



Middlegame & Endgame Workbook

100-Page Late-Game Instructor Edition

A full late-game curriculum with tactical motifs, strategic plans, endgame techniques, conversion methods, board diagrams, Q/A prompts, and practice boxes.

MIDDLEGAME

tactics, plans, pawn structures, attacks, and defense

ENDGAME

king activity, rook endings, pawn races, and technique

COACHING

lesson scripts, drills, assessment prompts, and transfer tasks

Instructor Edition | Late-game chess curriculum

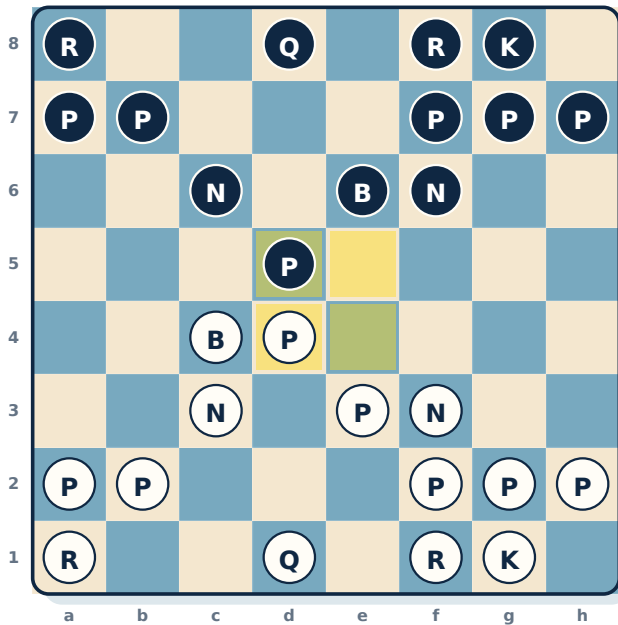
Designed for camps, clubs, private lessons, tutoring sessions, and structured student support.

How to Use This Late-Game Workbook

A 100-page curriculum for middlegame decisions and endgame conversion

Late-game rule: every move should improve activity, create a target, reduce counterplay, or convert a clear advantage.

Reference diagram



Lesson rhythm

- Start with the diagram and ask students to describe the position before naming the tactic or endgame rule.
- Teach the sample line, then rewind and ask what changed.
- End with a transfer question so the idea does not stay memorized only on one board.

Best formats

- Private lesson: one page plus game review.
- Camp rotation: diagram station, calculation station, explanation station.
- Club session: use paired pages, one tactic and one endgame conversion.

Coach priorities

- Make students speak in plans, not just moves.
- Reward accurate evaluation as much as finding a tactic.
- Check if the student knows when to trade.

Assessment

- A strong answer includes candidate moves, best reply, evaluation, and transfer.
- Avoid scoring students only on speed. Late-game skill requires explanation.

Materials

- Boards, pencils, score sheets, clock for time-pressure drills, and printed copies for notes.

Instructor planning notes

What position will students build first?

What one concept must every student say aloud?

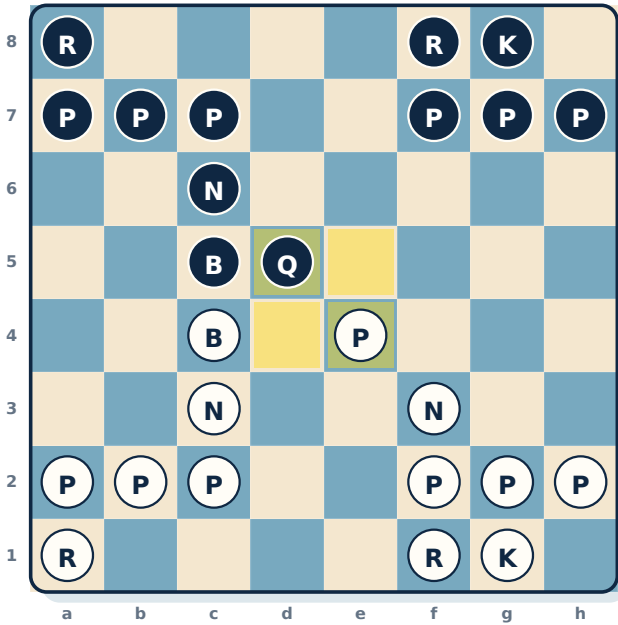
What drill will test whether they can transfer the idea?

Middlegame Thinking System

Use imbalances, candidates, calculation, and evaluation

Late-game rule: every move should improve activity, create a target, reduce counterplay, or convert a clear advantage.

Reference diagram



Step 1: Imbalances

- King safety, material, pawn structure, piece activity, space, files, diagonals, and targets.

Step 2: Candidates

- Forcing moves, improving moves, and preventive moves. Students list before calculating.

Step 3: Calculation

- Calculate checks, captures, threats, and best defensive replies.

Step 4: Evaluation

- After the line, decide whether the position is winning, better, equal, unclear, or worse.

Step 5: Transfer

- Ask what similar pattern would look like in a different opening or pawn structure.

Instructor planning notes

What position will students build first?

What one concept must every student say aloud?

What drill will test whether they can transfer the idea?

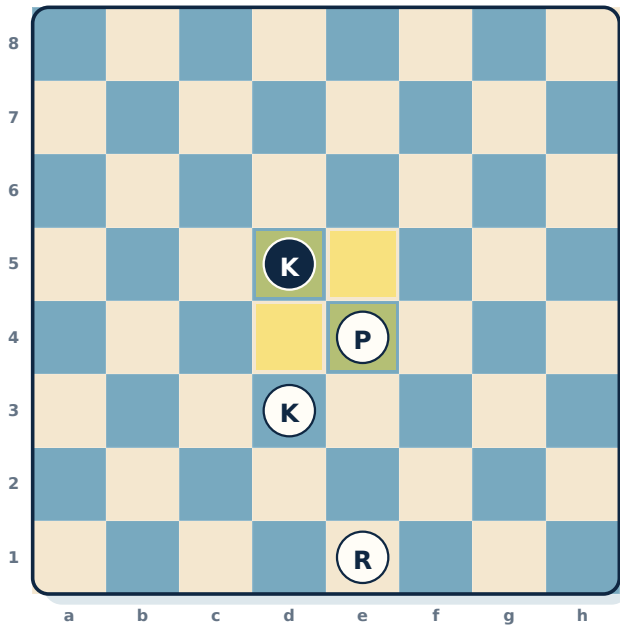


Endgame Thinking System

Use activity, passed pawns, king position, and drawing resources

Late-game rule: every move should improve activity, create a target, reduce counterplay, or convert a clear advantage.

Reference diagram



Activity first

- An active king or rook can be worth more than one pawn.

Pawn logic

- Passed pawns, outside passers, protected passers, and pawn races decide many endings.

Technique

- Use opposition, triangulation, Lucena, Philidor, and rook-behind-passer patterns.

Conversion

- Trade only after checking the resulting pawn ending or rook ending.

Defense

- Look for fortress, stalemate, perpetual check, active rook, and simplification resources.

Instructor planning notes

What position will students build first?

What one concept must every student say aloud?

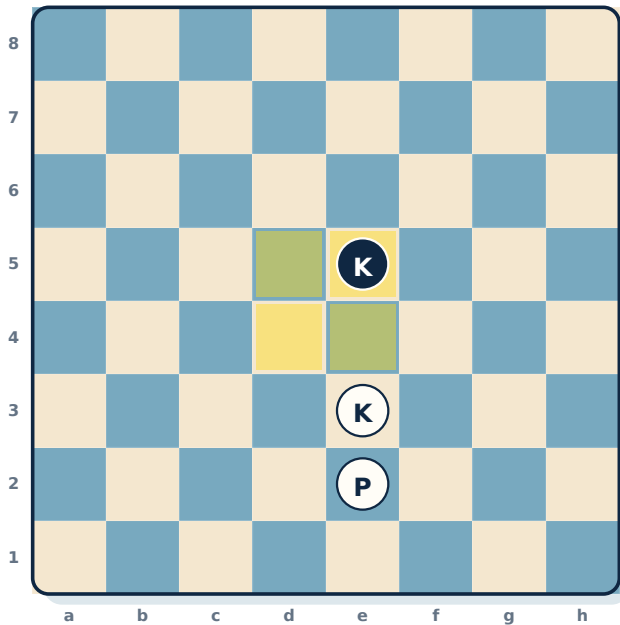
What drill will test whether they can transfer the idea?

Notation and Diagram Key

Make every diagram teachable from paper to board

Late-game rule: every move should improve activity, create a target, reduce counterplay, or convert a clear advantage.

Reference diagram



Board setup

- Students set the diagram before reading the lesson title.
- Coordinates are visible on every board.
- Highlighted squares mark key targets, routes, or weaknesses.

Move line

- Sample lines are starting points, not memorized answers.
- Require students to ask what changed after each move.

Arrows

- Arrows show a plan, not a guarantee. Students still calculate the opponent's reply.

Instructor Q/A

- Use Read, Plan, Calculate, Evaluate, Transfer.
- Do not accept a move unless the student can give the reason.

Student notes

- Practice boxes are for candidate moves, best reply, and final evaluation.

Instructor planning notes

What position will students build first?

What one concept must every student say aloud?

What drill will test whether they can transfer the idea?

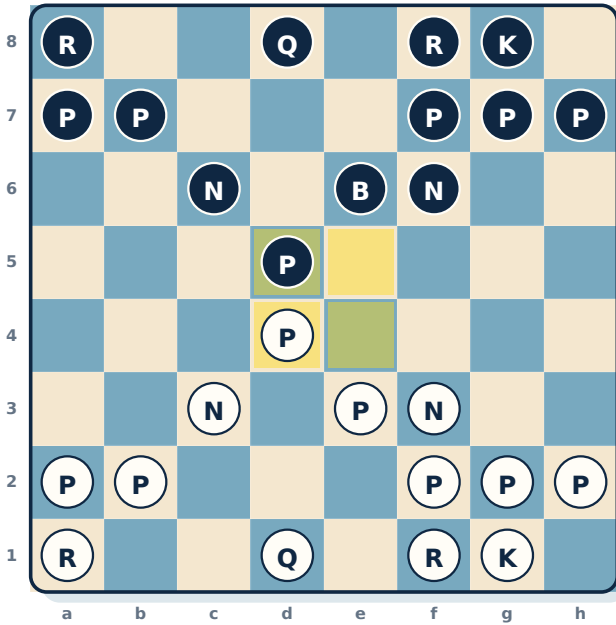


Coach Planning Sheet

Use this before each late-game unit

Late-game rule: every move should improve activity, create a target, reduce counterplay, or convert a clear advantage.

Reference diagram



Before class

- Choose one phase focus: tactic, plan, pawn structure, or endgame technique.
- Set up the diagram and write one target question.

During class

- First students read the position. Then they list candidates. Only then calculate.

After class

- Have students play a training game from the diagram and review the first phase transition.

Rubric

- 4 = explains plan and calculates best reply. 3 = finds idea with support. 2 = knows pattern but not evaluation. 1 = cannot set or read the position.

Notes

- Student name: _____ Lesson: _____ Key error: _____ Next drill: _____

Instructor planning notes

What position will students build first?

What one concept must every student say aloud?

What drill will test whether they can transfer the idea?



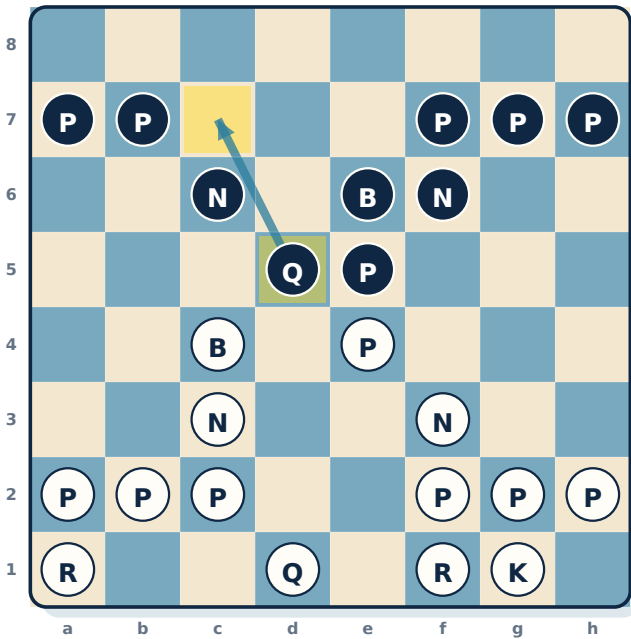
LESSON 01

Middlegame Imbalance Scan

MIDDLEGAME

Core idea: Scan king safety, material, pawn structure, piece activity, and targets before choosing a plan.

Main late-game position



Typeset line / sample continuation

1. Bxe6 Qxe6 2. Nd5

Teaching goal

Scan king safety, material, pawn structure, piece activity, and targets before choosing a plan.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: c7.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that scan king safety, material, pawn structure, piece activity, and targets before choosing a plan. The key area is d5, and my next check is c7."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in middlegame imbalance scan and explain it in one sentence.

Write the opponent's best reply and your follow-up.



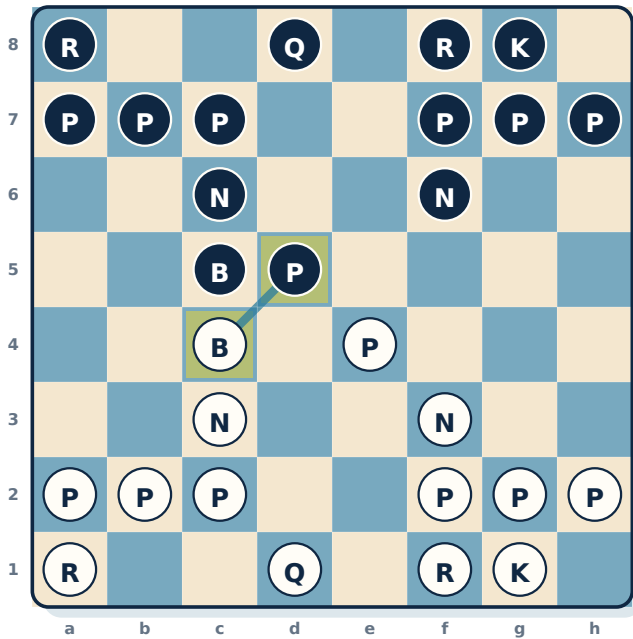
LESSON 02

Candidate Moves Before Calculation

MIDDLEGAME

Core idea: List forcing, improving, and preventive moves before calculating deeply.

Main late-game position



Typeset line / sample continuation

1. exd5 Na5 2. Bd3

Teaching goal

List forcing, improving, and preventive moves before calculating deeply.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: c4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that list forcing, improving, and preventive moves before calculating deeply. The key area is d5, and my next check is c4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in candidate moves before calculation and explain it in one sentence.

Write the opponent's best reply and your follow-up.



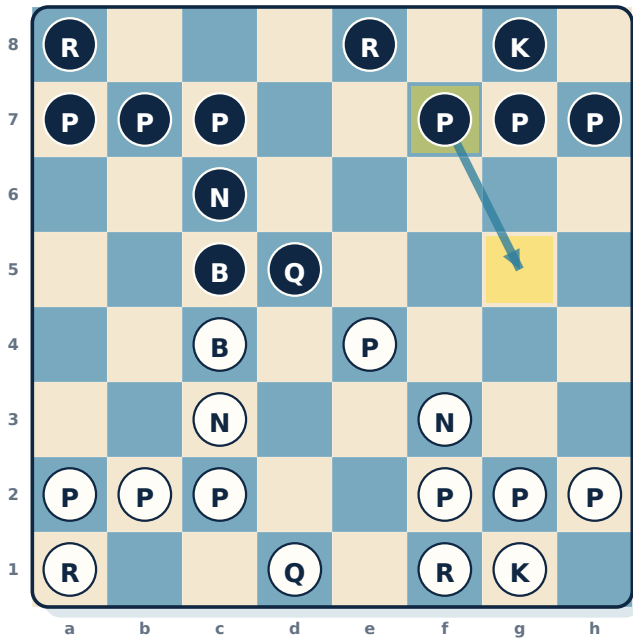
LESSON 03

Forcing Move Ladder

MIDDLEGAME

Core idea: Checks, captures, and threats are examined first, then quiet improvements.

Main late-game position



Typeset line / sample continuation

1. Bxf7+ Qxf7 2. Ng5

Teaching goal

Checks, captures, and threats are examined first, then quiet improvements.

Instructor method

1. Locate the key square or target: f7.
2. Name the second target, defender, or promotion route: g5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that checks, captures, and threats are examined first, then quiet improvements. The key area is f7, and my next check is g5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in forcing move ladder and explain it in one sentence.

Write the opponent's best reply and your follow-up.

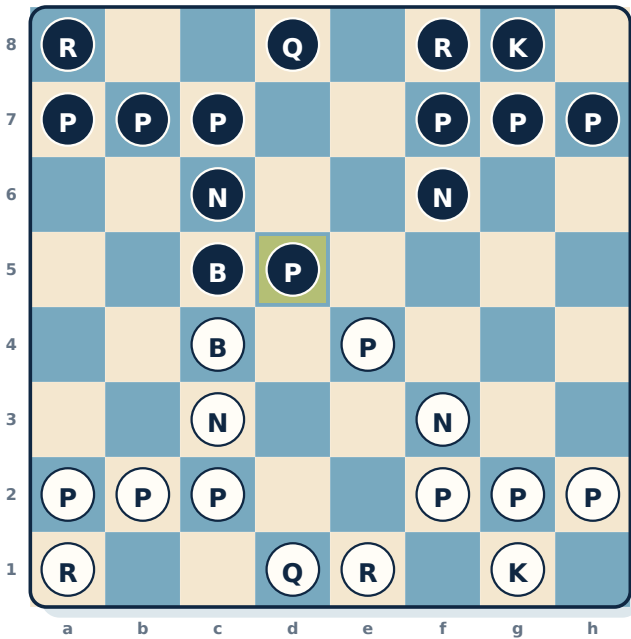
LESSON 04

Pin on the King File

TACTICS

Core idea: A pinned defender may look safe but cannot move without exposing the king or queen.

Main late-game position



Typeset line / sample continuation

- exd5 Nxd5
- Bxd5

Teaching goal

A pinned defender may look safe but cannot move without exposing the king or queen.

Instructor method

1. Locate the key square or target: e-file.
2. Name the second target, defender, or promotion route: d5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a pinned defender may look safe but cannot move without exposing the king or queen. The key area is e-file, and my next check is d5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in pin on the king file and explain it in one sentence.

Write the opponent's best reply and your follow-up.



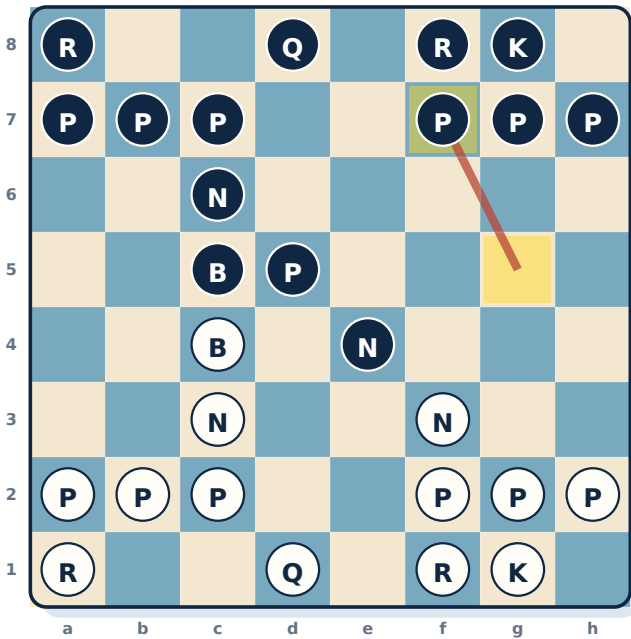
LESSON 05

Knight Fork Pattern

TACTICS

Core idea: Knights create forks when the target squares are unsupported and the king has no tempo.

Main late-game position



Typeset line / sample continuation

1. Nxe4 dxe4 2. Ng5

Teaching goal

Knights create forks when the target squares are unsupported and the king has no tempo.

Instructor method

1. Locate the key square or target: g5.
2. Name the second target, defender, or promotion route: f7.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that knights create forks when the target squares are unsupported and the king has no tempo. The key area is g5, and my next check is f7."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in knight fork pattern and explain it in one sentence.

Write the opponent's best reply and your follow-up.

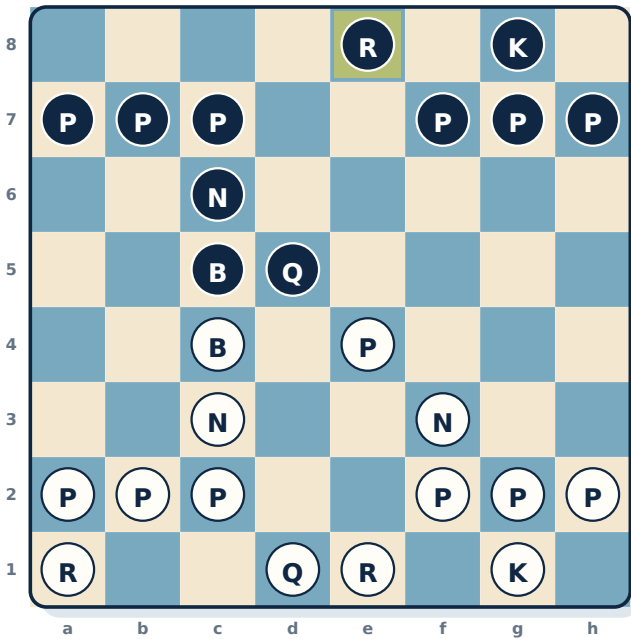
LESSON 06

Skewer and Alignment

TACTICS

Core idea: Line pieces up on files and diagonals, then use the first target to win the second.

Main late-game position



Typeset line / sample continuation

1. Nxd5 Rxe1+ 2. Qxe1

Teaching goal

Line pieces up on files and diagonals, then use the first target to win the second.

Instructor method

1. Locate the key square or target: e-file.
2. Name the second target, defender, or promotion route: e8.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that line pieces up on files and diagonals, then use the first target to win the second. The key area is e-file, and my next check is e8."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in skewer and alignment and explain it in one sentence.

Write the opponent's best reply and your follow-up.

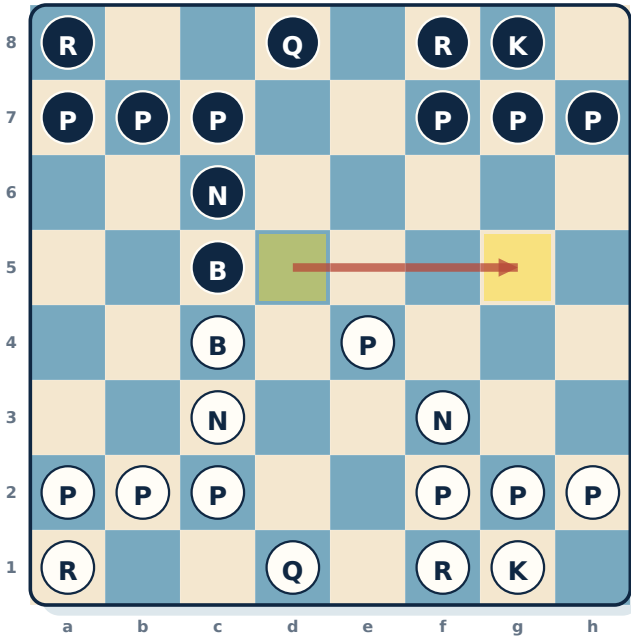
LESSON 07

Discovered Attack Timing

TACTICS

Core idea: Move one piece with tempo while opening a line for another piece.

