Ba4 7.Rb1 Nd7 8.Nf3 Nb6 9.Be2 Qd7 10.0-0 Bc6 11.Nd2 Na4 12.Rb3 Ne7 13.f4 Nf5 14.Nf3 h5 15.Bd3 0-0-0 16.Qe2 Kb8 17.Bd2 Ka8 18.Be1 Rde8 19.Bf2 Ne7 20.Re1 Nc8 21.Qe3 a6 22.c4 dxc4 23.Bxc4 b5 24.Bd3 Ncb6 25.Reb1 Qd5 26.Qd2 Nc4 27.Qb4 Reg8 28.Bf1 f6 29.Nd2 a5 30.Qxb5 Bxb5 31.Bxc4 Bxc4 32.Nxc4 Qxc4 33.Rb5 Qxb5 0-1 Melville,A (2024)-Basman,M (2328)/Islington 1972/EXT 1999.

5...g6 6.a3 Bxc3+ 7.bxc3 Ba4!



That's it! You sometimes see a black Bishop or Queen coming to a4 in this variation to blockade the Q-side and tie White down, although not necessarily at this early stage. One gets the feeling this has to somehow be better for White, but to demonstrate the advantage is not at all easy.

8.Bd3 b5!? 9.Nf3

9.h4 seems much more to the point, but White fails to secure any entry at all in the coming game: 9...h5 10.Qe2 a6 11.Nh3 c5 12.dxc5 Qc7 13.Ng5 Ne7 14.Be3 Nd7 15.0-0 Nxc5 16.Nf3 Nf5

17.Bg5 Nd7 18.Nd4 Balzar,A (2365)-Buecker,S (2300)/Nordwalde 1988 and now 18...Qxc3! would have been most precise: 19.Nxf5 (19.Nf3 Rc8 20.Rfe1 Nd4 21.Nxd4 Qxd4 22.Rad1 Qb2+) 19...gxf5 20.Rfe1 Rc8+ This small example highlights just how important it is for White to make sure the K-side attack gets through in the Winawer, as his pawn structure is nothing to write home about.

9...c5 10.dxc5 Qc7 11.0-0 a6

12.Nd4 Qxc5 13.Bg5

13.Qf4 Nd7 14.Bd2 Ne7 15.h4 Qc7 16.Rfe1 h5 17.Qg5 Nc5 18.Qf6 Rg8 19.Bg5 is showing a big advantage to White according to Fritz 12 and Deep Hi-arcs, but after 19...Rc8! I just don't see it.

13...Nc6 14.Nxc6 Qxc6 15.Qb4 Rc8

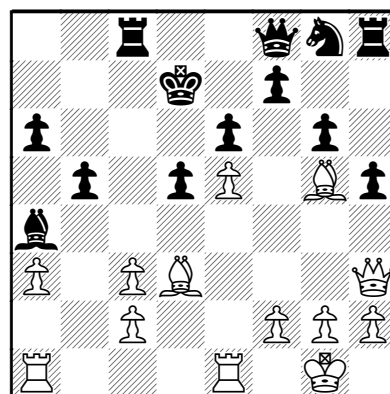
Dark squares or weak pawns; which is more important?

16.Bd2 h5 17.Qh4 Qc7 18.Rfe1

Qe7 19.Bg5 Qf8

Patience is definitely the key to this line. Black will have to be prepared to soak up a lot of dark-squared pressure, but if he feels up to the task, the win awaits. In the long-term White's pawns have to drop.

20.Qh3 Kd7!?



It's quite common to put the black King on d7 in the French, where he feels quite safe, as long as White can't open up the position.

21.Red1 Qc5 22.Be4 Ne7 23.Qf3 Ke8?!

I much prefer the weird 23...Rh7 when Black has two very silly pieces on a4 and h7, but he is getting ready to cash in on white pawns.

24.Qf6 Rf8 25.Bd3 Nf5 26.Bxf5 gxf5 27.Rd2 Kd7 28.h4 Kc7 29.Bh6 Rfe8 30.Qxf7+ Re7 31.Qf6

31.Qxh5 Qxc3 32.Rc1 Qxa3 33.Rd3 Qb2 is completely unclear.

31...Ree8 32.Be3 Qxc3 33.Rad1 Qxa3 34.Rxd5! Qe7

34...exd5 35.Qb6+ Kd7 36.Rxd5+ is not what the doctor ordered.