Main late-game position



Typeset line / sample continuation

1. Nd5 Be6 2. Bg5

Teaching goal

Move one piece with tempo while opening a line for another piece.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: g5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that move one piece with tempo while opening a line for another piece. The key area is d5, and my next check is g5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in discovered attack timing and explain it in one sentence.

Write the opponent's best reply and your follow-up.



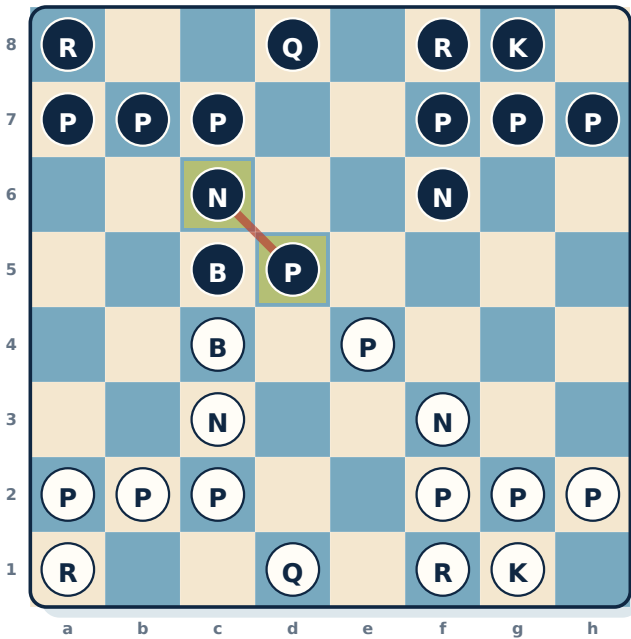
LESSON 08

Removing the Defender

TACTICS

Core idea: Identify the defender of the key square, then trade or distract it.

Main late-game position



Typeset line / sample continuation

1. exd5 Nxd5 2. Bxd5

Teaching goal

Identify the defender of the key square, then trade or distract it.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: c6.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that identify the defender of the key square, then trade or distract it. The key area is d5, and my next check is c6."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in removing the defender and explain it in one sentence.

Write the opponent's best reply and your follow-up.



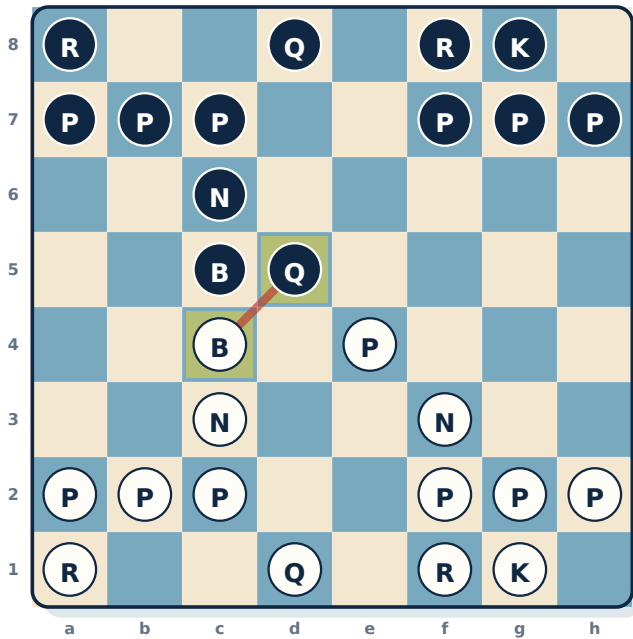
LESSON 09

Deflection of the Queen

TACTICS

Core idea: Pull a defender away from its duty before the real tactic lands.

Main late-game position



Typeset line / sample continuation

1. Nxd5 Qxc4 2. Rc1

Teaching goal

Pull a defender away from its duty before the real tactic lands.

Instructor method

1. Locate the key square or target: c4.
2. Name the second target, defender, or promotion route: d5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that pull a defender away from its duty before the real tactic lands. The key area is c4, and my next check is d5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in deflection of the queen and explain it in one sentence.

Write the opponent's best reply and your follow-up.



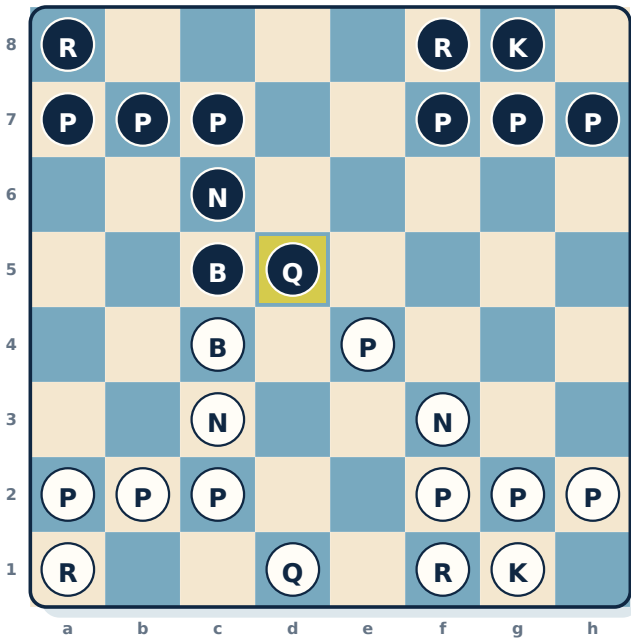
LESSON 10

Decoy to a Bad Square

TACTICS

Core idea: Force a valuable piece onto a square where it can be attacked.

Main late-game position



Typeset line / sample continuation

1. Bxd5 Qxd5 2. Nxd5

Teaching goal

Force a valuable piece onto a square where it can be attacked.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: d5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that force a valuable piece onto a square where it can be attacked. The key area is d5, and my next check is d5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in decoy to a bad square and explain it in one sentence.

Write the opponent's best reply and your follow-up.



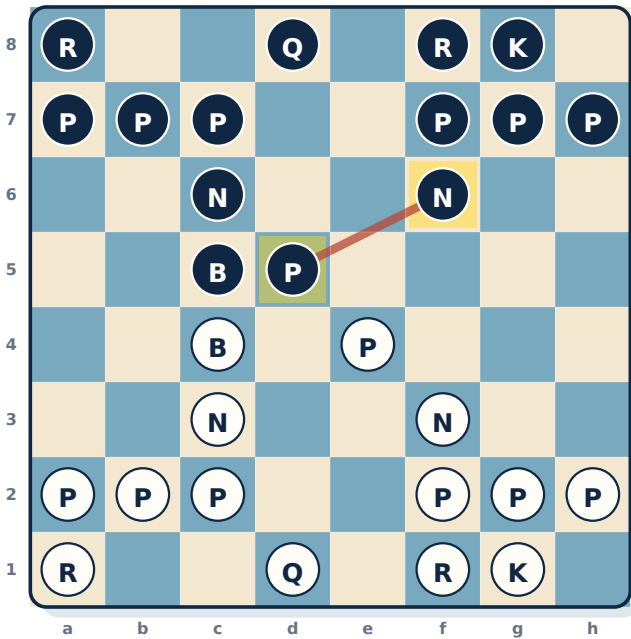
LESSON 11

Overloaded Defender

TACTICS

Core idea: A defender with two jobs can be broken by attacking one duty at a time.

Main late-game position



Typeset line / sample continuation

1. exd5 Nxd5 2. Nxd5

Teaching goal

A defender with two jobs can be broken by attacking one duty at a time.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: f6.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a defender with two jobs can be broken by attacking one duty at a time. The key area is d5, and my next check is f6."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in overloaded defender and explain it in one sentence.

Write the opponent's best reply and your follow-up.



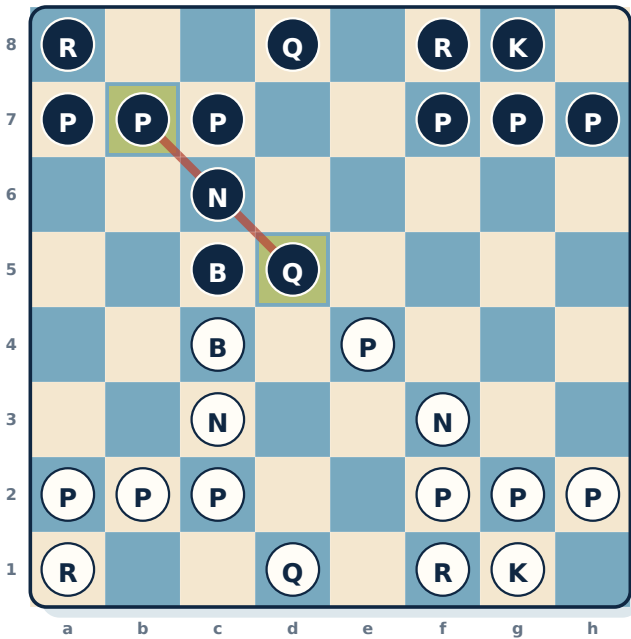
LESSON 12

Zwischenzug Resource

TACTICS

Core idea: Look for an in-between check or threat before recapturing automatically.

Main late-game position



Typeset line / sample continuation

1. Bxd5 Qxd5 2. Nxd5

Teaching goal

Look for an in-between check or threat before recapturing automatically.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: b7.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that look for an in-between check or threat before recapturing automatically. The key area is d5, and my next check is b7."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in zwischenzug resource and explain it in one sentence.

Write the opponent's best reply and your follow-up.



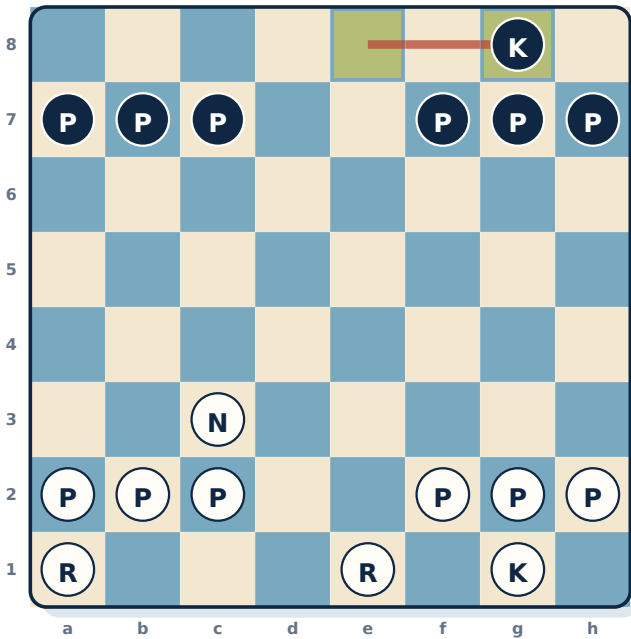
LESSON 13

Back Rank Weakness

TACTICS

Core idea: A trapped king and weak escape squares make the back rank a tactical target.

Main late-game position



Typeset line / sample continuation

1. Re8+ Rxe8 2. Rxe8#

Teaching goal

A trapped king and weak escape squares make the back rank a tactical target.

Instructor method

1. Locate the key square or target: e8.
2. Name the second target, defender, or promotion route: g8.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a trapped king and weak escape squares make the back rank a tactical target. The key area is e8, and my next check is g8."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in back rank weakness and explain it in one sentence.

Write the opponent's best reply and your follow-up.



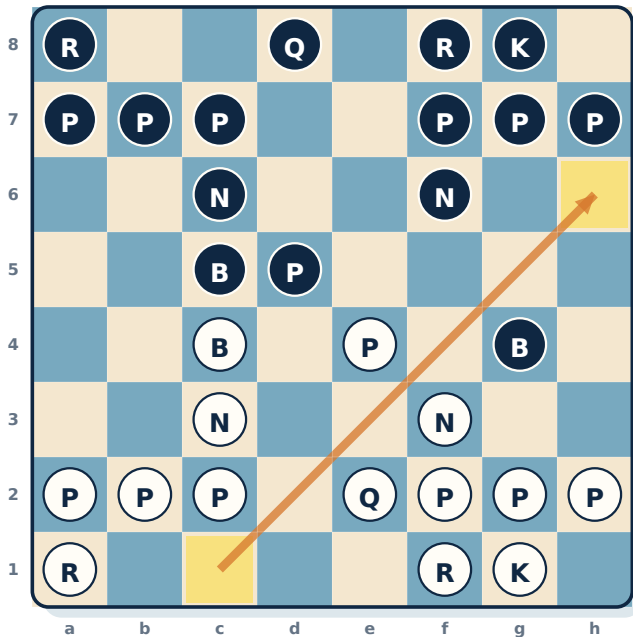
LESSON 14

Battery on a Diagonal

ATTACK

Core idea: Two aligned pieces can create a threat stronger than either piece alone.

Main late-game position



Typeset line / sample continuation

1. Be3 Bxe3 2. Qxe3

Teaching goal

Two aligned pieces can create a threat stronger than either piece alone.

Instructor method

1. Locate the key square or target: c1.
2. Name the second target, defender, or promotion route: h6.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that two aligned pieces can create a threat stronger than either piece alone. The key area is c1, and my next check is h6."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in battery on a diagonal and explain it in one sentence.

Write the opponent's best reply and your follow-up.



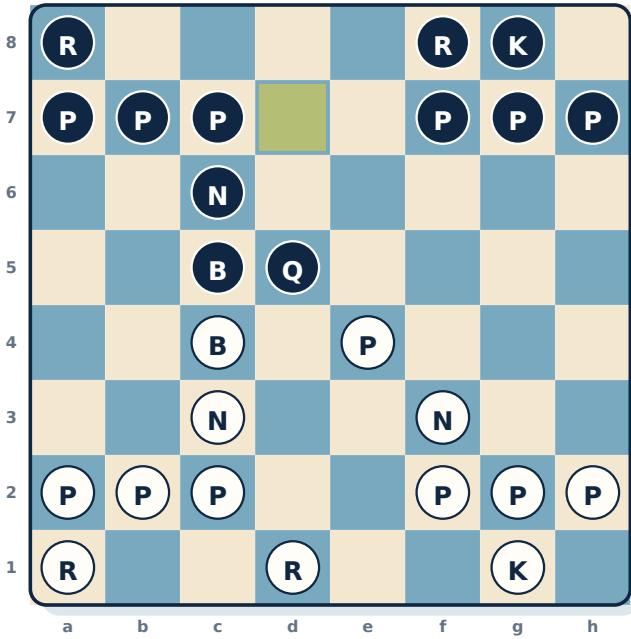
LESSON 15

Open File Control

STRATEGY

Core idea: Open files belong to rooks only after entry squares are controlled.

Main late-game position



Typeset line / sample continuation

1. Nxd5 Qxc4 2. Rac1

Teaching goal

Open files belong to rooks only after entry squares are controlled.

Instructor method

1. Locate the key square or target: d-file.
2. Name the second target, defender, or promotion route: d7.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that open files belong to rooks only after entry squares are controlled. The key area is d-file, and my next check is d7."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in open file control and explain it in one sentence.

Write the opponent's best reply and your follow-up.



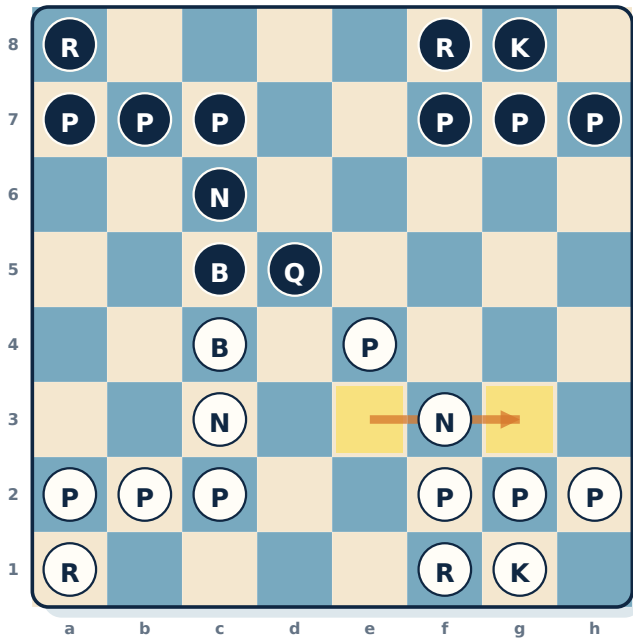
LESSON 16

Rook Lift Attack

ATTACK

Core idea: A rook lift transfers power from defense to attack without opening a file immediately.

Main late-game position



Typeset line / sample continuation

1. Re1 Qd6 2. Re3

Teaching goal

A rook lift transfers power from defense to attack without opening a file immediately.

Instructor method

1. Locate the key square or target: e3.
2. Name the second target, defender, or promotion route: g3.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a rook lift transfers power from defense to attack without opening a file immediately. The key area is e3, and my next check is g3."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in rook lift attack and explain it in one sentence.

Write the opponent's best reply and your follow-up.



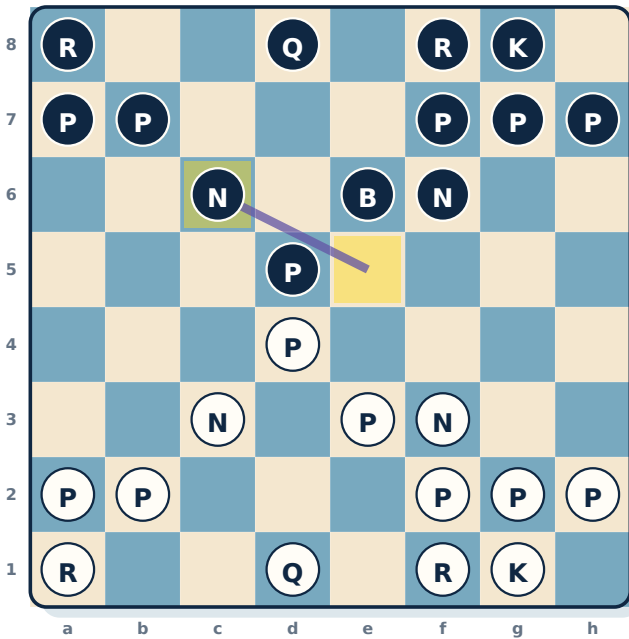
LESSON 17

Outpost Knight

STRATEGY

Core idea: An outpost is strong when pawns cannot chase the piece away.

Main late-game position



Typeset line / sample continuation

1. Ne5 Nxe5 2. dxe5

Teaching goal

An outpost is strong when pawns cannot chase the piece away.

Instructor method

1. Locate the key square or target: e5.
2. Name the second target, defender, or promotion route: c6.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that an outpost is strong when pawns cannot chase the piece away. The key area is e5, and my next check is c6."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in outpost knight and explain it in one sentence.

Write the opponent's best reply and your follow-up.

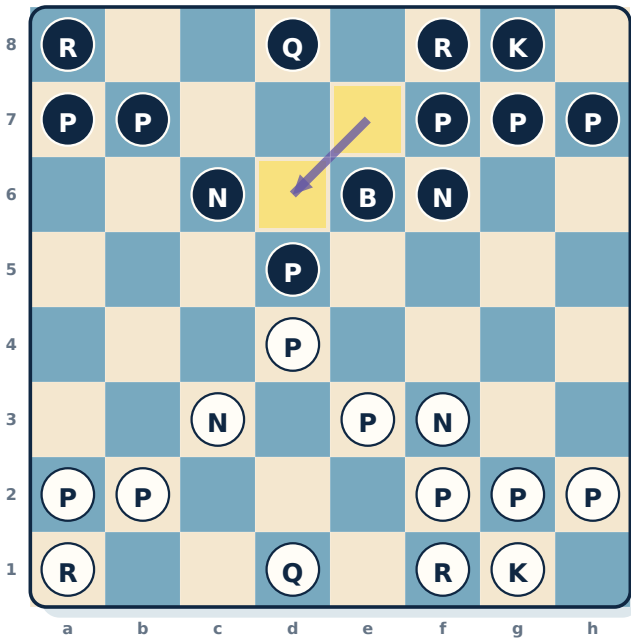
LESSON 18

Bad Bishop vs Good Bishop

STRATEGY

Core idea: A bishop blocked by its own pawns needs a new diagonal or a trade plan.

Main late-game position



Typeset line / sample continuation

1... Bd6 2. Bd3

Teaching goal

A bishop blocked by its own pawns needs a new diagonal or a trade plan.

Instructor method

1. Locate the key square or target: e7.
2. Name the second target, defender, or promotion route: d6.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a bishop blocked by its own pawns needs a new diagonal or a trade plan. The key area is e7, and my next check is d6."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in bad bishop vs good bishop and explain it in one sentence.

Write the opponent's best reply and your follow-up.



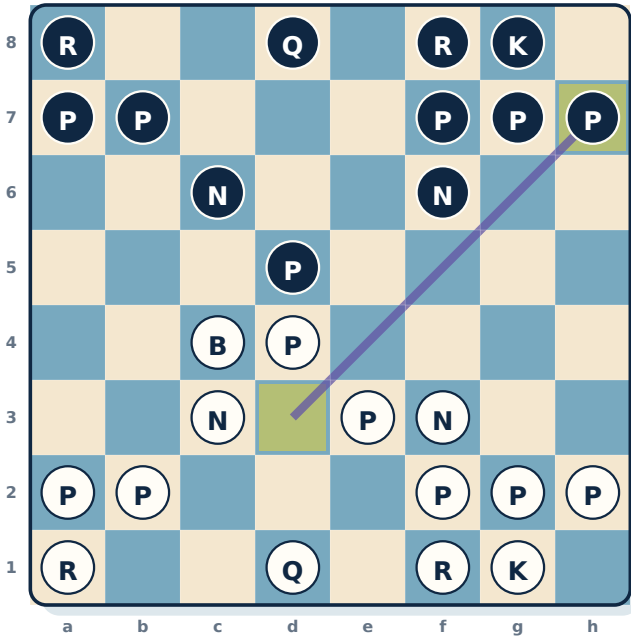
LESSON 19

Bishop Pair Activation

STRATEGY

Core idea: The bishop pair needs open diagonals, not just possession.

Main late-game position



Typeset line / sample continuation

1. Bd3 Re8 2. Rc1

Teaching goal

The bishop pair needs open diagonals, not just possession.

Instructor method

1. Locate the key square or target: d3.
2. Name the second target, defender, or promotion route: h7.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that the bishop pair needs open diagonals, not just possession. The key area is d3, and my next check is h7."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in bishop pair activation and explain it in one sentence.

Write the opponent's best reply and your follow-up.



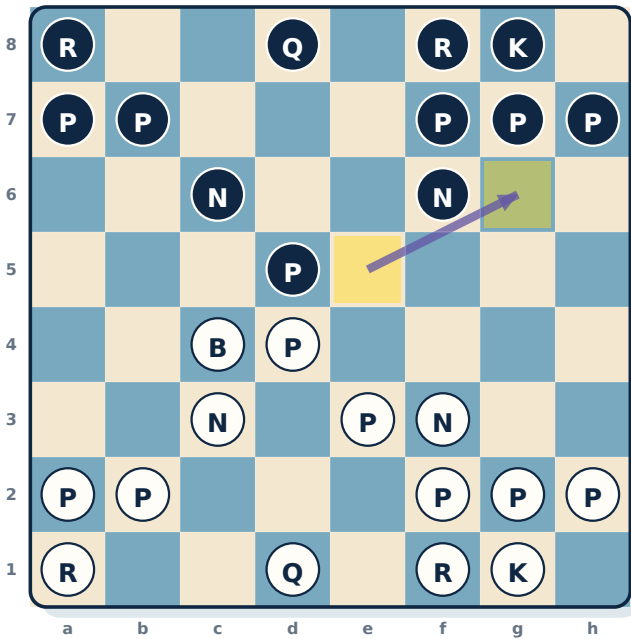
LESSON 20

Weak Square Creation

STRATEGY

Core idea: Pawn moves create squares that cannot be defended by pawns later.

Main late-game position



Typeset line / sample continuation

1. Bd3 h6 2. Ne5

Teaching goal

Pawn moves create squares that cannot be defended by pawns later.

Instructor method

1. Locate the key square or target: e5.
2. Name the second target, defender, or promotion route: g6.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that pawn moves create squares that cannot be defended by pawns later. The key area is e5, and my next check is g6."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in weak square creation and explain it in one sentence.

Write the opponent's best reply and your follow-up.

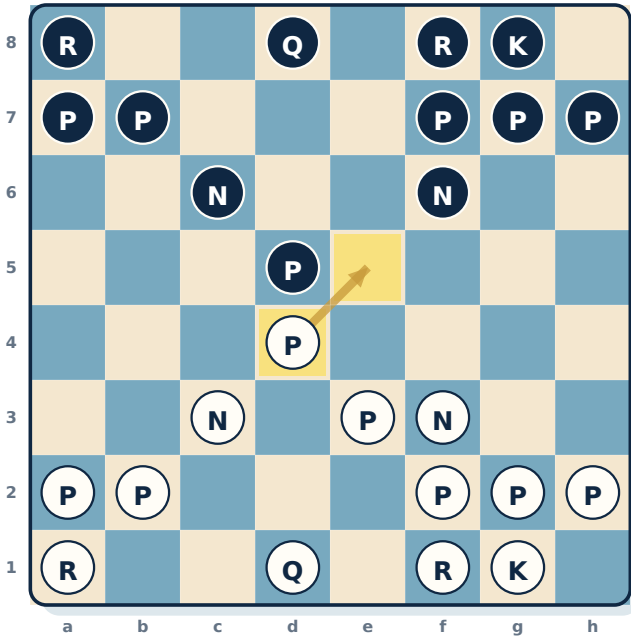
LESSON 21

Isolated Queen Pawn Plan

PAWN STRUCTURE

Core idea: An IQP gives activity and central space but can become weak in an endgame.

Main late-game position



Typeset line / sample continuation

1. Ne5 Be6 2. Rc1

Teaching goal

An IQP gives activity and central space but can become weak in an endgame.

Instructor method

1. Locate the key square or target: d4.
2. Name the second target, defender, or promotion route: e5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that an iqp gives activity and central space but can become weak in an endgame. The key area is d4, and my next check is e5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in isolated queen pawn plan and explain it in one sentence.

Write the opponent's best reply and your follow-up.



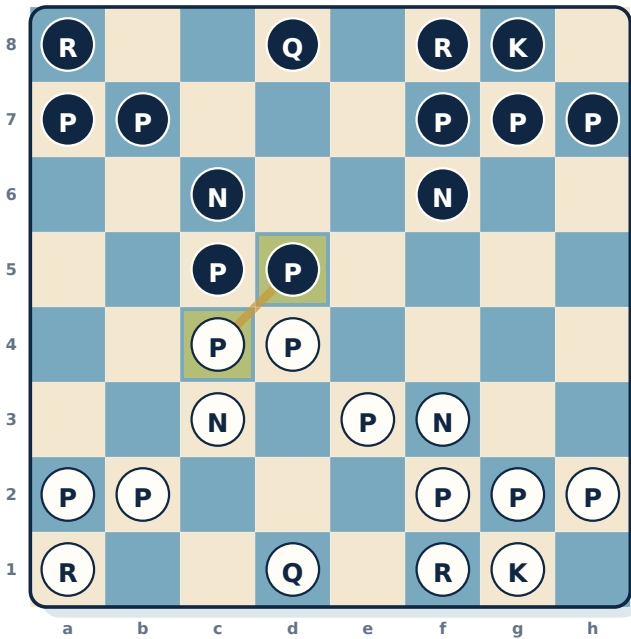
LESSON 22

Hanging Pawns Plan

PAWN STRUCTURE

Core idea: Hanging pawns need advance, exchange, or piece activity before they become targets.

Main late-game position



Typeset line / sample continuation

1. dxc5 Bxc5 2. cxd5

Teaching goal

Hanging pawns need advance, exchange, or piece activity before they become targets.

Instructor method

1. Locate the key square or target: c4.
2. Name the second target, defender, or promotion route: d5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that hanging pawns need advance, exchange, or piece activity before they become targets. The key area is c4, and my next check is d5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in hanging pawns plan and explain it in one sentence.

Write the opponent's best reply and your follow-up.



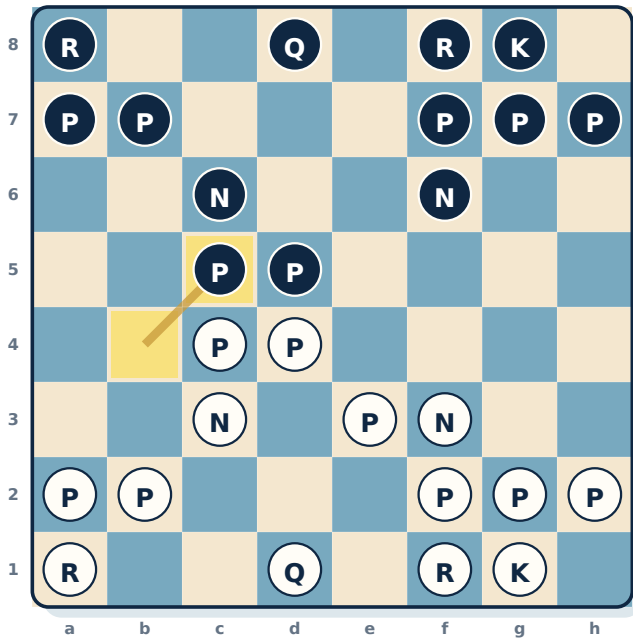
LESSON 23

Minority Attack

PAWN STRUCTURE

Core idea: A minority attack uses fewer pawns to create a structural target.

Main late-game position



Typeset line / sample continuation

1. b4 cxb4 2. axb4

Teaching goal

A minority attack uses fewer pawns to create a structural target.

Instructor method

1. Locate the key square or target: b4.
2. Name the second target, defender, or promotion route: c5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a minority attack uses fewer pawns to create a structural target. The key area is b4, and my next check is c5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in minority attack and explain it in one sentence.

Write the opponent's best reply and your follow-up.



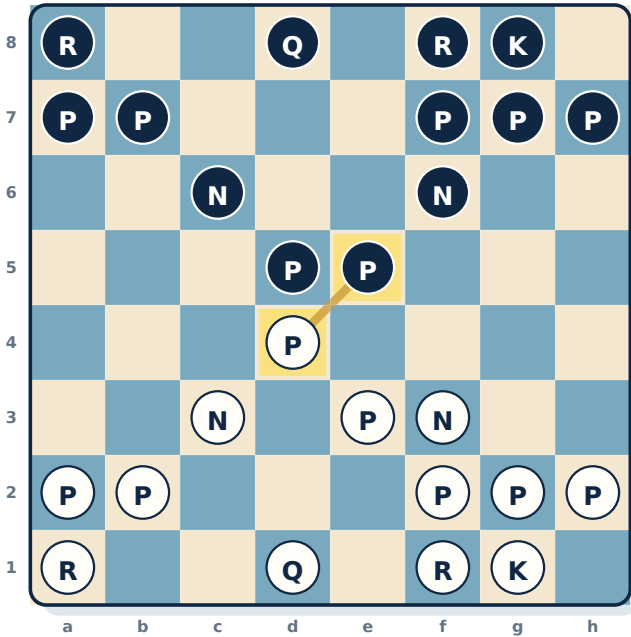
LESSON 24

Pawn Break Calculation

PAWN STRUCTURE

Core idea: A pawn break should be calculated through the first exchange and the next square.

Main late-game position



Typeset line / sample continuation

1. dxe5 Nxe5 2. Nxe5

Teaching goal

A pawn break should be calculated through the first exchange and the next square.

Instructor method

1. Locate the key square or target: e5.
2. Name the second target, defender, or promotion route: d4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a pawn break should be calculated through the first exchange and the next square. The key area is e5, and my next check is d4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in pawn break calculation and explain it in one sentence.

Write the opponent's best reply and your follow-up.



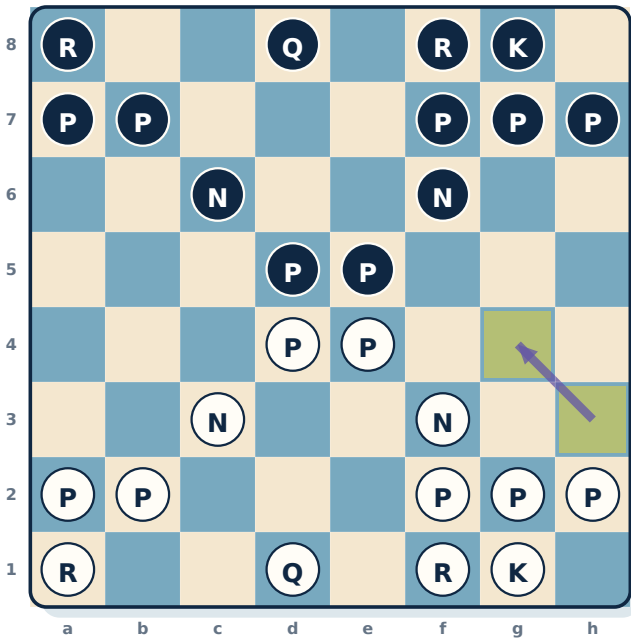
LESSON 25

Closed Center Wing Play

STRATEGY

Core idea: When the center is locked, wing plans become safer and faster.

Main late-game position



Typeset line / sample continuation

1. h3 Be6 2. Be3

Teaching goal

When the center is locked, wing plans become safer and faster.

Instructor method

1. Locate the key square or target: h3.
2. Name the second target, defender, or promotion route: g4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that when the center is locked, wing plans become safer and faster. The key area is h3, and my next check is g4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in closed center wing play and explain it in one sentence.

Write the opponent's best reply and your follow-up.

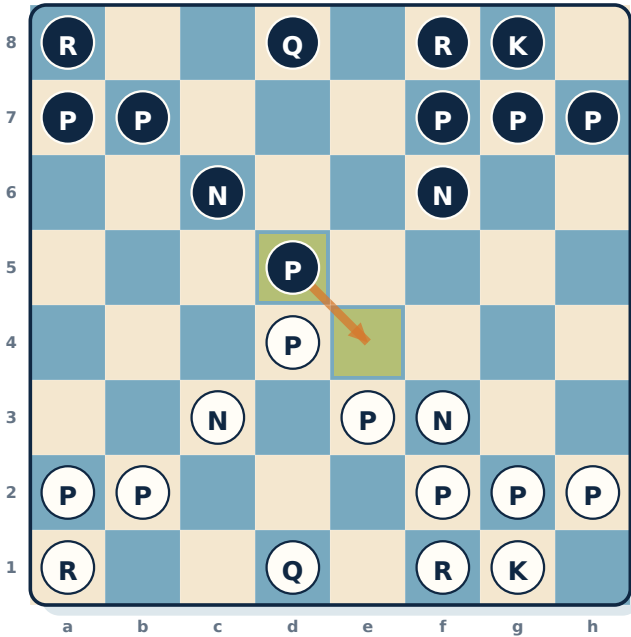
LESSON 26

Open Center King Safety

ATTACK

Core idea: In an open center, every king weakness becomes more important.

Main late-game position



Typeset line / sample continuation

1. d5 Ne7 2. e4

Teaching goal

In an open center, every king weakness becomes more important.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: e4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that in an open center, every king weakness becomes more important. The key area is d5, and my next check is e4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in open center king safety and explain it in one sentence.

Write the opponent's best reply and your follow-up.



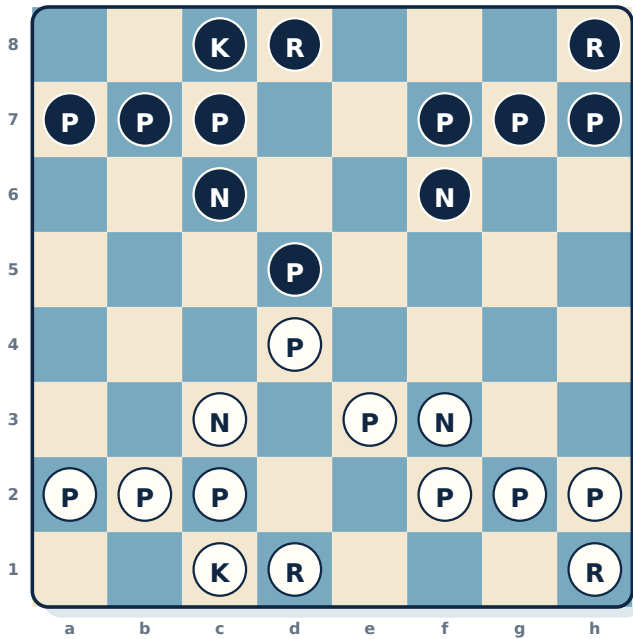
LESSON 27

Opposite-Side Castling Race

ATTACK

Core idea: Attack speed matters when kings are on opposite wings.

Main late-game position



Typeset line / sample continuation

1. h4 Kb8 2. h5

Teaching goal

Attack speed matters when kings are on opposite wings.

Instructor method

1. Locate the key square or target: h-file.
2. Name the second target, defender, or promotion route: b-file.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that attack speed matters when kings are on opposite wings. The key area is h-file, and my next check is b-file."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in opposite-side castling race and explain it in one sentence.

Write the opponent's best reply and your follow-up.

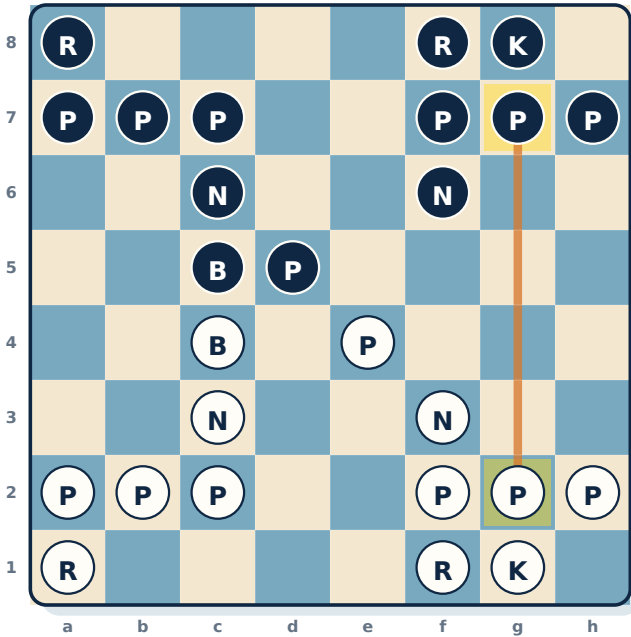
LESSON 28

Same-Side Attack Restraint

ATTACK

Core idea: When kings are on the same side, weaknesses around your own king count too.

Main late-game position



Typeset line / sample continuation

1. exd5 Nxd5 2. Ne4

Teaching goal

When kings are on the same side, weaknesses around your own king count too.

Instructor method

1. Locate the key square or target: g2.
2. Name the second target, defender, or promotion route: g7.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that when kings are on the same side, weaknesses around your own king count too. The key area is g2, and my next check is g7."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in same-side attack restraint and explain it in one sentence.

Write the opponent's best reply and your follow-up.



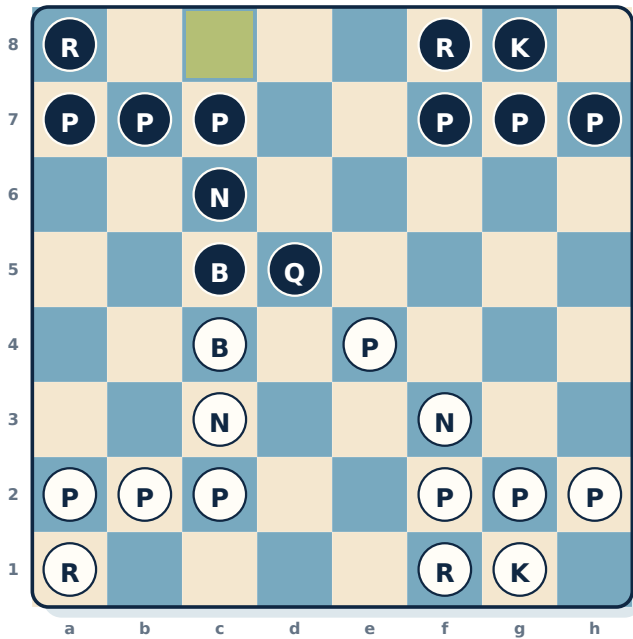
LESSON 29

Exchange Sacrifice for Activity

DYNAMIC PLAY

Core idea: An exchange sacrifice must gain time, squares, or a lasting attack.

Main late-game position



Typeset line / sample continuation

1. Nxd5 Qxc4 2. Rc1

Teaching goal

An exchange sacrifice must gain time, squares, or a lasting attack.

Instructor method

1. Locate the key square or target: c-file.
2. Name the second target, defender, or promotion route: c8.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that an exchange sacrifice must gain time, squares, or a lasting attack. The key area is c-file, and my next check is c8."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in exchange sacrifice for activity and explain it in one sentence.

Write the opponent's best reply and your follow-up.



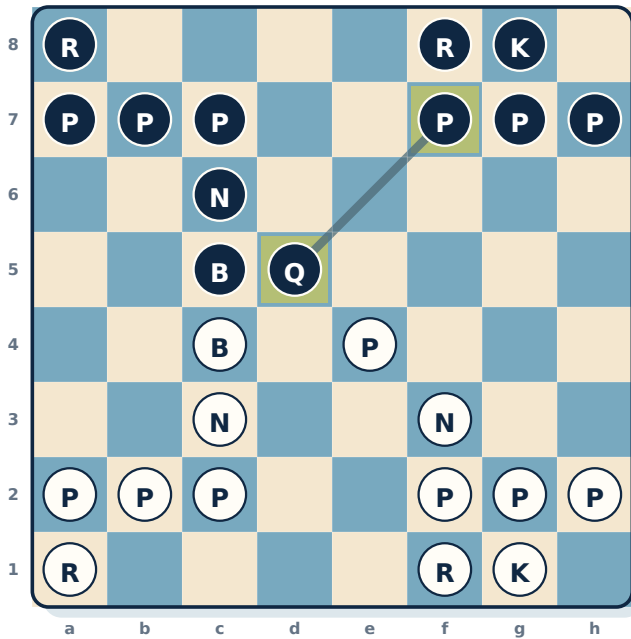
LESSON 30

Material Imbalance Choices

DYNAMIC PLAY

Core idea: Compare material, king safety, and activity instead of counting alone.

Main late-game position



Typeset line / sample continuation

1. Bxd5 Qxd5 2. Nxd5

Teaching goal

Compare material, king safety, and activity instead of counting alone.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: f7.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that compare material, king safety, and activity instead of counting alone. The key area is d5, and my next check is f7."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in material imbalance choices and explain it in one sentence.

Write the opponent's best reply and your follow-up.



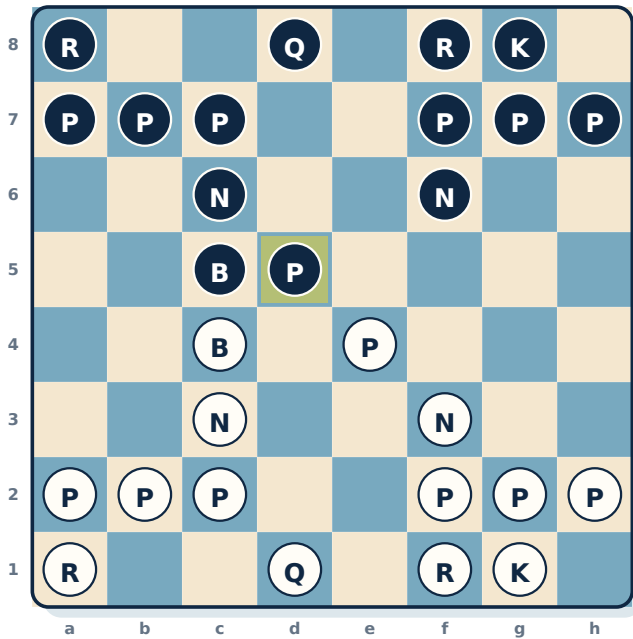
LESSON 31

Initiative vs Pawn Grabbing

DYNAMIC PLAY

Core idea: Do not win a pawn if it gives the opponent all the tempi.

Main late-game position



Typeset line / sample continuation

1. exd5 Nxd5 2. Re1

Teaching goal

Do not win a pawn if it gives the opponent all the tempi.

Instructor method

1. Locate the key square or target: e-file.
2. Name the second target, defender, or promotion route: d5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that do not win a pawn if it gives the opponent all the tempi. The key area is e-file, and my next check is d5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in initiative vs pawn grabbing and explain it in one sentence.

Write the opponent's best reply and your follow-up.

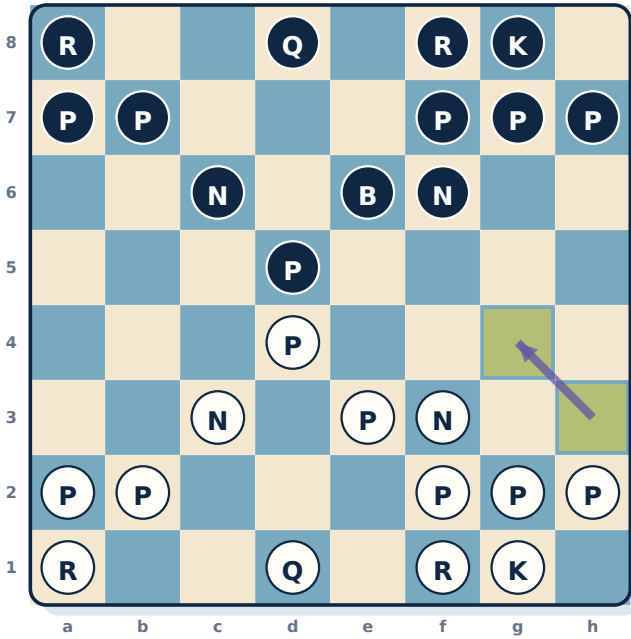
LESSON 32

Prophylaxis: Stop the Idea

STRATEGY

Core idea: Prevent the opponent's useful plan before starting your own.

Main late-game position



Typeset line / sample continuation

1. h3 Re8 2. Re1

Teaching goal

Prevent the opponent's useful plan before starting your own.