35.Qh6 Bxc2 36.Bc5 Qf7 37.Bd6??

37.Rd7+ wins immediately: 37...Qxd7 38.Rxd7+ Kxd7 39.Qd2+ Kc7 40.Qd6+ Kb7 41.Qb6+ Ka8 42.Qa7# I suppose time-trouble accounts for the mistake.

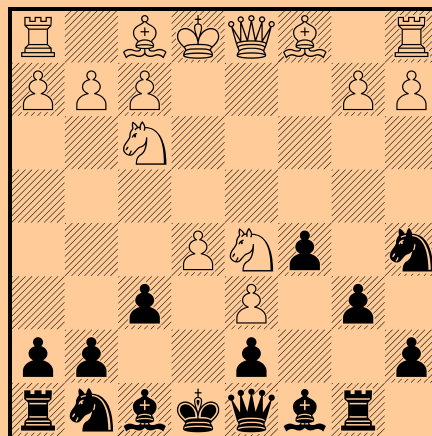
37...Kb7 38.R5d2 Bxd1 39.Rxd1 0-1

White lost on time. One can see why experimenters such as Bucker and Basman have come this way, looking for something new. As to the actual merits of 4...Bd7; well, it might be good for a surprise!



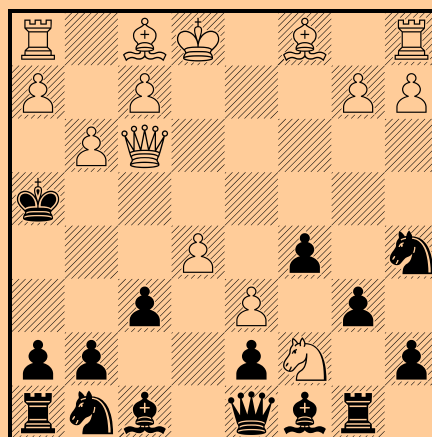
PRIZE

FEBRUARY (ANSWER)



QUESTION: This game will not appear etched on Hansen's tombstone. What happened next?

11.Nc7+ Kf7 12.Qd5+ Kg6 13.Nh4+ Kh5 14.Qf3+ Kxh4 15.g3#



Black's King march is rather unique and should remain that way.
1-0

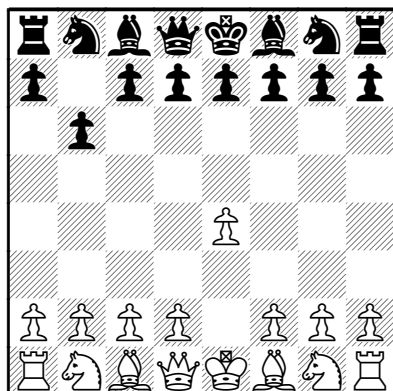


Pollock, William Henry Kraus - Gunsberg, Isidor
[B00]

USA-06.Congress New York (22), 1889

Good ideas aren't exclusively confined to the latest information. One can often find a treasure-trove of original and exciting chess buried in old games.

1.e4 b6

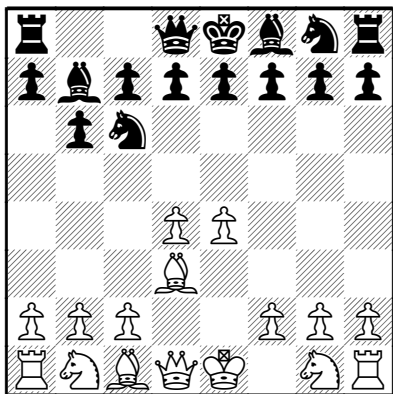


1.e4 b6!? has been around for a long time, without attracting a great deal of attention. Strong players dabble with 1...b6 from time to time, but not with any great conviction. It's thought that White can get the advantage in several ways. 1.e4 b6 is known as Owen's Defence, named after the Reverend John Owen, who used the opening frequently in the 19th century. White is drawn into an unusual position, which he almost certainly will not have studied.

2.d4 Bb7 3.Bd3

Many will play this way.

3...Nc6!?



Old and yet new! Admit it, have YOU seen 3...Nc6!? before? Even a lot of very strong players will be answering "No." Black hits d4 and prepares ideas such as ...e7-e5 and ...Nc6-b4. In the latter case ...Nb4 will obtain the two Bishops for Black. Pollock was a very strong master by 19th century standards. He is baffled by 3...Nc6.

4.c3!