Instructor method

1. Locate the key square or target: h3.
2. Name the second target, defender, or promotion route: g4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that prevent the opponent's useful plan before starting your own. The key area is h3, and my next check is g4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in prophylaxis: stop the idea and explain it in one sentence.

Write the opponent's best reply and your follow-up.



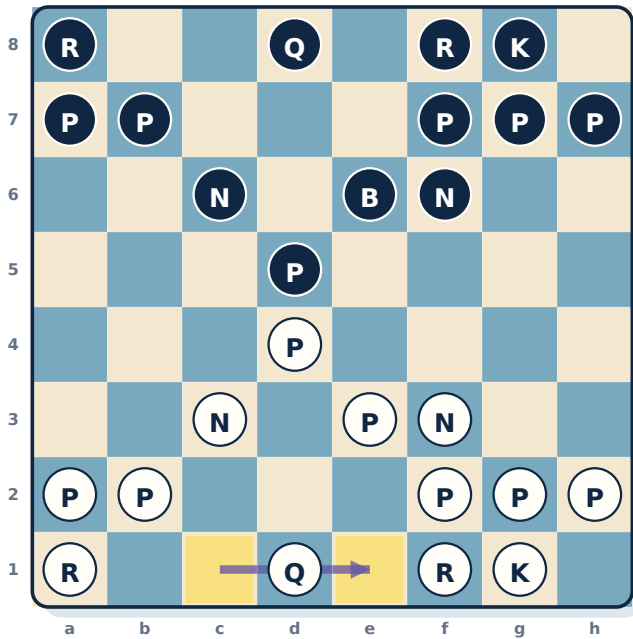
LESSON 33

Improving Worst Piece

STRATEGY

Core idea: Find the piece with the least future and give it a job.

Main late-game position



Typeset line / sample continuation

1. Re1 Rc8 2. Rc1

Teaching goal

Find the piece with the least future and give it a job.

Instructor method

1. Locate the key square or target: c1.
2. Name the second target, defender, or promotion route: e1.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that find the piece with the least future and give it a job. The key area is c1, and my next check is e1."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in improving worst piece and explain it in one sentence.

Write the opponent's best reply and your follow-up.



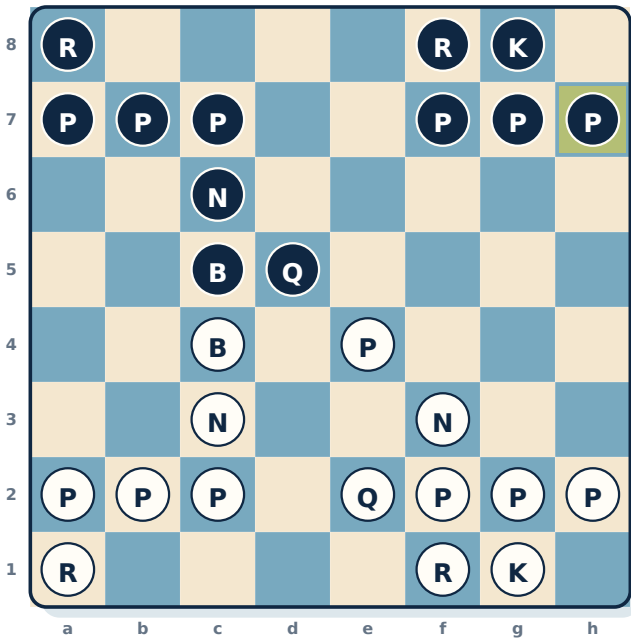
LESSON 34

Coordinate Pieces Before Attack

ATTACK

Core idea: An attack works when pieces aim together, not when one piece rushes ahead.

Main late-game position



Typeset line / sample continuation

1. Rad1 Qd6 2. e5

Teaching goal

An attack works when pieces aim together, not when one piece rushes ahead.

Instructor method

1. Locate the key square or target: d-file.
2. Name the second target, defender, or promotion route: h7.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that an attack works when pieces aim together, not when one piece rushes ahead. The key area is d-file, and my next check is h7."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in coordinate pieces before attack and explain it in one sentence.

Write the opponent's best reply and your follow-up.



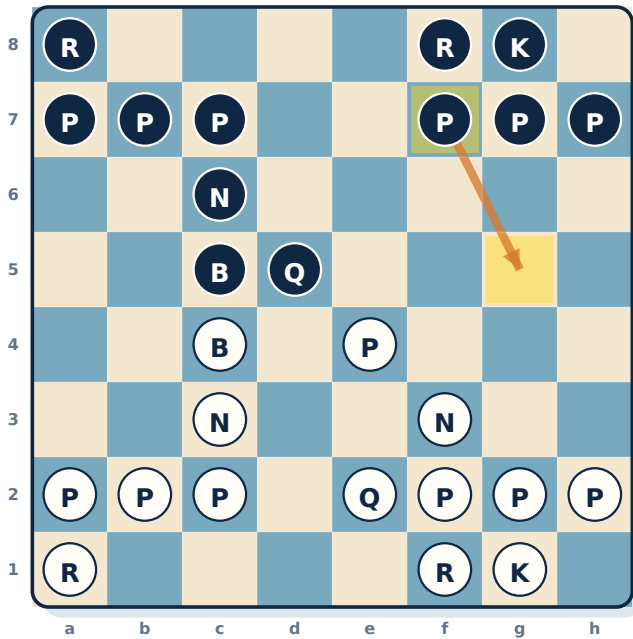
LESSON 35

Sacrifice Checklist

ATTACK

Core idea: Before sacrificing, check target, follow-up, defenders, and king escape squares.

Main late-game position



Typeset line / sample continuation

1. Bxf7+ Rxf7 2. Ng5

Teaching goal

Before sacrificing, check target, follow-up, defenders, and king escape squares.

Instructor method

1. Locate the key square or target: f7.
2. Name the second target, defender, or promotion route: g5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that before sacrificing, check target, follow-up, defenders, and king escape squares. The key area is f7, and my next check is g5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in sacrifice checklist and explain it in one sentence.

Write the opponent's best reply and your follow-up.



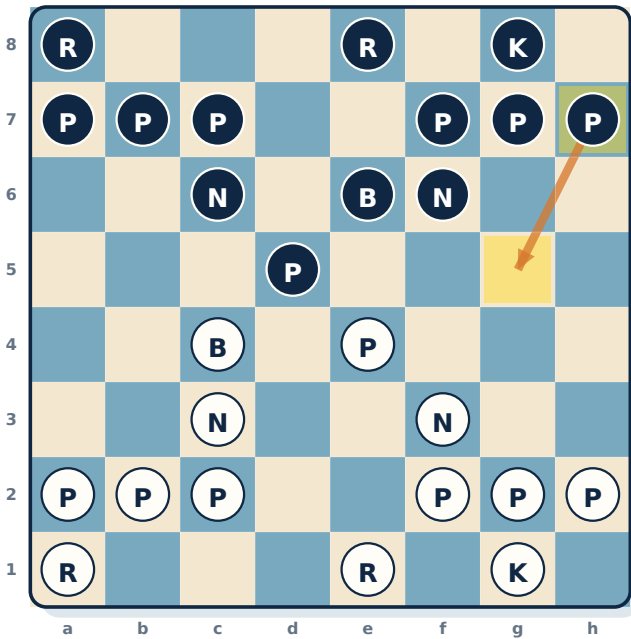
LESSON 36

Greek Gift Pattern

ATTACK

Core idea: The bishop sacrifice works only when knight, queen, and escape squares cooperate.

Main late-game position



Typeset line / sample continuation

1. Bxh7+ Kxh7 2. Ng5+

Teaching goal

The bishop sacrifice works only when knight, queen, and escape squares cooperate.

Instructor method

1. Locate the key square or target: h7.
2. Name the second target, defender, or promotion route: g5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that the bishop sacrifice works only when knight, queen, and escape squares cooperate. The key area is h7, and my next check is g5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in greek gift pattern and explain it in one sentence.

Write the opponent's best reply and your follow-up.

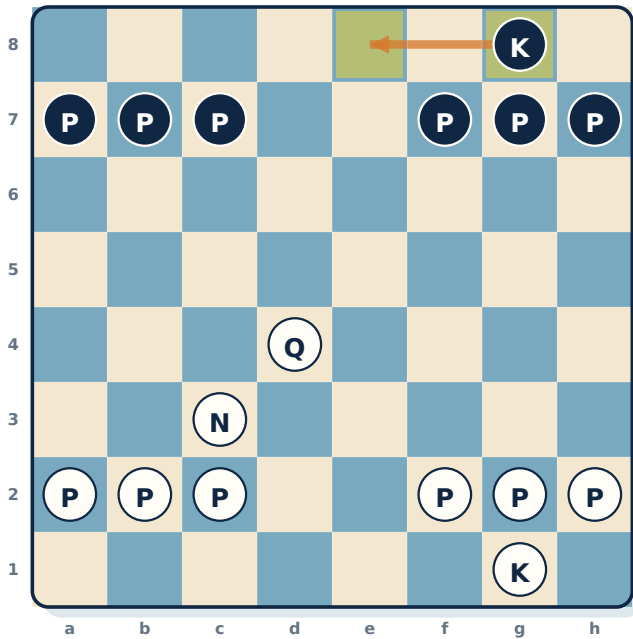
LESSON 37

Mating Net Construction

ATTACK

Core idea: A mating net removes flight squares before delivering the final check.

Main late-game position



Typeset line / sample continuation

1. Qd8+ Rxd8 2. Re8#

Teaching goal

A mating net removes flight squares before delivering the final check.

Instructor method

1. Locate the key square or target: g8.
2. Name the second target, defender, or promotion route: e8.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a mating net removes flight squares before delivering the final check. The key area is g8, and my next check is e8."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in mating net construction and explain it in one sentence.

Write the opponent's best reply and your follow-up.

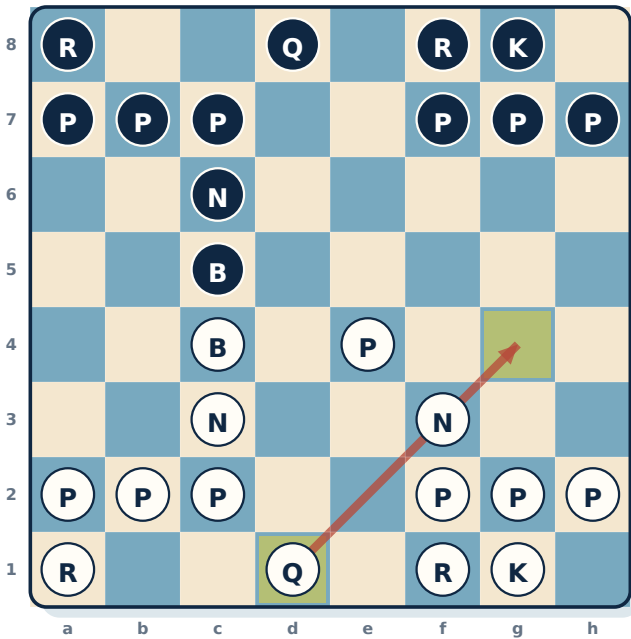
LESSON 38

Trapped Queen Pattern

TACTICS

Core idea: Trap a queen by controlling escape squares, not just attacking it once.

Main late-game position



Typeset line / sample continuation

1... Bg4 2. Qd3

Teaching goal

Trap a queen by controlling escape squares, not just attacking it once.

Instructor method

1. Locate the key square or target: d1.
2. Name the second target, defender, or promotion route: g4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that trap a queen by controlling escape squares, not just attacking it once. The key area is d1, and my next check is g4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in trapped queen pattern and explain it in one sentence.

Write the opponent's best reply and your follow-up.

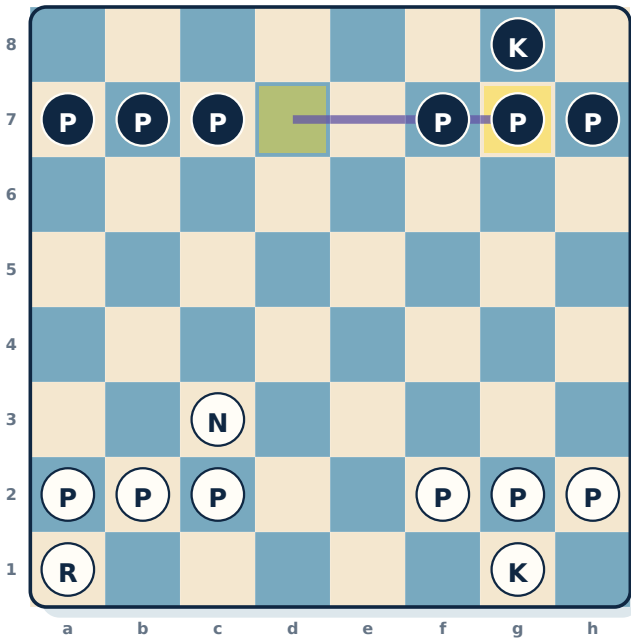
LESSON 39

Seventh Rank Invasion

STRATEGY

Core idea: The seventh rank attacks pawns, restricts the king, and supports tactics.

Main late-game position



Typeset line / sample continuation

1. Rd7 Rb8 2. h3

Teaching goal

The seventh rank attacks pawns, restricts the king, and supports tactics.

Instructor method

1. Locate the key square or target: d7.
2. Name the second target, defender, or promotion route: g7.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that the seventh rank attacks pawns, restricts the king, and supports tactics. The key area is d7, and my next check is g7."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in seventh rank invasion and explain it in one sentence.

Write the opponent's best reply and your follow-up.



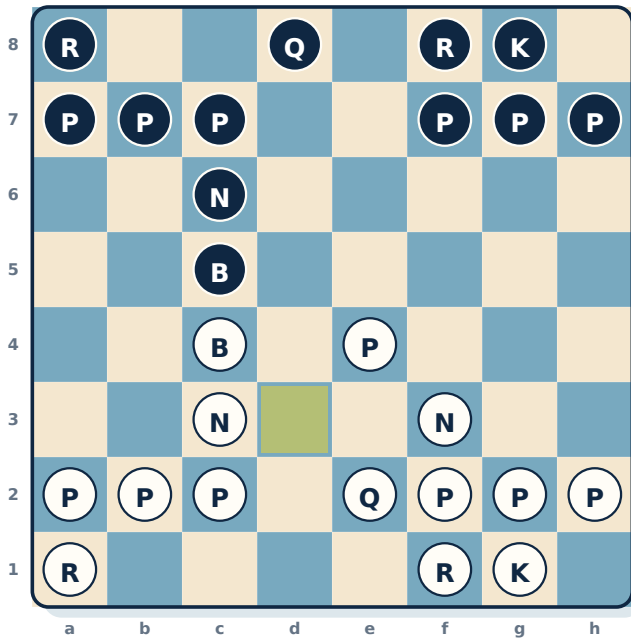
LESSON 40

Queen Trade Decision

STRATEGY

Core idea: Trade queens when the resulting endgame matches your structure and activity.

Main late-game position



Typeset line / sample continuation

1. Qd3 Qxd3 2. cxd3

Teaching goal

Trade queens when the resulting endgame matches your structure and activity.

Instructor method

1. Locate the key square or target: d3.
2. Name the second target, defender, or promotion route: d-file.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that trade queens when the resulting endgame matches your structure and activity. The key area is d3, and my next check is d-file."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in queen trade decision and explain it in one sentence.

Write the opponent's best reply and your follow-up.



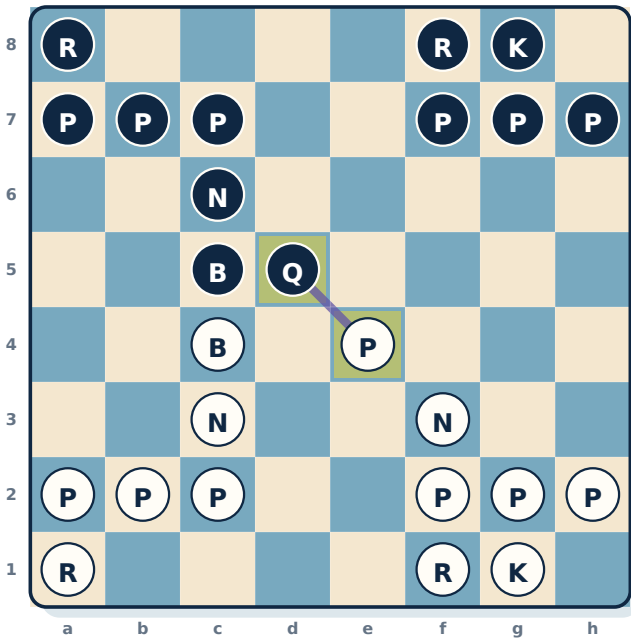
LESSON 41

Transition to Endgame

STRATEGY

Core idea: Before simplifying, imagine the pawn ending and the active king.

Main late-game position



Typeset line / sample continuation

1. Bxd5 Qxd5 2. Nxd5

Teaching goal

Before simplifying, imagine the pawn ending and the active king.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: e4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that before simplifying, imagine the pawn ending and the active king. The key area is d5, and my next check is e4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in transition to endgame and explain it in one sentence.

Write the opponent's best reply and your follow-up.

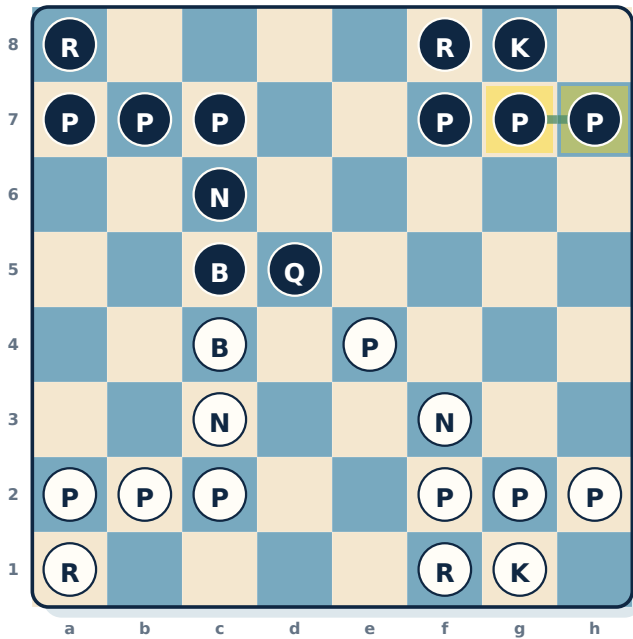
LESSON 42

Defensive Resource Finding

DEFENSE

Core idea: Defense is active: trade attackers, create escape squares, and challenge lines.

Main late-game position



Typeset line / sample continuation

1... Qd6 2. h3

Teaching goal

Defense is active: trade attackers, create escape squares, and challenge lines.

Instructor method

1. Locate the key square or target: h7.
2. Name the second target, defender, or promotion route: g7.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that defense is active: trade attackers, create escape squares, and challenge lines. The key area is h7, and my next check is g7."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in defensive resource finding and explain it in one sentence.

Write the opponent's best reply and your follow-up.



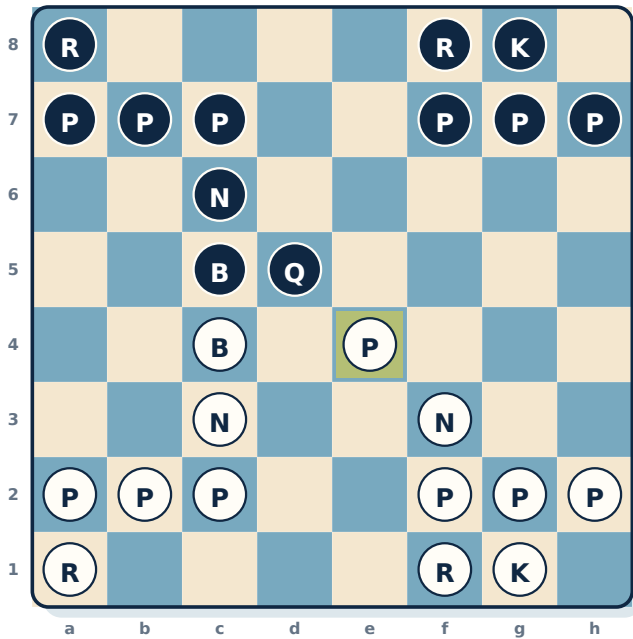
LESSON 43

Counterplay Instead of Passive Defense

DEFENSE

Core idea: If you cannot stop a threat directly, create a more urgent one.

Main late-game position



Typeset line / sample continuation

1... Qd6 2. h3 Rae8

Teaching goal

If you cannot stop a threat directly, create a more urgent one.

Instructor method

1. Locate the key square or target: e-file.
2. Name the second target, defender, or promotion route: e4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that if you cannot stop a threat directly, create a more urgent one. The key area is e-file, and my next check is e4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in counterplay instead of passive defense and explain it in one sentence.

Write the opponent's best reply and your follow-up.

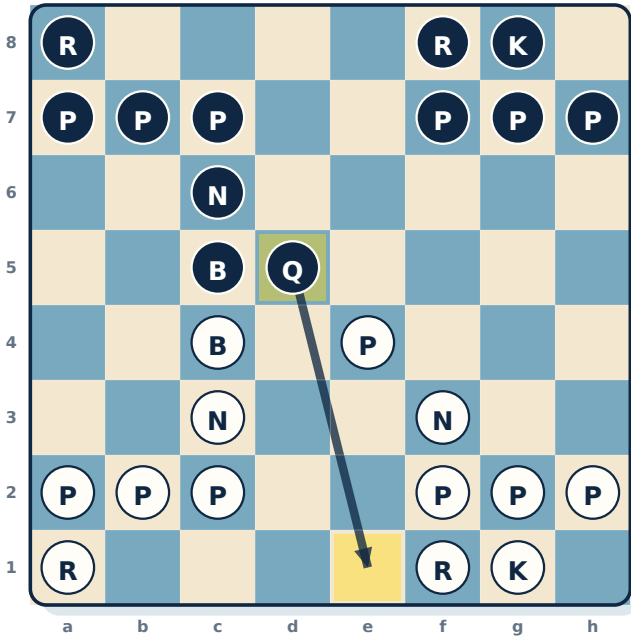
LESSON 44

Time Pressure Decision Rules

PRACTICAL PLAY

Core idea: In time trouble, choose moves that reduce tactics and improve worst pieces.

Main late-game position



Typeset line / sample continuation

1. Bxd5 Qxd5 2. Nxd5

Teaching goal

In time trouble, choose moves that reduce tactics and improve worst pieces.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: e1.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that in time trouble, choose moves that reduce tactics and improve worst pieces. The key area is d5, and my next check is e1."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in time pressure decision rules and explain it in one sentence.

Write the opponent's best reply and your follow-up.



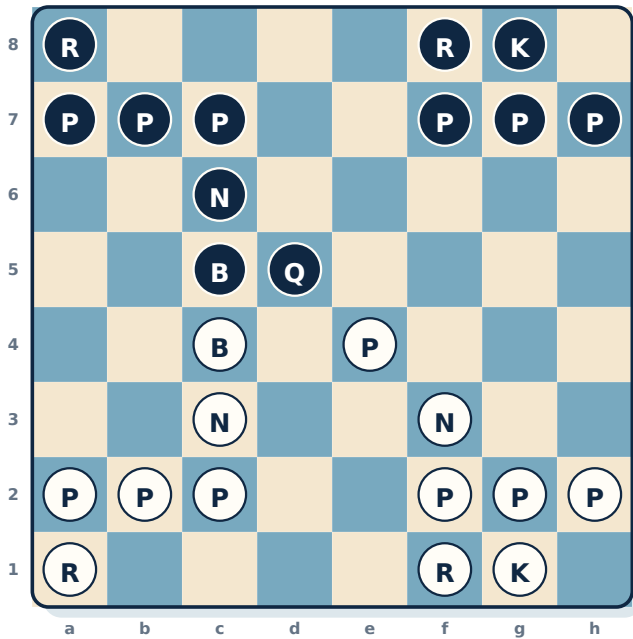
LESSON 45

Blunder Check Routine

PRACTICAL PLAY

Core idea: Before moving, check loose pieces, checks against your king, and opponent captures.

Main late-game position



Typeset line / sample continuation

1. Bxd5 Qxd5 2. Nxd5

Teaching goal

Before moving, check loose pieces, checks against your king, and opponent captures.

Instructor method

1. Locate the key square or target: king.
2. Name the second target, defender, or promotion route: queen.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that before moving, check loose pieces, checks against your king, and opponent captures. The key area is king, and my next check is queen."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in blunder check routine and explain it in one sentence.

Write the opponent's best reply and your follow-up.



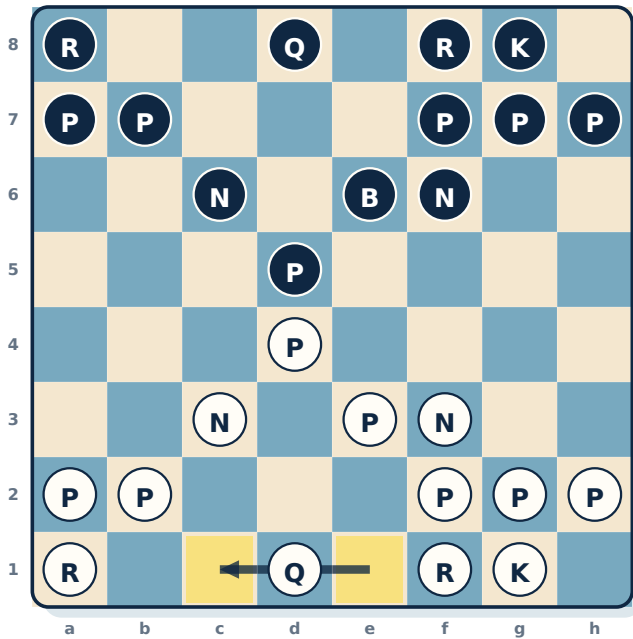
LESSON 46

Plan Verbalization

PRACTICAL PLAY

Core idea: If you cannot state the plan in one sentence, the move may be random.

Main late-game position



Typeset line / sample continuation

1. Re1 Re8 2. Rc1

Teaching goal

If you cannot state the plan in one sentence, the move may be random.

Instructor method

1. Locate the key square or target: e1.
2. Name the second target, defender, or promotion route: c1.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that if you cannot state the plan in one sentence, the move may be random. The key area is e1, and my next check is c1."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in plan verbalization and explain it in one sentence.

Write the opponent's best reply and your follow-up.

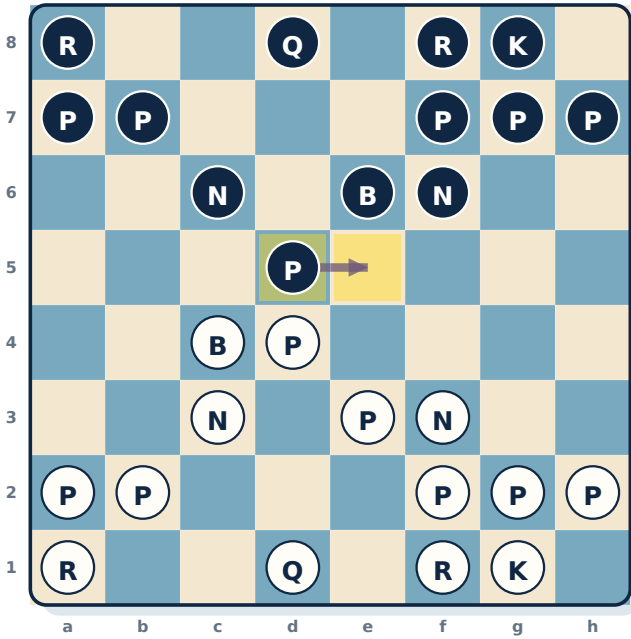
LESSON 47

Middlegame Capstone: Choose a Plan

ASSESSMENT

Core idea: Defend a plan using imbalances, candidate moves, and expected pawn breaks.

Main late-game position



Typeset line / sample continuation

1. Bd3 Re8 2. Rc1

Teaching goal

Defend a plan using imbalances, candidate moves, and expected pawn breaks.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: e5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that defend a plan using imbalances, candidate moves, and expected pawn breaks. The key area is d5, and my next check is e5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in middlegame capstone: choose a plan and explain it in one sentence.

Write the opponent's best reply and your follow-up.



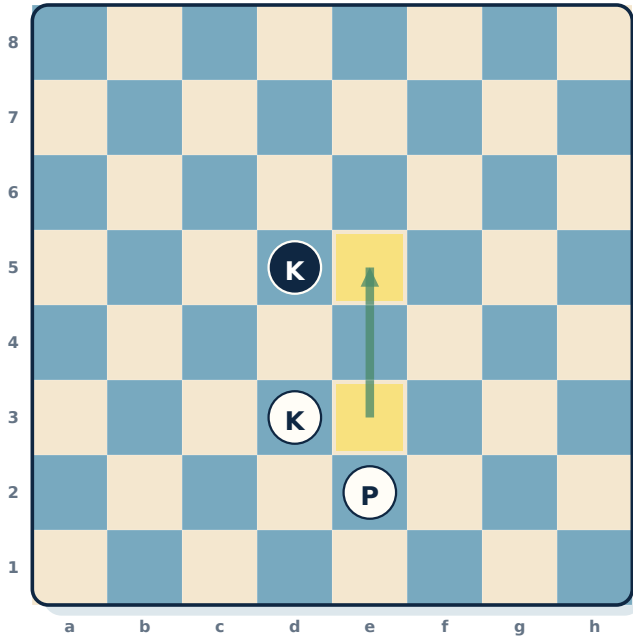
LESSON 48

King Activity in Pawn Endings

ENDGAME

Core idea: The king becomes an attacking piece when queens and rooks are gone.

Main late-game position



Typeset line / sample continuation

1. Ke3 Ke5 2. Kf3

Teaching goal

The king becomes an attacking piece when queens and rooks are gone.

Instructor method

1. Locate the key square or target: e3.
2. Name the second target, defender, or promotion route: e5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that the king becomes an attacking piece when queens and rooks are gone. The key area is e3, and my next check is e5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in king activity in pawn endings and explain it in one sentence.

Write the opponent's best reply and your follow-up.



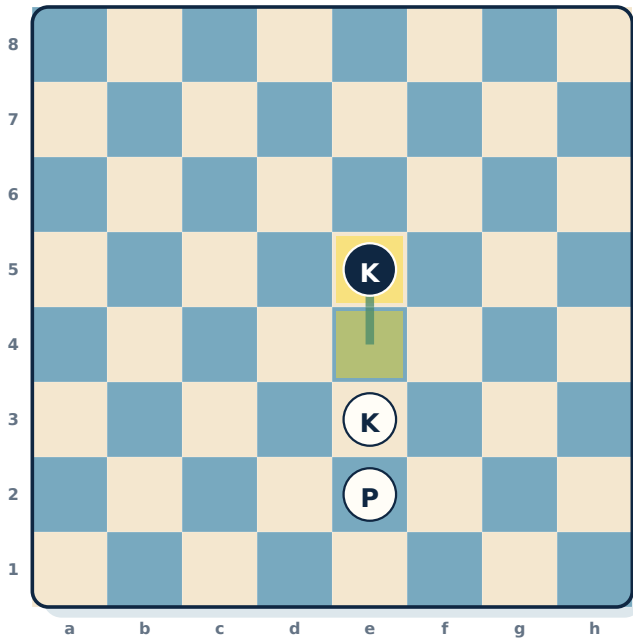
LESSON 49

Opposition Basics

ENDGAME

Core idea: Opposition is a method for forcing the enemy king to move away.

Main late-game position



Typeset line / sample continuation

1. Kf3 Kd5 2. Kf4

Teaching goal

Opposition is a method for forcing the enemy king to move away.

Instructor method

1. Locate the key square or target: e4.
2. Name the second target, defender, or promotion route: e5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that opposition is a method for forcing the enemy king to move away. The key area is e4, and my next check is e5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in opposition basics and explain it in one sentence.

Write the opponent's best reply and your follow-up.



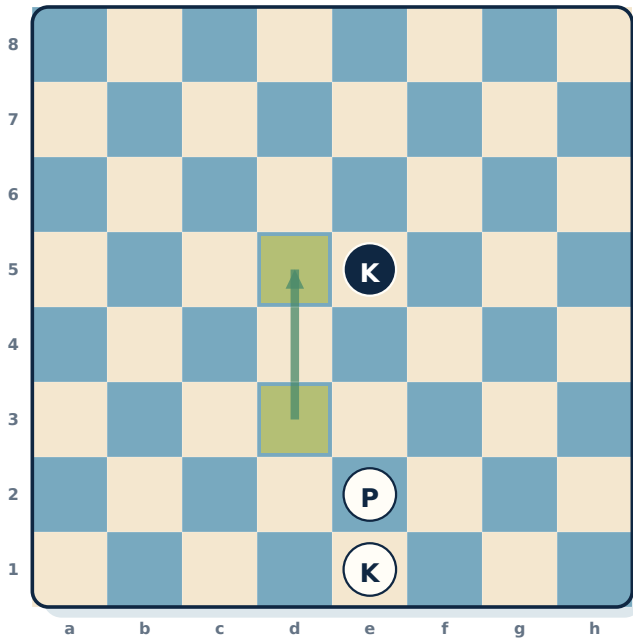
LESSON 50

Distant Opposition

ENDGAME

Core idea: Kings three or five squares apart can still be in opposition.

Main late-game position



Typeset line / sample continuation

1. Kd2 Kd5 2. Kd3

Teaching goal

Kings three or five squares apart can still be in opposition.

Instructor method

1. Locate the key square or target: d3.
2. Name the second target, defender, or promotion route: d5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that kings three or five squares apart can still be in opposition. The key area is d3, and my next check is d5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in distant opposition and explain it in one sentence.

Write the opponent's best reply and your follow-up.



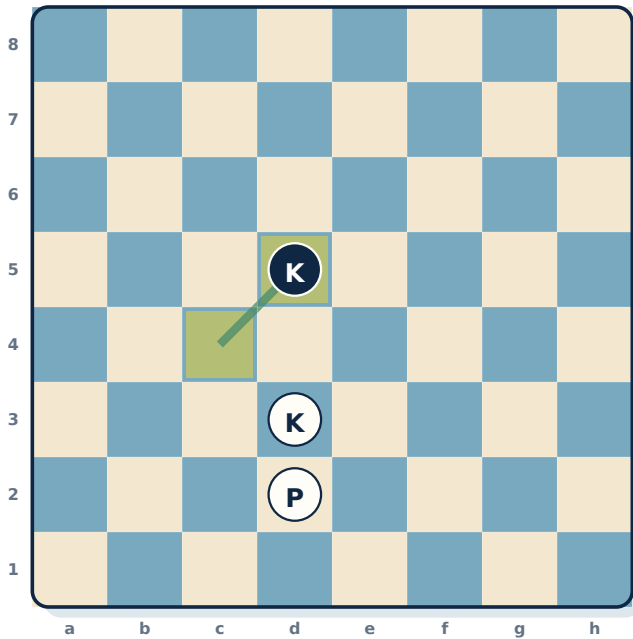
LESSON 51

Triangulation

ENDGAME

Core idea: Triangulation loses a tempo to give the opponent the move.

Main late-game position



Typeset line / sample continuation

1. Kc3 Ke4 2. Kc4

Teaching goal

Triangulation loses a tempo to give the opponent the move.

Instructor method

1. Locate the key square or target: c4.
2. Name the second target, defender, or promotion route: d5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that triangulation loses a tempo to give the opponent the move. The key area is c4, and my next check is d5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in triangulation and explain it in one sentence.

Write the opponent's best reply and your follow-up.



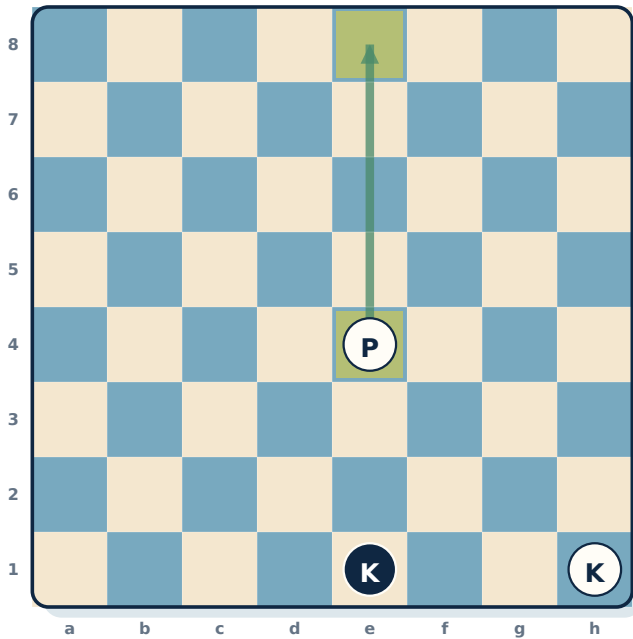
LESSON 52

Square of the Pawn

ENDGAME

Core idea: Use the square rule to decide whether a king can catch a passed pawn.

Main late-game position



Typeset line / sample continuation

1. e5 Kf2 2. e6

Teaching goal

Use the square rule to decide whether a king can catch a passed pawn.

Instructor method

1. Locate the key square or target: e4.
2. Name the second target, defender, or promotion route: e8.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that use the square rule to decide whether a king can catch a passed pawn. The key area is e4, and my next check is e8."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in square of the pawn and explain it in one sentence.

Write the opponent's best reply and your follow-up.



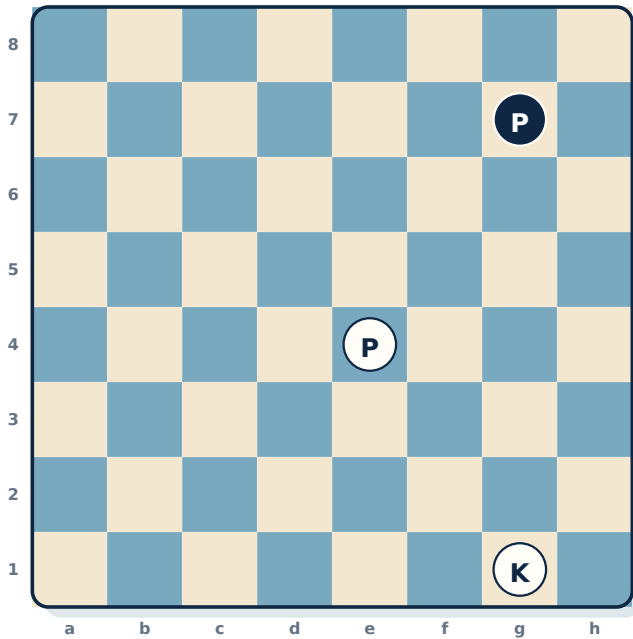
LESSON 53

Pawn Race Calculation

ENDGAME

Core idea: Count promotion tempi before choosing a king move or pawn push.

Main late-game position



Typeset line / sample continuation

1. e5 g5 2. e6

Teaching goal

Count promotion tempi before choosing a king move or pawn push.

Instructor method

1. Locate the key square or target: e-pawn.
2. Name the second target, defender, or promotion route: g-pawn.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that count promotion tempi before choosing a king move or pawn push. The key area is e-pawn, and my next check is g-pawn."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in pawn race calculation and explain it in one sentence.

Write the opponent's best reply and your follow-up.



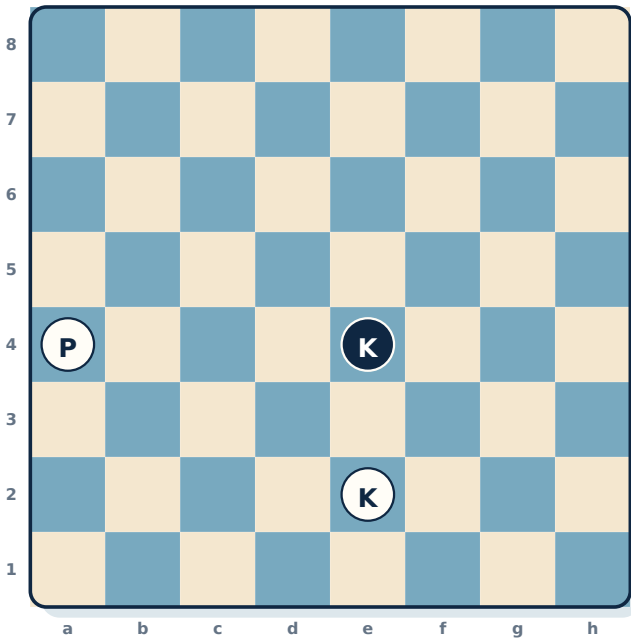
LESSON 54

Outside Passed Pawn

ENDGAME

Core idea: An outside passer distracts the king so your own king can invade.

Main late-game position



Typeset line / sample continuation

1. a5 Kd5 2. a6

Teaching goal

An outside passer distracts the king so your own king can invade.

Instructor method

1. Locate the key square or target: a-pawn.
2. Name the second target, defender, or promotion route: center.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that an outside passer distracts the king so your own king can invade. The key area is a-pawn, and my next check is center."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in outside passed pawn and explain it in one sentence.

Write the opponent's best reply and your follow-up.



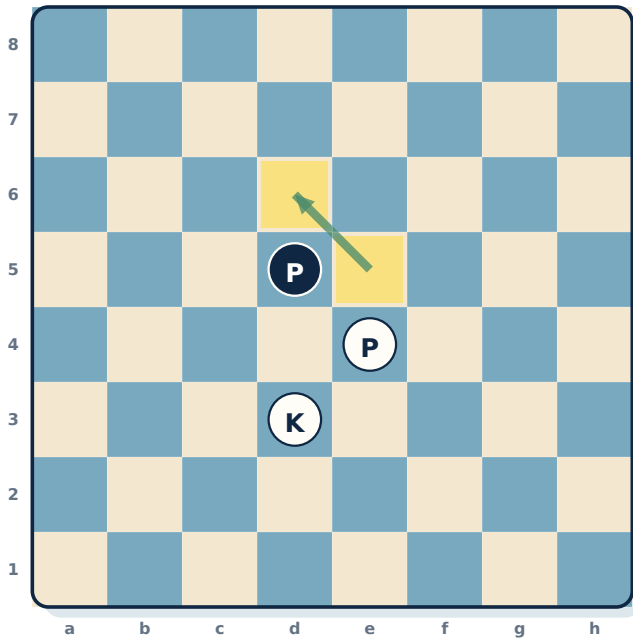
LESSON 55

Protected Passed Pawn

ENDGAME

Core idea: A protected passer limits the enemy king and often wins space.

Main late-game position



Typeset line / sample continuation

1. Kd4 Kd6 2. e5+

Teaching goal

A protected passer limits the enemy king and often wins space.

Instructor method

1. Locate the key square or target: e5.
2. Name the second target, defender, or promotion route: d6.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a protected passer limits the enemy king and often wins space. The key area is e5, and my next check is d6."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in protected passed pawn and explain it in one sentence.

Write the opponent's best reply and your follow-up.



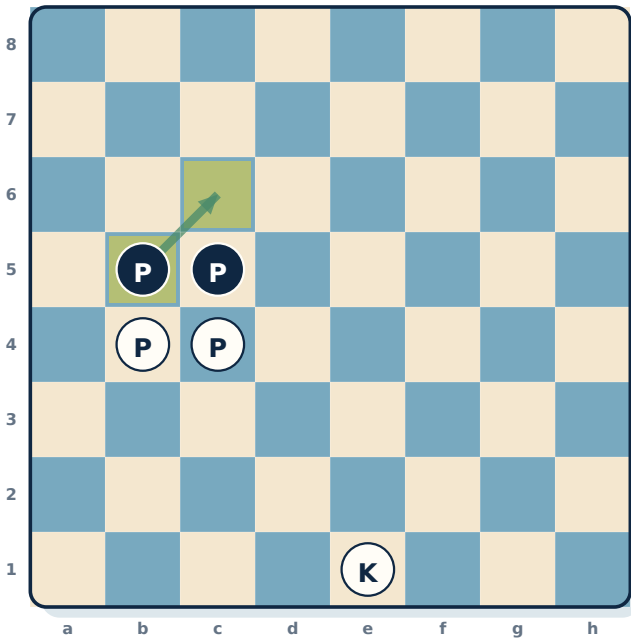
LESSON 56

Breakthrough with Pawns

ENDGAME

Core idea: A pawn breakthrough creates a passer through forcing captures.

Main late-game position



Typeset line / sample continuation

1. cxb5 cxb4 2. b6

Teaching goal

A pawn breakthrough creates a passer through forcing captures.

Instructor method

1. Locate the key square or target: b5.
2. Name the second target, defender, or promotion route: c6.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a pawn breakthrough creates a passer through forcing captures. The key area is b5, and my next check is c6."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in breakthrough with pawns and explain it in one sentence.

Write the opponent's best reply and your follow-up.



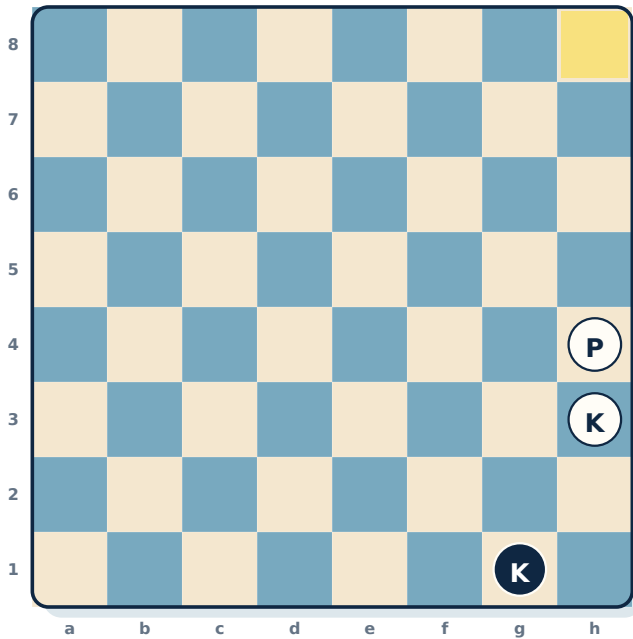
LESSON 57

Rook Pawn Drawing Ideas

ENDGAME

Core idea: Rook pawns can draw when the defender reaches the corner.

Main late-game position



Typeset line / sample continuation

1. Kg3 Kf1 2. Kf3

Teaching goal

Rook pawns can draw when the defender reaches the corner.

Instructor method

1. Locate the key square or target: h8.
2. Name the second target, defender, or promotion route: h-file.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that rook pawns can draw when the defender reaches the corner. The key area is h8, and my next check is h-file."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in rook pawn drawing ideas and explain it in one sentence.