Here's a brief analysis of a couple of alternatives.

4.d5 Ne5 5.f4 Nxd3+ 6.Qxd3 e6;

4.Nf3 Nb4 5.Bc4 (5.0-0 Nxd3 6.Qxd3 e6) 5...e6 6.c3 d5 7.exd5 Nxd5 8.0-0 Ngf6. Hardly a refutation in either case.

4...e5!

The average opponent will throw up his hands now. Theory is at an end and he will have to think for himself. The very last thing he wants after a hard day at work.

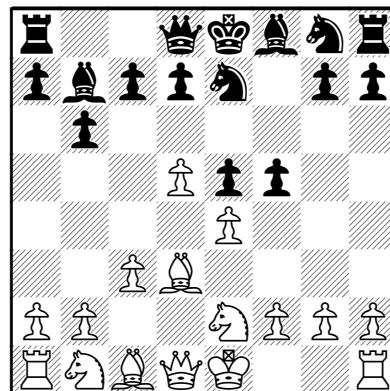
5.d5

5.Nf3 exd4 6.cxd4 Nb4! 7.0-0 Nxd3 8.Qxd3 h6 9.Nc3 Ne7 leads to some analysis I made with IM Bruno Carlier back in the 1990's. It's not so bad for Black who plans ...Ng6,...Be7 and ...0-0. Pollock is hoping to minimize the impact

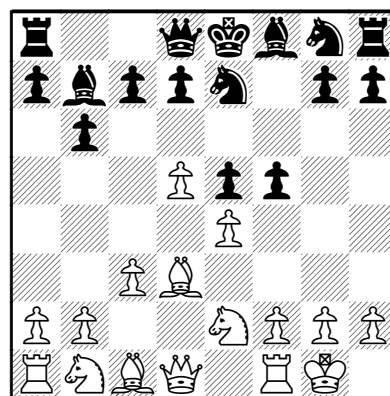
of Black's opening surprise by blocking the centre. He is in for a further shock.

5...Nce7 6.Ne2 f5!

An unsettling flanking blow.



7.0-0?



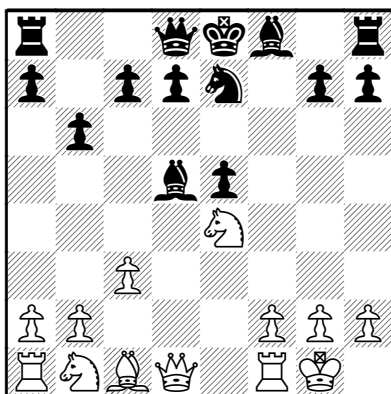
It's obvious that White has been disturbed and a blunder results. I analyse two alternatives, both of which are very obscure:

7.Bg5 h6 8.Bh4 g5 9.Bg3 Bg7 10.exf5 (10.f3 f4 11.Bf2 Nf6 12.Nd2 Ng6) 10...Nxd5;

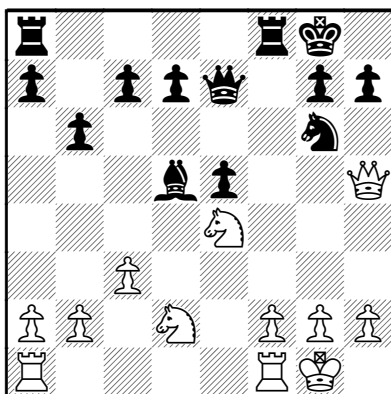
7.f3 Nf6 8.Nd2 fxe4 9.fxe4 Ng6 10.0-0 Bc5+ 11.Kh1 0-0 (11...Ng4).

7...fxe4 8.Bxe4 Nf6 9.Ng3 Nxe4 10.Nxe4 Bxd5+

Already Black is winning.



11.Qh5+ Ng6 12.Bg5 Be7 13.Bxe7 Qxe7 14.Nbd2 0-0

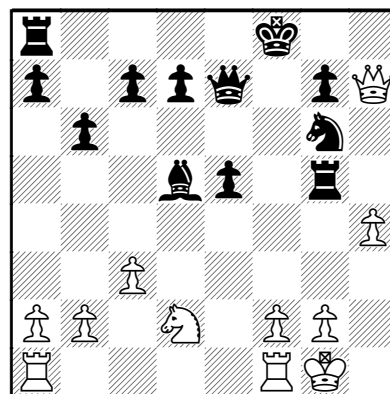


In a way, Black has gambled with his opening choice and he has certainly won his bet. He's a pawn up for very little compensation and has the open f-file to boot.