Write the opponent's best reply and your follow-up.



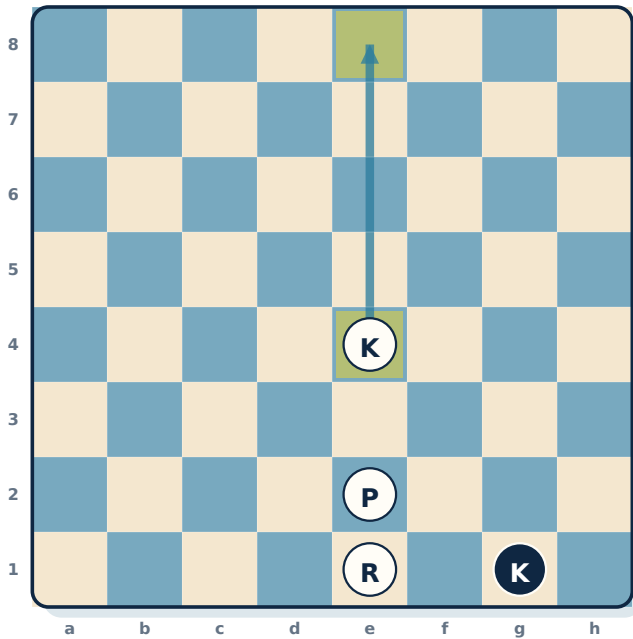
LESSON 58

Lucena Position

ROOK ENDGAME

Core idea: Build a bridge to shield checks and promote the pawn.

Main late-game position



Typeset line / sample continuation

1. Re4 Kf2 2. Kf4

Teaching goal

Build a bridge to shield checks and promote the pawn.

Instructor method

1. Locate the key square or target: e4.
2. Name the second target, defender, or promotion route: e8.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that build a bridge to shield checks and promote the pawn. The key area is e4, and my next check is e8."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in lucena position and explain it in one sentence.

Write the opponent's best reply and your follow-up.



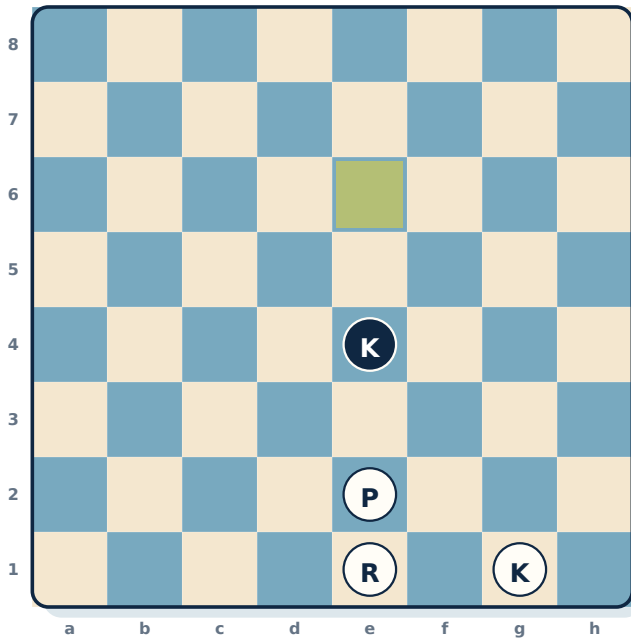
LESSON 59

Philidor Defense

ROOK ENDGAME

Core idea: Keep the rook on the third rank until the pawn advances.

Main late-game position



Typeset line / sample continuation

1... Re6 2. Kf2

Teaching goal

Keep the rook on the third rank until the pawn advances.

Instructor method

1. Locate the key square or target: e6.
2. Name the second target, defender, or promotion route: e-file.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that keep the rook on the third rank until the pawn advances. The key area is e6, and my next check is e-file."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in philidor defense and explain it in one sentence.

Write the opponent's best reply and your follow-up.

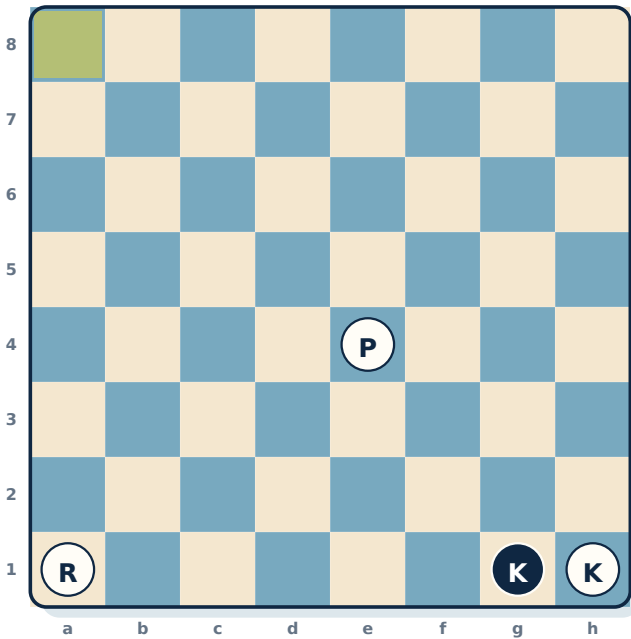


LESSON 60

Rook Behind the Passed Pawn

ROOK ENDGAME

Core idea: Rooks belong behind passed pawns, whether attacking or defending.

Main late-game position**Typeset line / sample continuation**

1. Ra8 Kf2 2. e5

Teaching goal

Rooks belong behind passed pawns, whether attacking or defending.

Instructor method

1. Locate the key square or target: a8.
2. Name the second target, defender, or promotion route: e-pawn.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that rooks belong behind passed pawns, whether attacking or defending. The key area is a8, and my next check is e-pawn."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in rook behind the passed pawn and explain it in one sentence.

Write the opponent's best reply and your follow-up.



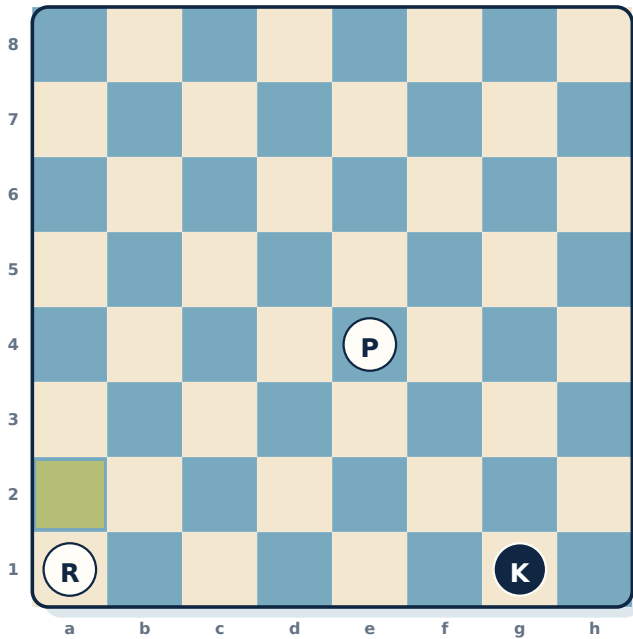
LESSON 61

Active Rook Defense

ROOK ENDGAME

Core idea: A passive rook loses; an active rook checks from behind or the side.

Main late-game position



Typeset line / sample continuation

1... Kf2 2. Ra2+

Teaching goal

A passive rook loses; an active rook checks from behind or the side.

Instructor method

1. Locate the key square or target: a2.
2. Name the second target, defender, or promotion route: king.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a passive rook loses; an active rook checks from behind or the side. The key area is a2, and my next check is king."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in active rook defense and explain it in one sentence.

Write the opponent's best reply and your follow-up.



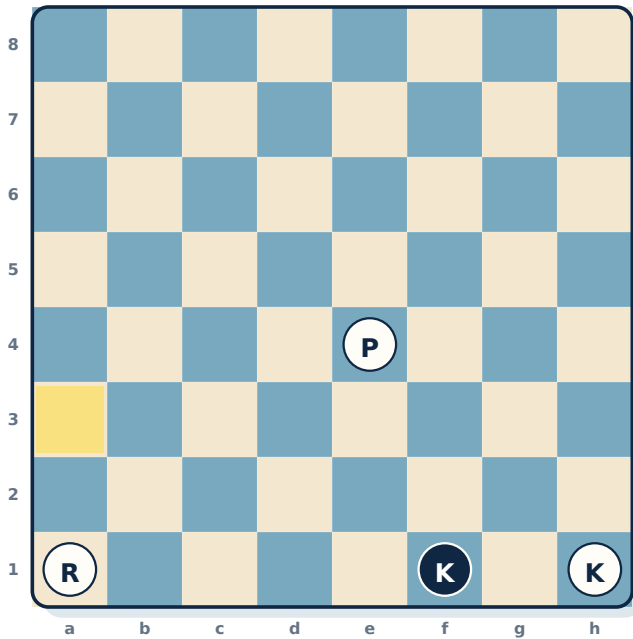
LESSON 62

Cut Off the King

ROOK ENDGAME

Core idea: A rook can win by cutting the enemy king away from the pawn.

Main late-game position



Typeset line / sample continuation

1. Ra3 Kf2 2. e5

Teaching goal

A rook can win by cutting the enemy king away from the pawn.

Instructor method

1. Locate the key square or target: a3.
2. Name the second target, defender, or promotion route: f-file.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a rook can win by cutting the enemy king away from the pawn. The key area is a3, and my next check is f-file."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in cut off the king and explain it in one sentence.

Write the opponent's best reply and your follow-up.



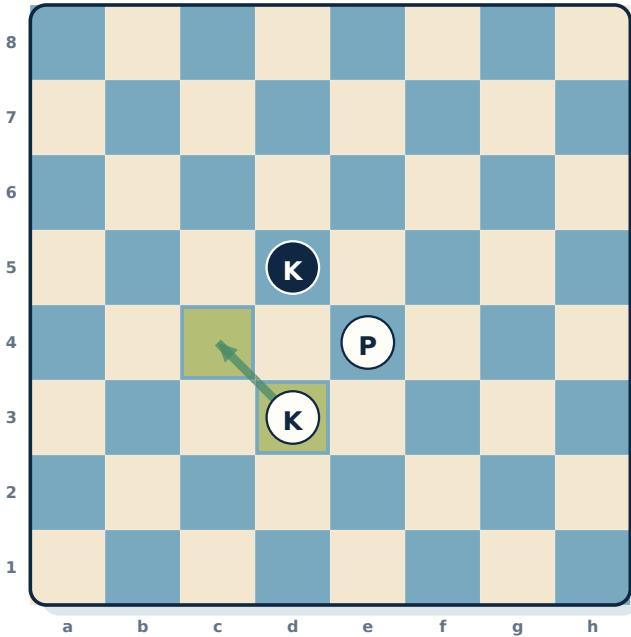
LESSON 63

Shouldering in King Endings

ENDGAME

Core idea: Use your king to block the opposing king from the path.

Main late-game position



Typeset line / sample continuation

1. Ke3 Kc5 2. Kd3

Teaching goal

Use your king to block the opposing king from the path.

Instructor method

1. Locate the key square or target: d3.
2. Name the second target, defender, or promotion route: c4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that use your king to block the opposing king from the path. The key area is d3, and my next check is c4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in shouldering in king endings and explain it in one sentence.

Write the opponent's best reply and your follow-up.



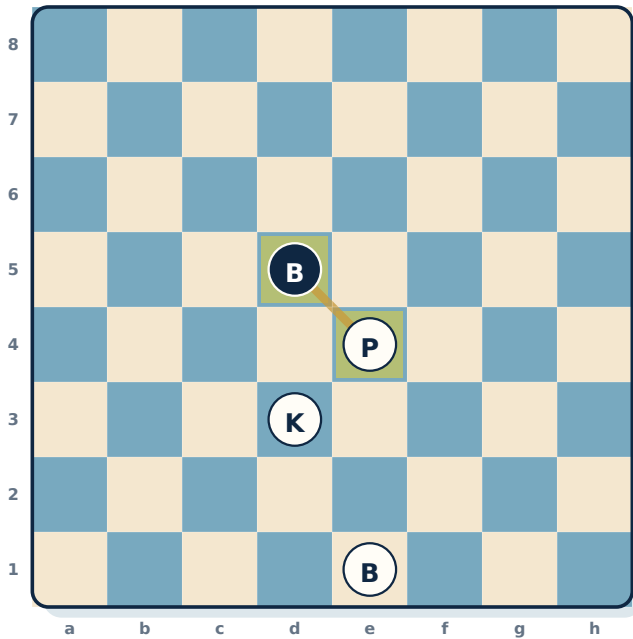
LESSON 64

Opposite-Colored Bishop Draws

BISHOP ENDGAME

Core idea: Opposite-colored bishops often draw when pawns can be blockaded.

Main late-game position



Typeset line / sample continuation

1. Bd2 Be6 2. Ke3

Teaching goal

Opposite-colored bishops often draw when pawns can be blockaded.

Instructor method

1. Locate the key square or target: e4.
2. Name the second target, defender, or promotion route: d5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that opposite-colored bishops often draw when pawns can be blockaded. The key area is e4, and my next check is d5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in opposite-colored bishop draws and explain it in one sentence.

Write the opponent's best reply and your follow-up.



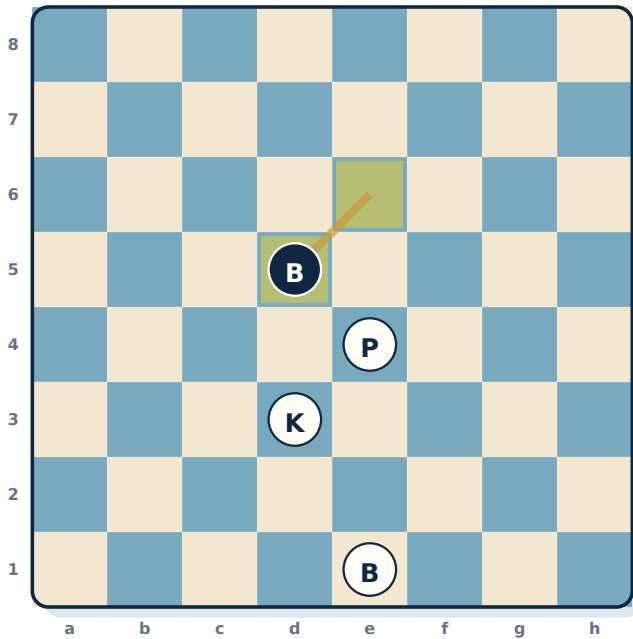
LESSON 65

Same-Colored Bishop Targets

BISHOP ENDGAME

Core idea: Same-colored bishops make pawn targets and entry squares critical.

Main late-game position



Typeset line / sample continuation

1... Be6 2. Kd4

Teaching goal

Same-colored bishops make pawn targets and entry squares critical.

Instructor method

1. Locate the key square or target: e6.
2. Name the second target, defender, or promotion route: d5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that same-colored bishops make pawn targets and entry squares critical. The key area is e6, and my next check is d5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in same-colored bishop targets and explain it in one sentence.

Write the opponent's best reply and your follow-up.



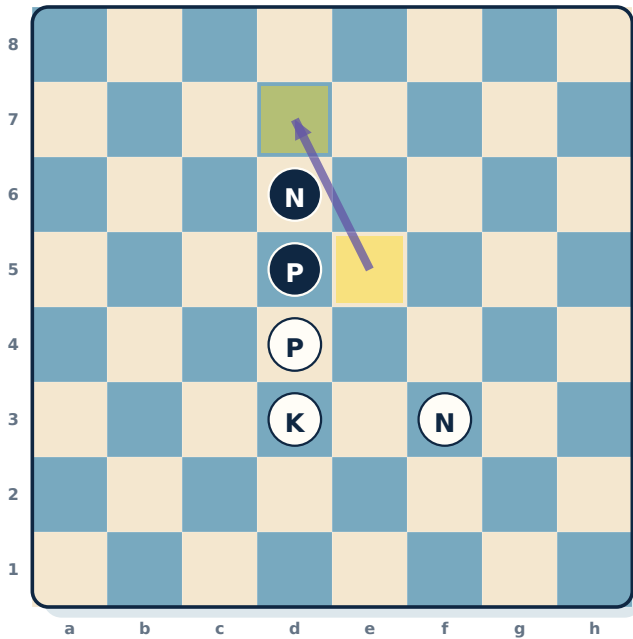
LESSON 66

Good Knight vs Bad Bishop

MINOR PIECE ENDGAME

Core idea: A knight dominates fixed pawns on one color complex.

Main late-game position



Typeset line / sample continuation

1. Ne5 Kc7 2. Ke3

Teaching goal

A knight dominates fixed pawns on one color complex.

Instructor method

1. Locate the key square or target: e5.
2. Name the second target, defender, or promotion route: d7.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a knight dominates fixed pawns on one color complex. The key area is e5, and my next check is d7."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in good knight vs bad bishop and explain it in one sentence.

Write the opponent's best reply and your follow-up.



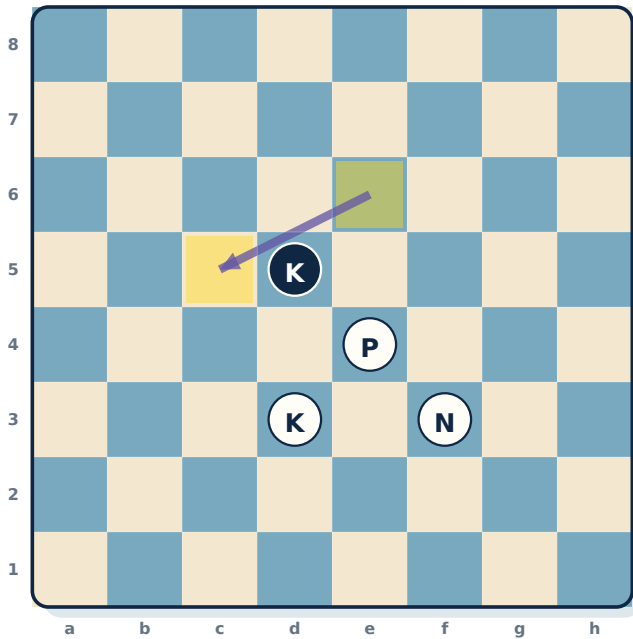
LESSON 67

Knight Forks in Endgames

MINOR PIECE ENDGAME

Core idea: Endgame forks work because kings and pawns have limited mobility.

Main late-game position



Typeset line / sample continuation

1. Nd4 Kc5 2. Ne6+

Teaching goal

Endgame forks work because kings and pawns have limited mobility.

Instructor method

1. Locate the key square or target: e6.
2. Name the second target, defender, or promotion route: c5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that endgame forks work because kings and pawns have limited mobility. The key area is e6, and my next check is c5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in knight forks in endgames and explain it in one sentence.

Write the opponent's best reply and your follow-up.



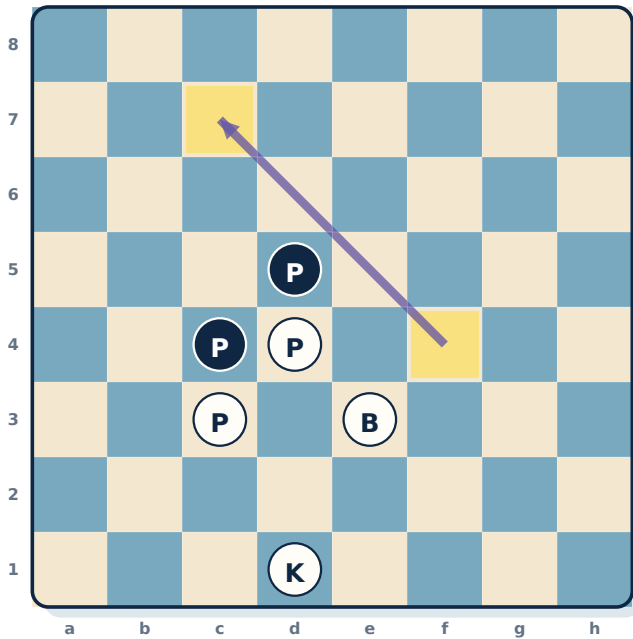
LESSON 68

Bishop Outside the Pawn Chain

MINOR PIECE ENDGAME

Core idea: A bishop outside the chain can attack both wings.

Main late-game position



Typeset line / sample continuation

1. Bf4 Ke6 2. Kd2

Teaching goal

A bishop outside the chain can attack both wings.

Instructor method

1. Locate the key square or target: f4.
2. Name the second target, defender, or promotion route: c7.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a bishop outside the chain can attack both wings. The key area is f4, and my next check is c7."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in bishop outside the pawn chain and explain it in one sentence.

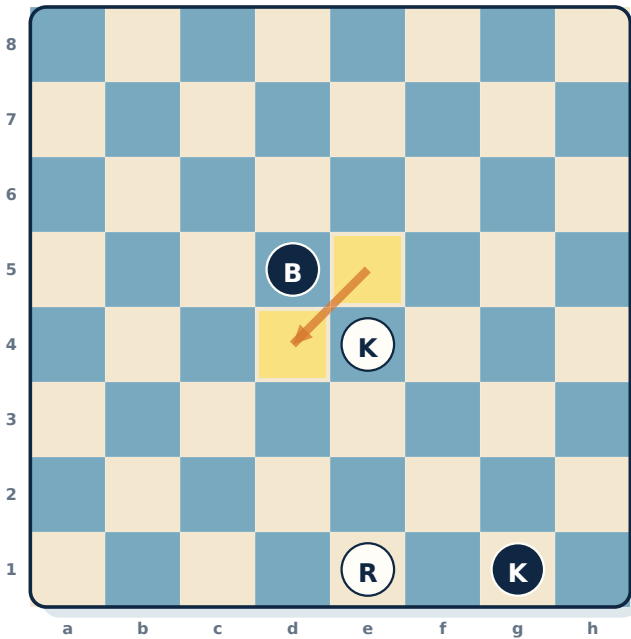
Write the opponent's best reply and your follow-up.



LESSON 69

Rook vs Bishop Technique

PIECE ENDGAME

Core idea: Coordinate king and rook, avoid stalemate, and push the defender back.**Main late-game position****Typeset line / sample continuation**

1. Re5 Bc6+ 2. Kd4

Teaching goal

Coordinate king and rook, avoid stalemate, and push the defender back.

Instructor method

1. Locate the key square or target: e5.
2. Name the second target, defender, or promotion route: d4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that coordinate king and rook, avoid stalemate, and push the defender back. The key area is e5, and my next check is d4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in rook vs bishop technique and explain it in one sentence.

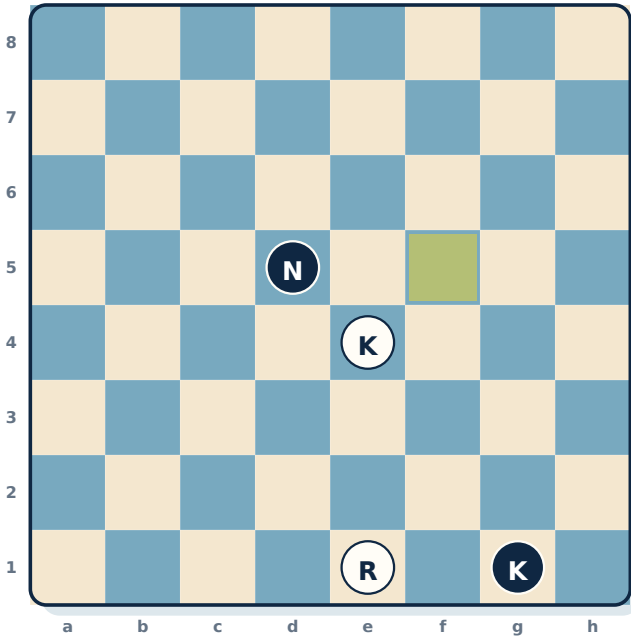
Write the opponent's best reply and your follow-up.



LESSON 70

Rook vs Knight Technique

PIECE ENDGAME

Core idea: Restrict knight checks and use the rook to cut the king.**Main late-game position****Typeset line / sample continuation**

1. Re5 Nf6+ 2. Kf5

Teaching goal

Restrict knight checks and use the rook to cut the king.

Instructor method

1. Locate the key square or target: e-file.
2. Name the second target, defender, or promotion route: f5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that restrict knight checks and use the rook to cut the king. The key area is e-file, and my next check is f5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in rook vs knight technique and explain it in one sentence.

Write the opponent's best reply and your follow-up.



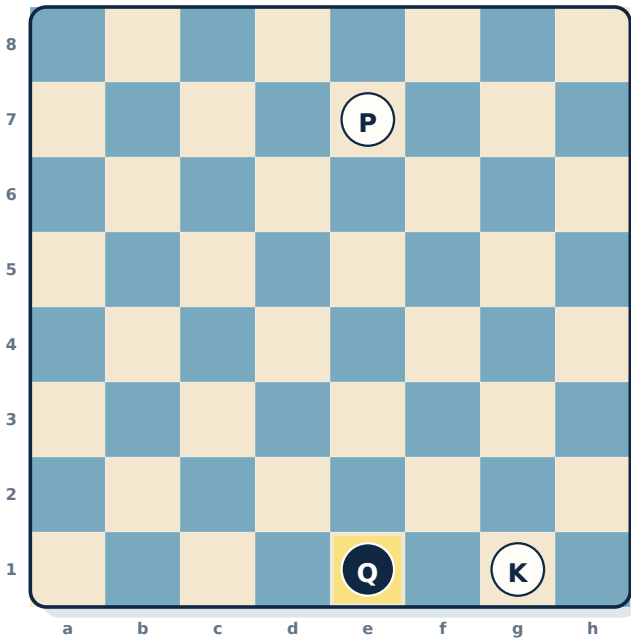
LESSON 71

Queen vs Pawn on Seventh

QUEEN ENDGAME

Core idea: The winning method depends on the pawn file and checking distance.

Main late-game position



Typeset line / sample continuation

1... Qe3+ 2. Kf1

Teaching goal

The winning method depends on the pawn file and checking distance.

Instructor method

1. Locate the key square or target: e-pawn.
2. Name the second target, defender, or promotion route: e1.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that the winning method depends on the pawn file and checking distance. The key area is e-pawn, and my next check is e1."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in queen vs pawn on seventh and explain it in one sentence.

Write the opponent's best reply and your follow-up.



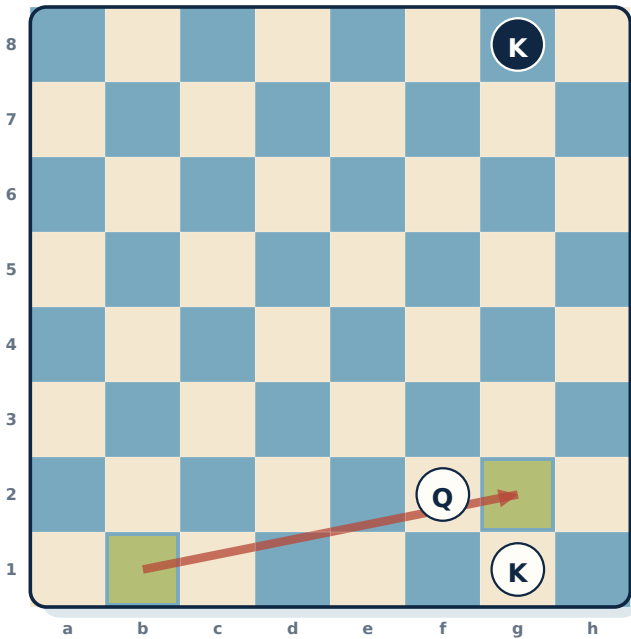
LESSON 72

Perpetual Check Defense

QUEEN ENDGAME

Core idea: Perpetual check saves games when the attacking king lacks shelter.

Main late-game position



Typeset line / sample continuation

1... Qb1+ 2. Kg2

Teaching goal

Perpetual check saves games when the attacking king lacks shelter.

Instructor method

1. Locate the key square or target: b1.
2. Name the second target, defender, or promotion route: g2.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that perpetual check saves games when the attacking king lacks shelter. The key area is b1, and my next check is g2."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in perpetual check defense and explain it in one sentence.

Write the opponent's best reply and your follow-up.



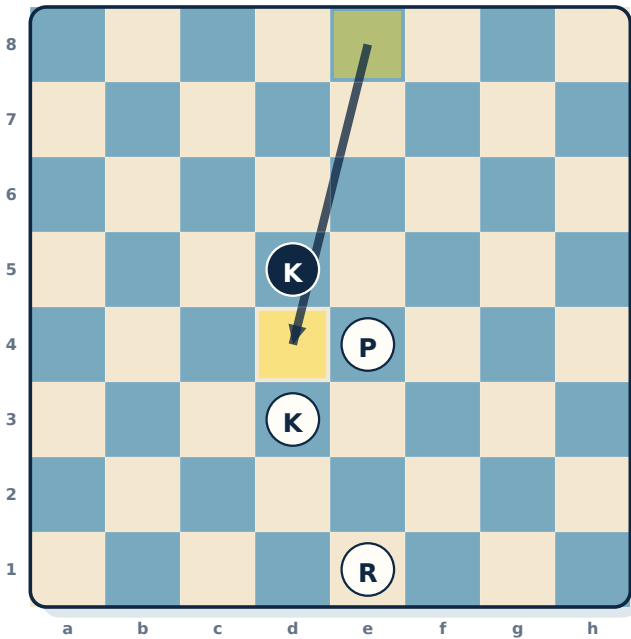
LESSON 73

Simplifying into a Pawn Ending

ENDGAME TRANSITION

Core idea: Only trade rooks if the pawn ending is winning, not just simpler.

Main late-game position



Typeset line / sample continuation

1. Re8 Kd6 2. Kd4

Teaching goal

Only trade rooks if the pawn ending is winning, not just simpler.

Instructor method

1. Locate the key square or target: e8.
2. Name the second target, defender, or promotion route: d4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that only trade rooks if the pawn ending is winning, not just simpler. The key area is e8, and my next check is d4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in simplifying into a pawn ending and explain it in one sentence.

Write the opponent's best reply and your follow-up.



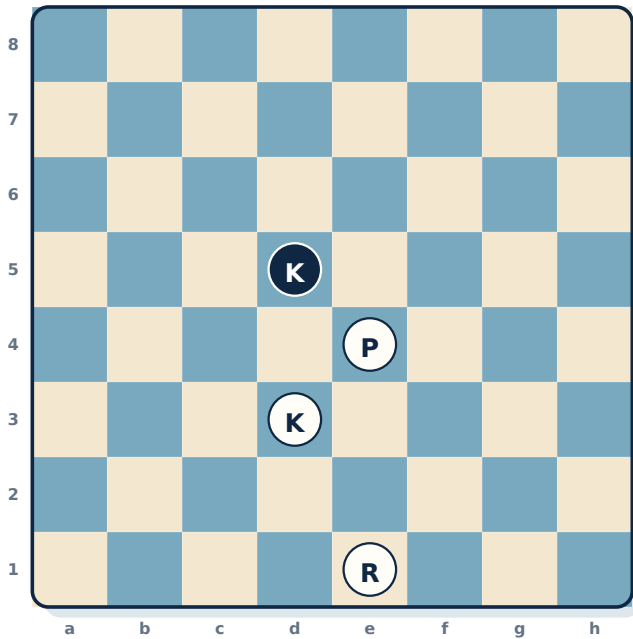
LESSON 74

Convert an Extra Pawn

ENDGAME TRANSITION

Core idea: Activate the king, create a passer, and avoid unnecessary pawn moves.

Main late-game position



Typeset line / sample continuation

1. Re3 Kd6 2. Kd4

Teaching goal

Activate the king, create a passer, and avoid unnecessary pawn moves.

Instructor method

1. Locate the key square or target: e-pawn.
2. Name the second target, defender, or promotion route: king.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that activate the king, create a passer, and avoid unnecessary pawn moves. The key area is e-pawn, and my next check is king."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in convert an extra pawn and explain it in one sentence.

Write the opponent's best reply and your follow-up.

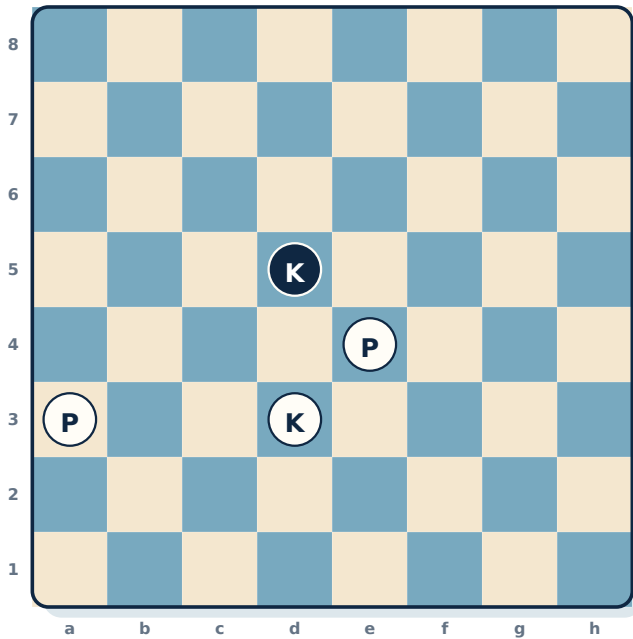


LESSON 75

Two Weakness Principle

ENDGAME STRATEGY

Core idea: Create a second target so the defender cannot hold both sides.

Main late-game position**Typeset line / sample continuation**

1. a4 Kc5 2. Kc3

Teaching goal

Create a second target so the defender cannot hold both sides.

Instructor method

1. Locate the key square or target: a-pawn.
2. Name the second target, defender, or promotion route: e-pawn.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that create a second target so the defender cannot hold both sides. The key area is a-pawn, and my next check is e-pawn."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in two weakness principle and explain it in one sentence.

Write the opponent's best reply and your follow-up.



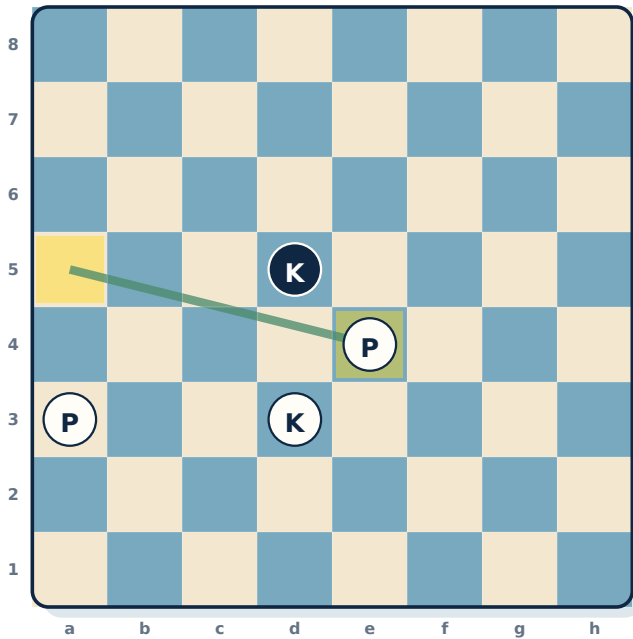
LESSON 76

Fix Pawns Before Attacking

ENDGAME STRATEGY

Core idea: Fix a pawn on a color or file before bringing the king to attack it.

Main late-game position



Typeset line / sample continuation

1... a5 2. Kc3

Teaching goal

Fix a pawn on a color or file before bringing the king to attack it.

Instructor method

1. Locate the key square or target: a5.
2. Name the second target, defender, or promotion route: e4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that fix a pawn on a color or file before bringing the king to attack it. The key area is a5, and my next check is e4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in fix pawns before attacking and explain it in one sentence.

Write the opponent's best reply and your follow-up.



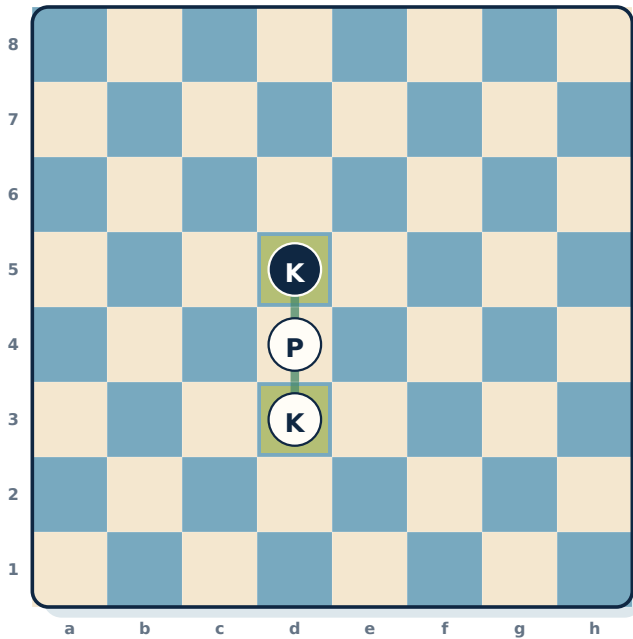
LESSON 77

Zugzwang Recognition

ENDGAME STRATEGY

Core idea: Zugzwang means every move worsens the position.

Main late-game position



Typeset line / sample continuation

1... Kd6 2. Ke4

Teaching goal

Zugzwang means every move worsens the position.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: d3.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that zugzwang means every move worsens the position. The key area is d5, and my next check is d3."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in zugzwang recognition and explain it in one sentence.

Write the opponent's best reply and your follow-up.



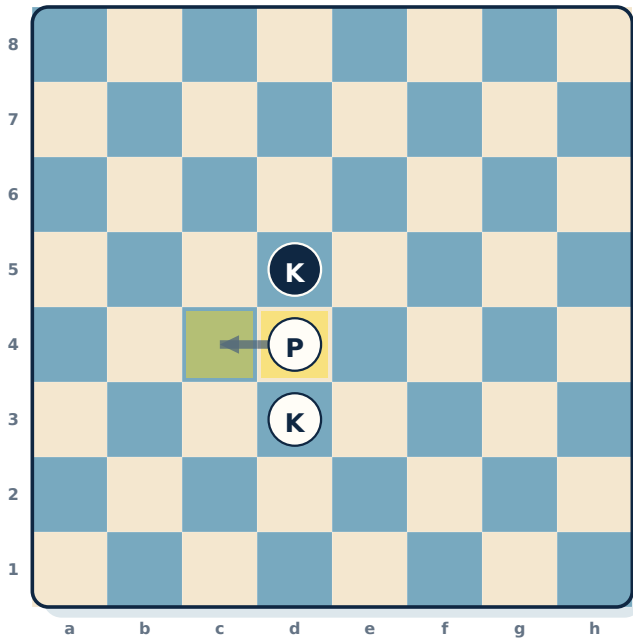
LESSON 78

Fortress Idea

DEFENSIVE ENDGAME

Core idea: A fortress blocks entry squares and gives the defender a stable setup.

Main late-game position



Typeset line / sample continuation

1. Ke3 Kc4 2. Kd2

Teaching goal

A fortress blocks entry squares and gives the defender a stable setup.

Instructor method

1. Locate the key square or target: d4.
2. Name the second target, defender, or promotion route: c4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that a fortress blocks entry squares and gives the defender a stable setup. The key area is d4, and my next check is c4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in fortress idea and explain it in one sentence.

Write the opponent's best reply and your follow-up.



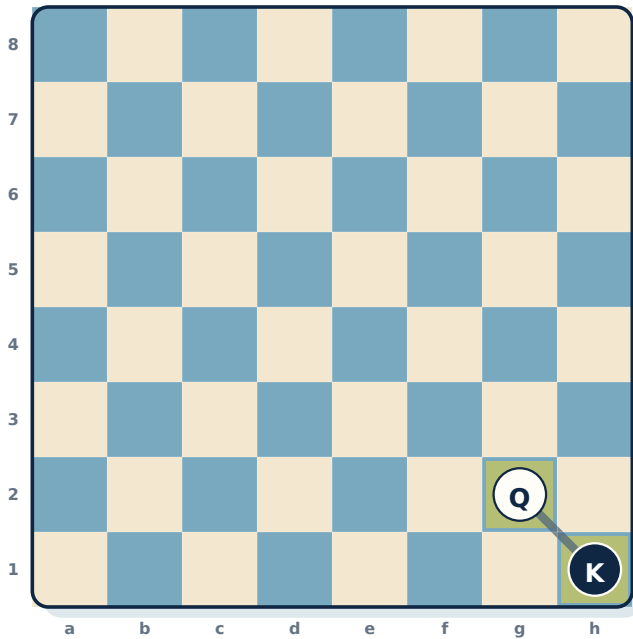
LESSON 79

Stalemate Tricks

DEFENSIVE ENDGAME

Core idea: Check stalemate before every final capture or queen move.

Main late-game position



Typeset line / sample continuation

1. Qg3 stalemate?

Teaching goal

Check stalemate before every final capture or queen move.

Instructor method

1. Locate the key square or target: h1.
2. Name the second target, defender, or promotion route: g2.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that check stalemate before every final capture or queen move. The key area is h1, and my next check is g2."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in stalemate tricks and explain it in one sentence.

Write the opponent's best reply and your follow-up.



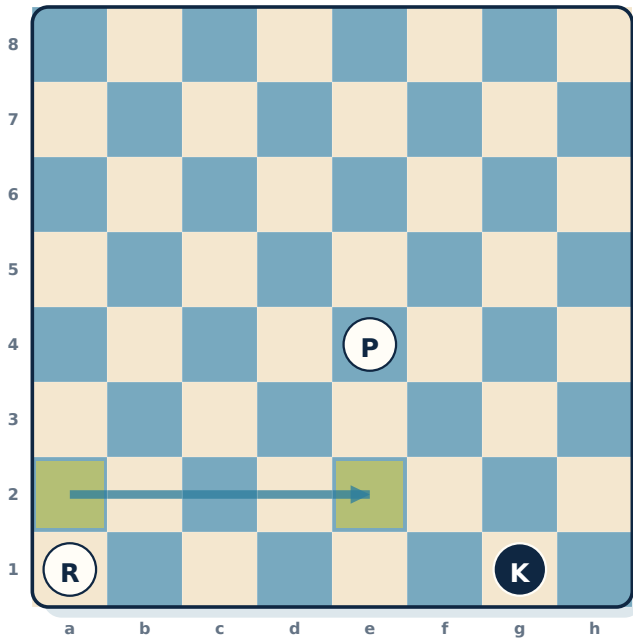
LESSON 80

Rook Endgame Checking Distance

ROOK ENDGAME

Core idea: Rook checks work best from far enough away to avoid king attacks.

Main late-game position



Typeset line / sample continuation

1... Kf2 2. Ra2+

Teaching goal

Rook checks work best from far enough away to avoid king attacks.

Instructor method

1. Locate the key square or target: a2.
2. Name the second target, defender, or promotion route: e2.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that rook checks work best from far enough away to avoid king attacks. The key area is a2, and my next check is e2."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in rook endgame checking distance and explain it in one sentence.

Write the opponent's best reply and your follow-up.



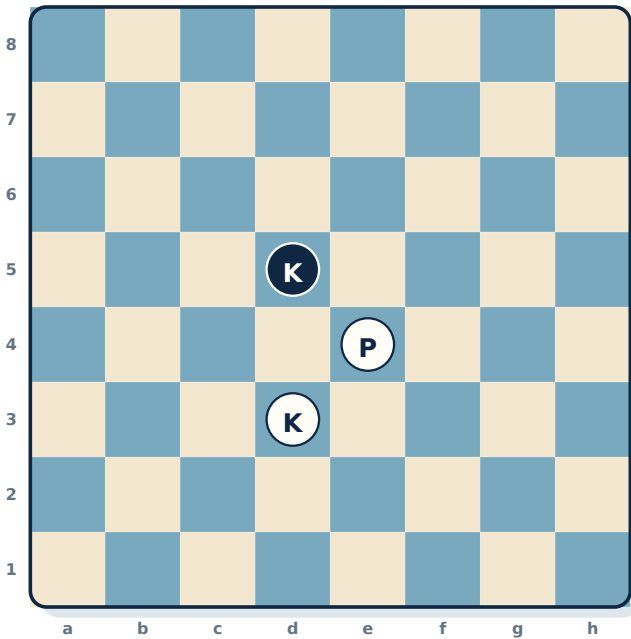
LESSON 81

Endgame Time Management

PRACTICAL ENDGAME

Core idea: Use simple rules in time trouble: active king, passers, opposition, and blunder checks.

Main late-game position



Typeset line / sample continuation

1. Ke3 Ke5 2. Kd3

Teaching goal

Use simple rules in time trouble: active king, passers, opposition, and blunder checks.

Instructor method

1. Locate the key square or target: king.
2. Name the second target, defender, or promotion route: e-pawn.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that use simple rules in time trouble: active king, passers, opposition, and blunder checks. The key area is king, and my next check is e-pawn."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in endgame time management and explain it in one sentence.

Write the opponent's best reply and your follow-up.



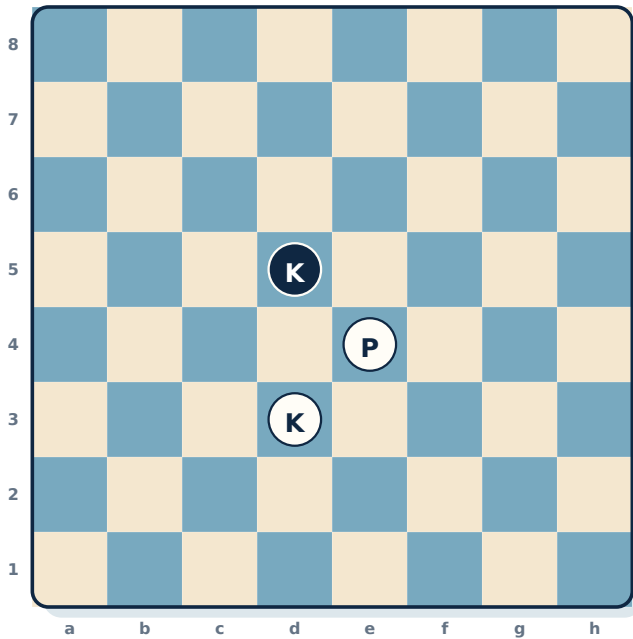
LESSON 82

Endgame Evaluation Checklist

PRACTICAL ENDGAME

Core idea: Evaluate king activity, passed pawns, pawn races, and drawing resources.

Main late-game position



Typeset line / sample continuation

1. Ke3 Ke5 2. Kf3

Teaching goal

Evaluate king activity, passed pawns, pawn races, and drawing resources.