15.Ng5 Rf5!?

He could have settled for 15...h6 16.Qxg6 Qxg5 17.Qxg5 hxg5 18.c4 Be6 19.b3 d6 20.Ne4 g4 but Gunsberg was a romantic. One should attack if one possibly can!

16.Qxh7+ Kf8 17.h4 Rxe5!!



That was the brilliant idea. White's Queen becomes a target.

18.hxg5 Qxg5 19.g3 Kf7! 20.Qh3

Rh8 21.f4 Nxf4 22.Rxf4+ exf4

23.Qxd7+ Kg6 24.Ne4 fxe3

24...Qh5! was better still.

25.Re1 Qh4 26.Nf2 Qh1+ 27.Nxh1

Rxh1#

A total wipeout.



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The School Chess Club



department for
education and skills

Produced by the English Chess Federation

In conjunction with the Department for Education and Skills

The School Chess Club

Introduction

The game of chess holds a unique fascination. The strategic complexities offer lively minds an immediate challenge and stimulating exercise. It can be played for fun, or with increasing degrees of seriousness up to the highest levels of international competition.

We want to encourage more schools and teachers to provide opportunities for children to learn and play chess. It is a game with no barriers. People of any age, sex, physical ability, and social class can all play on equal terms. Chess is truly a 'Sport for All'.

Chess has many educational benefits, giving children intellectual capital and transferable skills such as focus, discipline, concentration, spatial awareness and strategic thinking. Save the Children believe that "education is a key to improving the life chances of children....." and chess can be an integral part of that education. Evidence clearly demonstrates that chess-playing school pupils significantly outperform their non-playing contemporaries in literacy, numeracy and problem solving skills. Perhaps of greater importance is the fact that young chess players become more confident, have enhanced self-esteem and are more able to organise their thinking and behaviour. Providing children with the opportunity to play chess is a gift they keep for the rest of their lives. Chess is a sociable activity that helps to bring children together and break down barriers, whilst at the same time encouraging a healthy sense of competitiveness.

Why teach chess in schools?

- Chess has a mathematical basis. Mathematics is the tool of science, the language of technology and organised thought.
- Chess develops cognitive ability: attention, memory, analysis, and logic; all fundamental building blocks for personal growth.
- It is applicable to everyday life. It helps children develop the skills and social dexterity so important in society.
- Chess encourages self-assessment, healthy competition and teamwork.
- Chess encourages study and preparation as the way to achieve pre-set objectives and for the purpose of individual improvement.
- Chess is an excellent use of a child's free time.
- The playing of chess can be exciting and therefore undertaken with enthusiasm.
- The equipment necessary to play chess – boards and sets of pieces – are cheap, durable and easily available.

Starting a School Chess Club

Equipment

First of all you will need sets and boards. There are several types of inexpensive plastic chess pieces and boards available. Good advice is to purchase easily available standard equipment so that additional sets can be obtained in the future which match your original purchase. This is helpful because inevitably pieces get lost or damaged and you will need to 'make up' full sets from your 'spare' pieces. It looks better if your sets are of the same design and size.

Typically, a chess set and board can cost about £10 each. When setting up a chess club you should start with about 20 such sets. You may need more later as the club increases in size. You will also need a suitable lockable cupboard to store the equipment and have access to an appropriately-sized room in which to play. As the club develops and starts holding competitions and entering tournaments, you will also need to buy chess clocks and score sheets. Clocks are typically about £25 each, and score sheets can be bought for about £7.50 per 500.

Leading chess suppliers usually have special offers for schools and clubs. The English Chess Federation will also be pleased to advise on purchase of equipment.

How Many & How Often?

Enthusiasm for chess is infectious. In our experience, the number of children in a chess club does not depend on the school's catchment area, it depends on the enthusiasm of the teacher and on the size of room and number of sets & boards available.

Many schools encourage children to play during lunch break as well as at weekly after school-clubs. In a well-run club, children's appetites for chess can expand to consume whatever time is available for it. It is up to you to decide how often chess is made available.

Don't try and do everything yourself, get other staff, school governors, parents, lunchtime supervisors, teaching assistants or even local chess clubs involved. You may be pleasantly surprised how many people have enough knowledge to help.



ECF Coach with children from Enderby Road School

First Chess Lessons



Children with no previous experience of chess will need to be taught the basic laws of the game. This is best done in small groups of no more than four, perhaps with the aid of diagrams. Older, more experienced members of the club can be encouraged to help out with new younger members in this way.

Once you have taught the moves, chess will take on a life of its own. Encourage children to explore their own ideas and learn from their own mistakes. Many teachers find that they can be of most use simply circulating when play is in progress, commenting when necessary. Children usually just want to get on with playing and may be 'put off' with too much formal tuition. Finding the right balance is the real skill.

Consider establishing a routine so that the youngsters know what to do from the moment they enter the chess room. Planned activity means progress, inactivity has potential for trouble. You could do something along the lines of:

1. Children pair off as they enter the room and play a 'friendly'. They can also help to put out equipment if not already done.
2. As soon as all children are present – STOP PLAY and bring focus of attention on to yourself.
3. Give out information/news, present certificates etc.
4. 'The lesson' – very briefly demonstrate a tactic, theme etc. This should not take much time and may not be

necessary every time the club meets. Perhaps just limit to once a week.

5. Now the games can begin. This is the most important part of the chess session. If the children choose who they play, the same pairs will always tend to play together, and 'unpopular' children may feel left out. Also there may be good reasons why particular youngsters should be kept apart. It would be better, therefore, to have a system where you display desired pairings. In this way you can have stronger players helping starters, 'sympathetic' youngsters helping the 'not so popular', and players of equal strength having a serious competitive game. You are in charge!
6. When games are in progress there should be a minimum of noise in the room. Children who persistently talk loudly, make other unnecessary noise, or misbehave in other ways, should be asked to leave the room. If they are unable to conduct themselves in a manner appropriate for a chess club, they should be excluded. Time-wasters merely upset and distract other members.
At the end of a game, players should be encouraged to shake hands, and discuss the game in low tones.
7. Ending the session. STOP PLAY and bring focus of attention on to yourself. You could now:
 - Make general announcements and give out information about the next chess session.
 - Follow an established routine for packing and locking away the equipment and leaving the room as you find it.

A package of support material is available from the English Chess Federation.

Once children are beginning to play competently, you will want to encourage them to slow down their play and adopt more disciplined thought. This is a good moment to teach chess notation. The recording of moves introduces another routine into play, and also helps to eliminate silly rushed errors.

At this stage you may consider adding to your range of equipment by purchasing chess clocks, notation score sheets, and a demonstration board. You will then be ready to organise internal tournaments and to enter the club into competitions with other schools.

Serious Play in the Club

An important benefit of the school chess club lies in its potential for education by stealth. The recreational nature of the game can be harnessed to provide enjoyable learning. The organisation of the club should be designed to encourage a serious, yet enjoyable, approach to playing chess. For example in a school tournament, when a game is finished the players should leave the playing area. This keeps the room quiet for those still in play.



Guidance for Parents: -

If your child enjoys the game and does well in their school chess club, you should consider whether they might want to join a local 'outside' chess club. There may be a junior chess club in your area or an adult club which welcomes juniors. Not all adult clubs can offer facilities for juniors and this advice could help you in selecting a suitable club for your child.

You should visit the club to ensure that the environment and level of supervision meets the needs of your child. The choice of your child's first chess club is important in ensuring that they get maximum benefit from the game - take time to make sure that the club is providing positive experiences and opportunities.

Look for: -

The club premises

- location and atmosphere.
- No-Smoking area.
- somewhere for parents to stay if they wish.
- welcoming/positive attitude to juniors & parents
- adequate toilet facilities

Junior policy

- is there a 'named person' you can contact to get information.
- will juniors get regular advice on chess basics and etiquette.
- do juniors get the chance to play in teams.

The structure of the English Chess Federation includes:

- President
- Chief Executive
- Finance Director
- Director of Home Chess
- International Director
- Director of Junior Chess & Education
- Marketing Director
- Manager of Coaching
- Manager of Women's Chess
- Manager of Congress Chess
- Manager of Grading

Calendar of Events

An up to date list of chess events in England.

ECF Membership

The ECF offers various categories of Membership, including Junior Membership at a reduced rate.

World and European Tournaments are available for juniors as young as U10

For details of all the above and chess stockists please contact

English Chess Federation

The Watch Oak, Chain Lane, Battle, East Sussex TN33 0YD

Tel: 01424 775222, Email: office@englishchess.org.uk, Web:

www.englishchess.org.uk

You can find out about chess clubs from:

- Your local library.
- English Chess Federation
The Watch Oak, Chain Lane, Battle, East Sussex TN33 0YD
Tel: 01424 775 222 Web: www.englishchess.org.uk



Headteacher at Leys Farm School gets 'expert' advice to solve a chess puzzle

The package contains:

- Cost: £50. Each entry for each COM exam will cost £6.
A bulk order of 30 will cost £150.



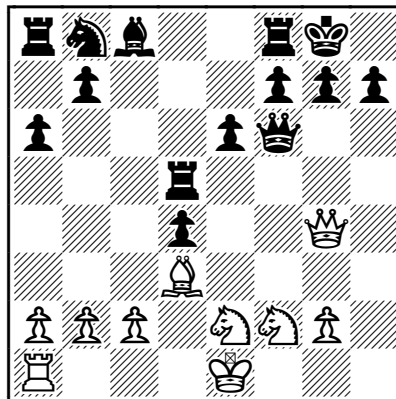
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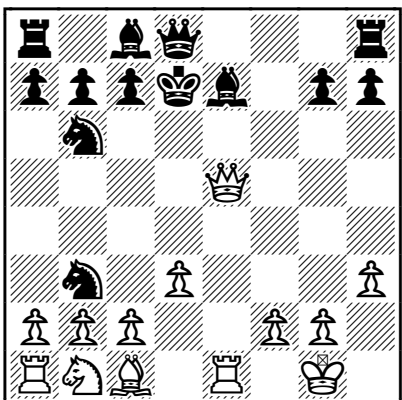
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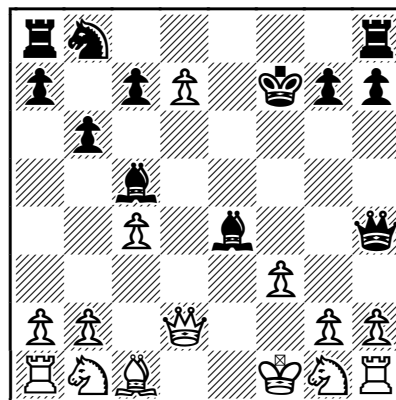
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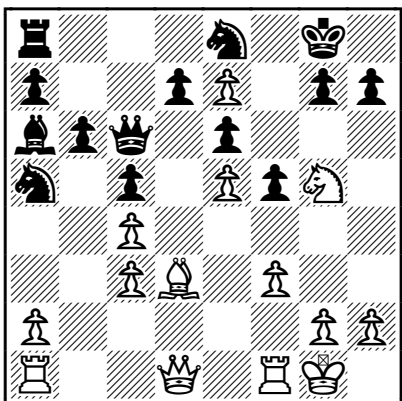
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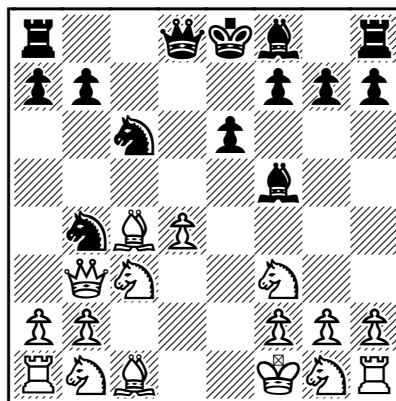
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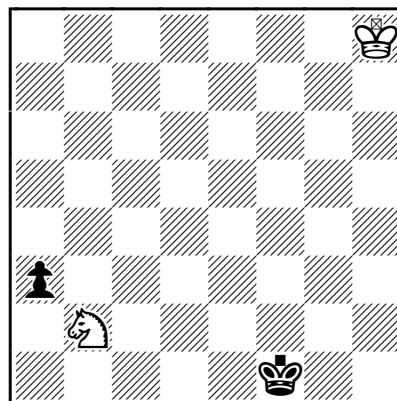


Answers are on the last page

PRIZE PUZZLE

MARCH

MARCH PUZZLE



Can White, to move, successfully stop the black pawn?

Best Answers to Quiz on page 16

1. 1... Ng4
2. 1. Bg5 Re8 2. Qe6#
3. 1. Be4 fxe4 2. fxe4
4. 1. Bxh7+ Kxh7 2. Rh5+ Kg8 3. Qh3
5. 1... Bd3+
6. 1... Bc2 2. Qa3 Nd3 3. Bg5 f6

The Right Move

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