Instructor method

1. Locate the key square or target: king.
2. Name the second target, defender, or promotion route: passer.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that evaluate king activity, passed pawns, pawn races, and drawing resources. The key area is king, and my next check is passer."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in endgame evaluation checklist and explain it in one sentence.

Write the opponent's best reply and your follow-up.



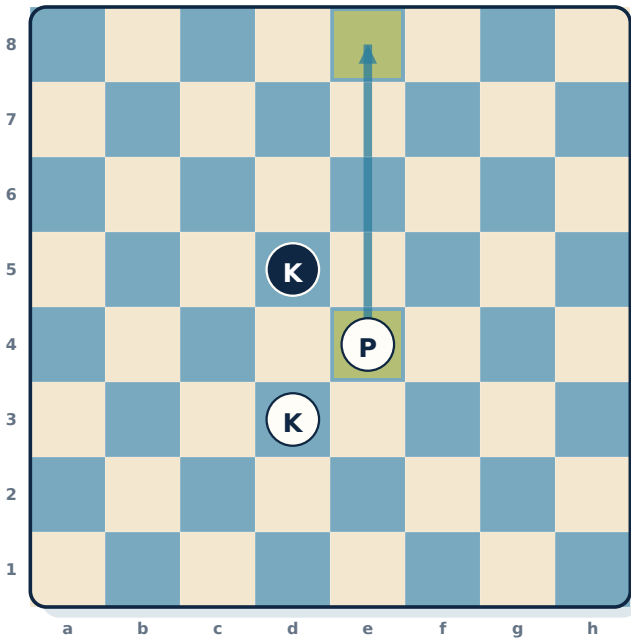
LESSON 83

Pawn Ending Calculation Tree

PRACTICAL ENDGAME

Core idea: Calculate pawn endings to the final promotion or draw, not just three moves.

Main late-game position



Typeset line / sample continuation

1. Ke3 Ke5 2. Kd3

Teaching goal

Calculate pawn endings to the final promotion or draw, not just three moves.

Instructor method

1. Locate the key square or target: e4.
2. Name the second target, defender, or promotion route: e8.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that calculate pawn endings to the final promotion or draw, not just three moves. The key area is e4, and my next check is e8."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in pawn ending calculation tree and explain it in one sentence.

Write the opponent's best reply and your follow-up.



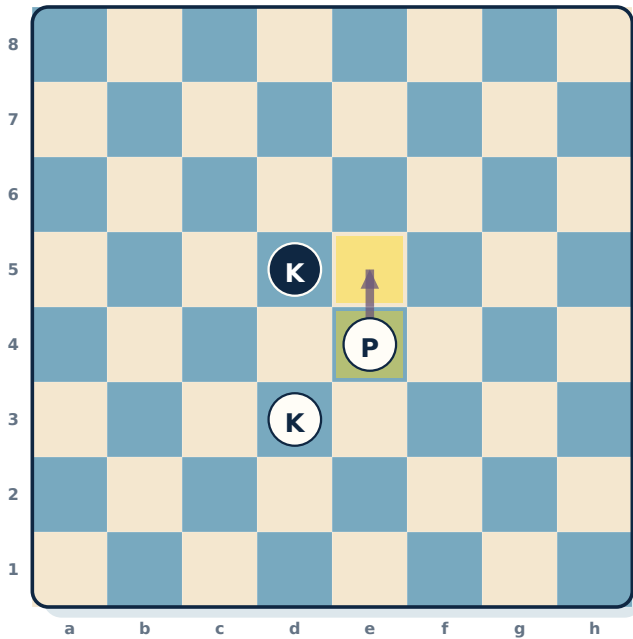
LESSON 84

Endgame Capstone: Win or Draw

ASSESSMENT

Core idea: Defend your result with concrete lines and a rule-based explanation.

Main late-game position



Typeset line / sample continuation

1. Ke3 Ke5 2. Kf3

Teaching goal

Defend your result with concrete lines and a rule-based explanation.

Instructor method

1. Locate the key square or target: e4.
2. Name the second target, defender, or promotion route: e5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that defend your result with concrete lines and a rule-based explanation. The key area is e4, and my next check is e5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in endgame capstone: win or draw and explain it in one sentence.

Write the opponent's best reply and your follow-up.



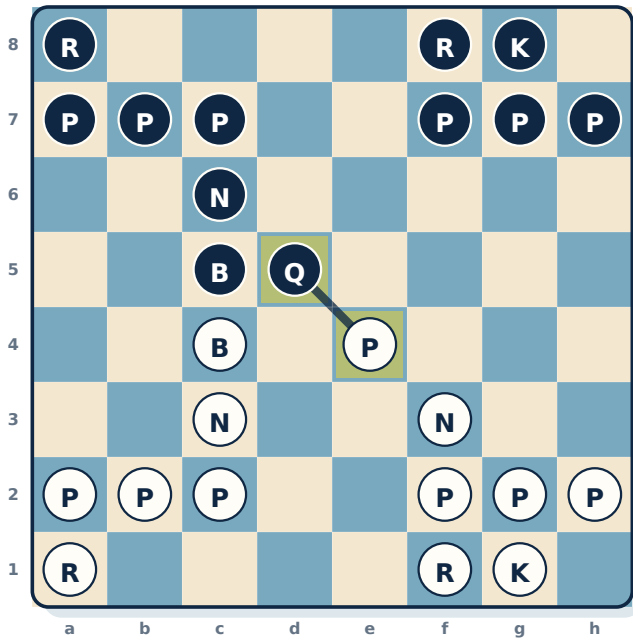
LESSON 85

Conversion After Attack Fades

TRANSITION

Core idea: When a direct attack stops, convert the pressure into structure or endgame advantage.

Main late-game position



Typeset line / sample continuation

1. Bxd5 Qxd5 2. Nxd5

Teaching goal

When a direct attack stops, convert the pressure into structure or endgame advantage.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: e4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that when a direct attack stops, convert the pressure into structure or endgame advantage. The key area is d5, and my next check is e4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in conversion after attack fades and explain it in one sentence.

Write the opponent's best reply and your follow-up.



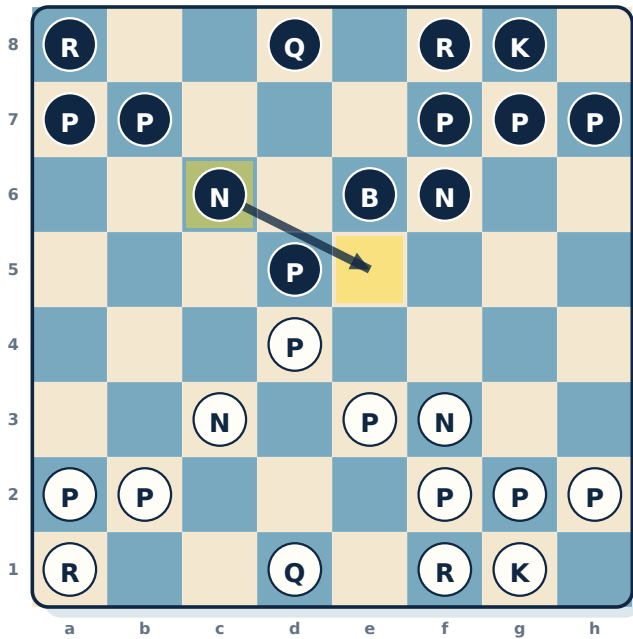
LESSON 86

Trading the Right Minor Piece

TRANSITION

Core idea: Trade the piece with no future, not the piece that controls your key squares.

Main late-game position



Typeset line / sample continuation

1. Bd3 Re8 2. Rc1

Teaching goal

Trade the piece with no future, not the piece that controls your key squares.

Instructor method

1. Locate the key square or target: c6.
2. Name the second target, defender, or promotion route: e5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that trade the piece with no future, not the piece that controls your key squares. The key area is c6, and my next check is e5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in trading the right minor piece and explain it in one sentence.

Write the opponent's best reply and your follow-up.



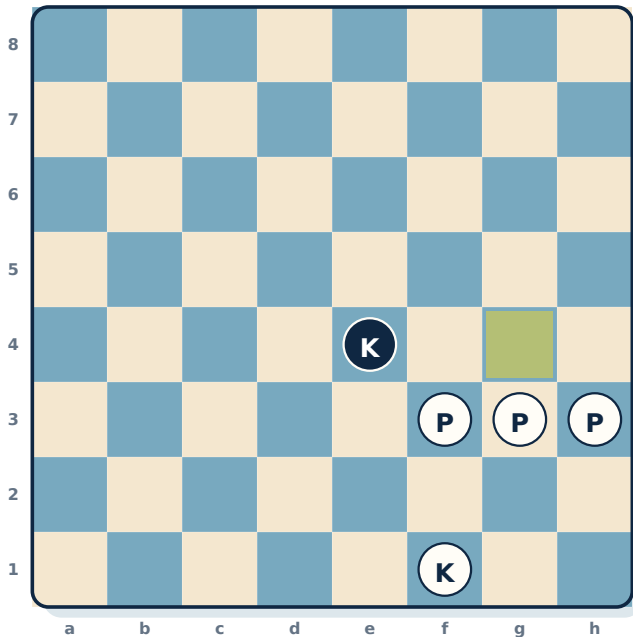
LESSON 87

Creating a Passed Pawn from a Majority

ENDGAME STRATEGY

Core idea: Use a pawn majority by creating a passer without abandoning the king.

Main late-game position



Typeset line / sample continuation

1. g4 Kf4 2. h4

Teaching goal

Use a pawn majority by creating a passer without abandoning the king.

Instructor method

1. Locate the key square or target: g4.
2. Name the second target, defender, or promotion route: h-pawn.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that use a pawn majority by creating a passer without abandoning the king. The key area is g4, and my next check is h-pawn."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in creating a passed pawn from a majority and explain it in one sentence.

Write the opponent's best reply and your follow-up.



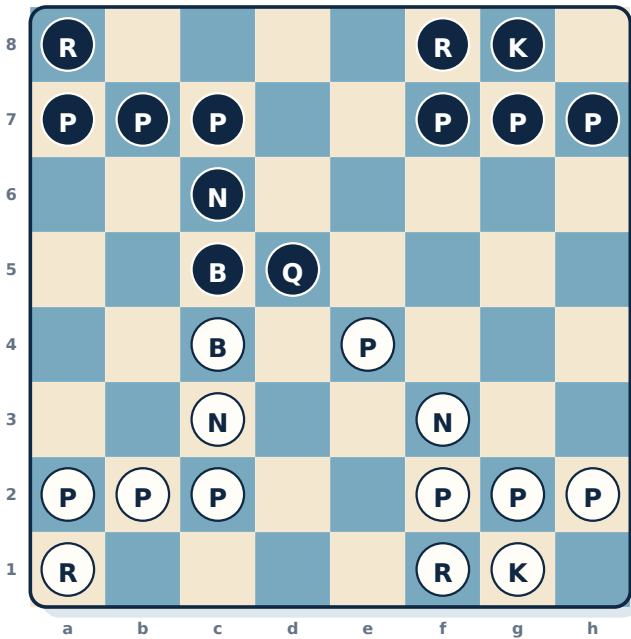
LESSON 88

Defense by Simplification

DEFENSE

Core idea: Trade attacking pieces when the endgame is safe and the structure holds.

Main late-game position



Typeset line / sample continuation

1... Qd6 2. h3

Teaching goal

Trade attacking pieces when the endgame is safe and the structure holds.

Instructor method

1. Locate the key square or target: queen.
2. Name the second target, defender, or promotion route: e-file.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that trade attacking pieces when the endgame is safe and the structure holds. The key area is queen, and my next check is e-file."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in defense by simplification and explain it in one sentence.

Write the opponent's best reply and your follow-up.

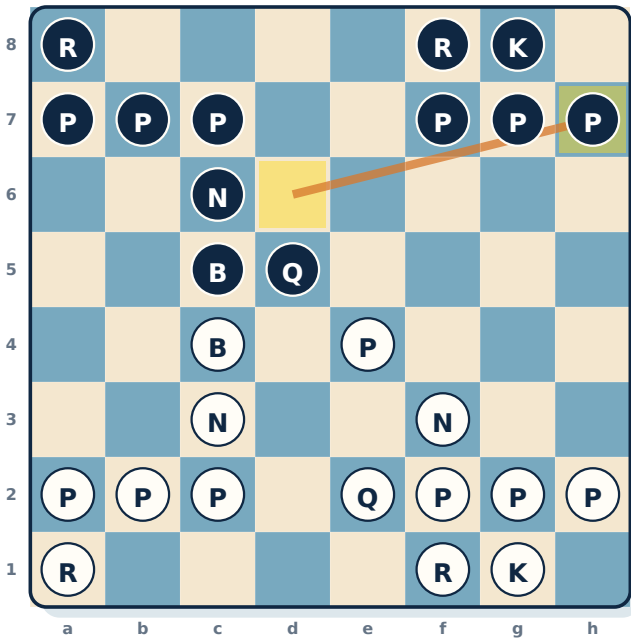
LESSON 89

Attack by Preventing Defense

ATTACK

Core idea: Stop the best defender before launching the forcing line.

Main late-game position



Typeset line / sample continuation

1. Rad1 Qd6 2. e5

Teaching goal

Stop the best defender before launching the forcing line.

Instructor method

1. Locate the key square or target: d6.
2. Name the second target, defender, or promotion route: h7.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that stop the best defender before launching the forcing line. The key area is d6, and my next check is h7."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in attack by preventing defense and explain it in one sentence.

Write the opponent's best reply and your follow-up.



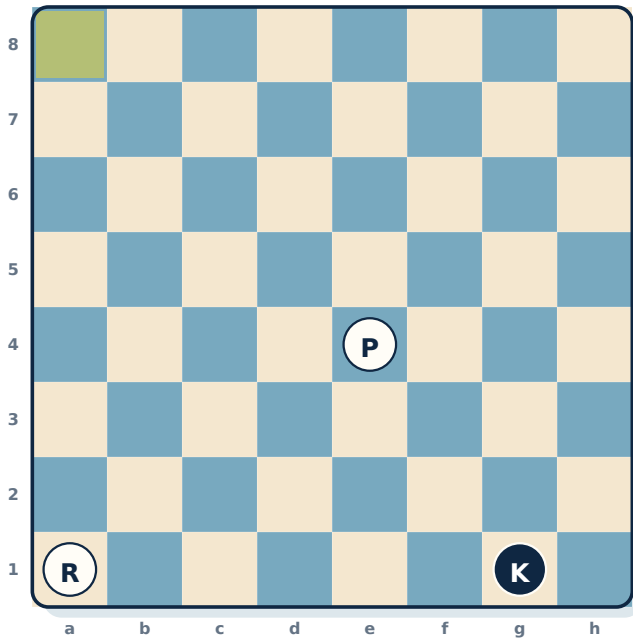
LESSON 90

Rook Activity vs Pawn Count

ROOK ENDGAME

Core idea: In rook endings, activity can outweigh one pawn for many moves.

Main late-game position



Typeset line / sample continuation

1. Ra8 Kf2 2. e5

Teaching goal

In rook endings, activity can outweigh one pawn for many moves.

Instructor method

1. Locate the key square or target: a8.
2. Name the second target, defender, or promotion route: king.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that in rook endings, activity can outweigh one pawn for many moves. The key area is a8, and my next check is king."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in rook activity vs pawn count and explain it in one sentence.

Write the opponent's best reply and your follow-up.



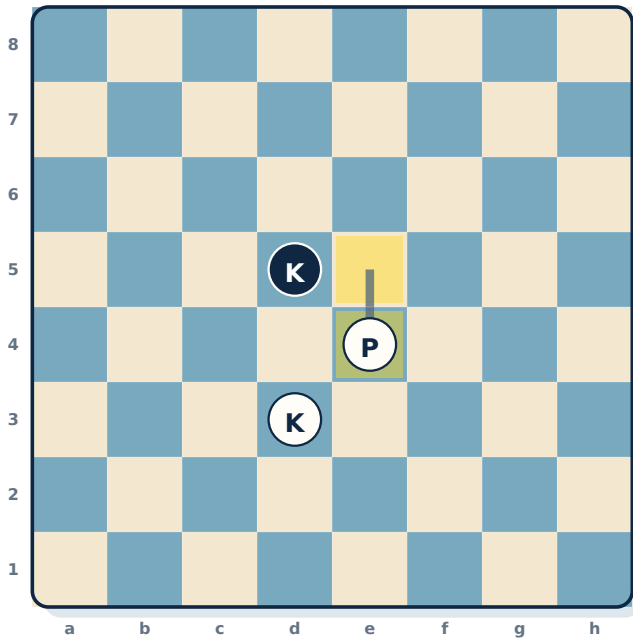
LESSON 91

Practical Drawing Choices

DEFENSIVE ENDGAME

Core idea: Choose the line that gives the opponent the most technical problems.

Main late-game position



Typeset line / sample continuation

1... Ke5 2. Ke3

Teaching goal

Choose the line that gives the opponent the most technical problems.

Instructor method

1. Locate the key square or target: e5.
2. Name the second target, defender, or promotion route: e4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that choose the line that gives the opponent the most technical problems. The key area is e5, and my next check is e4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in practical drawing choices and explain it in one sentence.

Write the opponent's best reply and your follow-up.

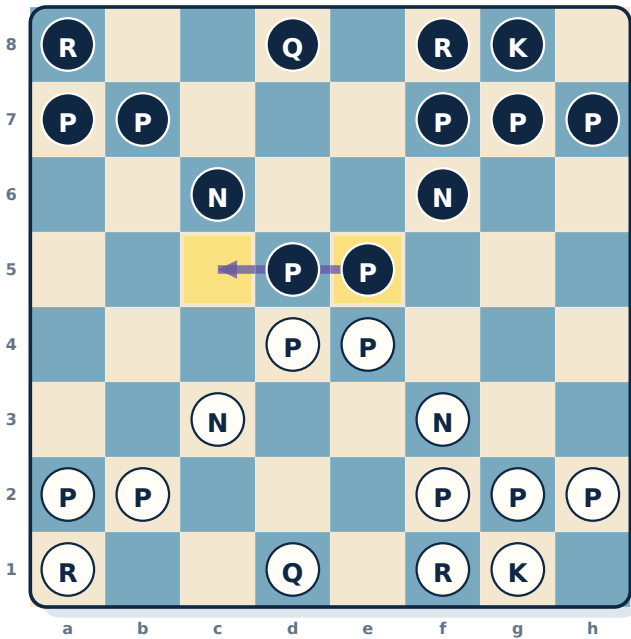
LESSON 92

Converting Space Advantage

STRATEGY

Core idea: Space wins when it creates entry squares, not when it just looks impressive.

Main late-game position



Typeset line / sample continuation

1. exd5 Nxd5 2. Re1

Teaching goal

Space wins when it creates entry squares, not when it just looks impressive.

Instructor method

1. Locate the key square or target: e5.
2. Name the second target, defender, or promotion route: c5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that space wins when it creates entry squares, not when it just looks impressive. The key area is e5, and my next check is c5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in converting space advantage and explain it in one sentence.

Write the opponent's best reply and your follow-up.



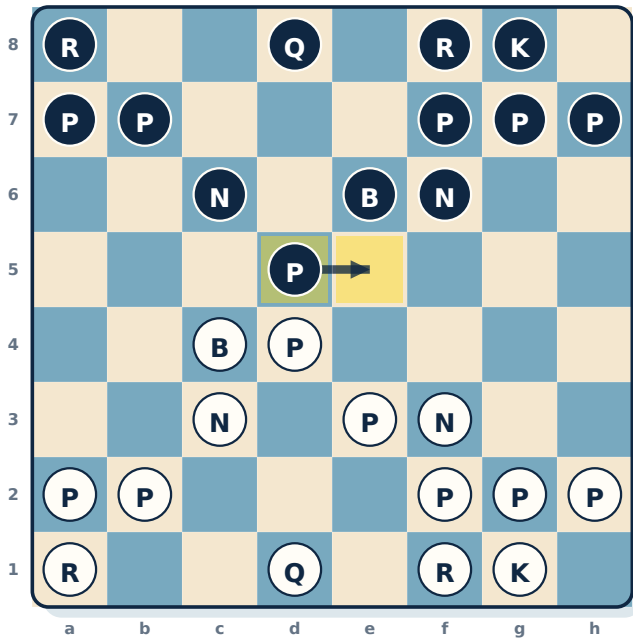
LESSON 93

Teaching a Full Game Review

PRACTICAL PLAY

Core idea: Review games by phase: opening purpose, middlegame plan, endgame conversion.

Main late-game position



Typeset line / sample continuation

1. Bd3 Re8 2. Rc1

Teaching goal

Review games by phase: opening purpose, middlegame plan, endgame conversion.

Instructor method

1. Locate the key square or target: d5.
2. Name the second target, defender, or promotion route: e5.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that review games by phase: opening purpose, middlegame plan, endgame conversion. The key area is d5, and my next check is e5."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in teaching a full game review and explain it in one sentence.

Write the opponent's best reply and your follow-up.



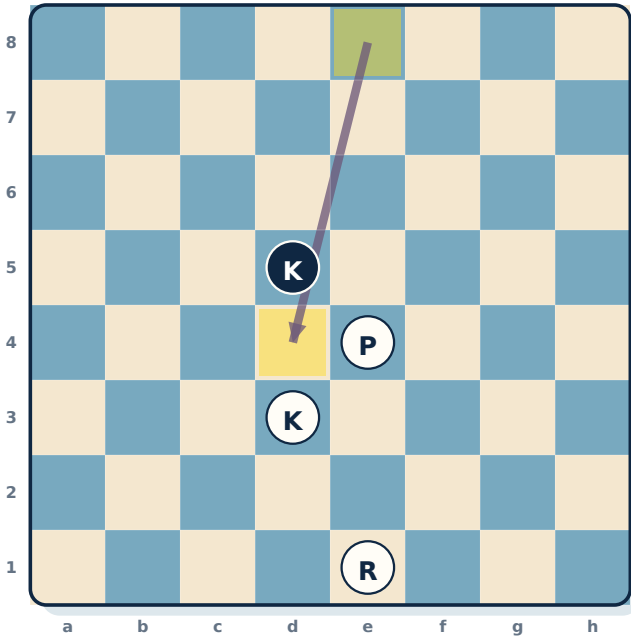
LESSON 94

Final Late-Game Assessment

ASSESSMENT

Core idea: Explain whether the position is winning, drawing, or unclear and support it with lines.

Main late-game position



Typeset line / sample continuation

1. Re8 Kd6 2. Kd4

Teaching goal

Explain whether the position is winning, drawing, or unclear and support it with lines.

Instructor method

1. Locate the key square or target: e8.
2. Name the second target, defender, or promotion route: d4.
3. List two candidate moves before calculating the sample line.
4. After the line, ask what changed in king safety, activity, or pawn structure.

Instructor Q/A bank

Stage	Question	Use
Read	Which pieces are active?	point to board
Plan	What target can be improved?	student answers
Calc	What is the opponent's best reply?	write line
Eval	Who wants trades and why?	compare
Transfer	Where would this idea appear in a game?	explain

Common mistake clinic

- Moving automatically because the pattern looks familiar.
- Winning material while allowing counterplay or perpetual checks.
- Trading into an endgame without checking the pawn race.

Board drill

- Set the diagram from memory.
- Play the sample line once with notation.
- Reset and find one alternate candidate.

Student explanation

"The main reason this works is that explain whether the position is winning, drawing, or unclear and support it with lines. The key area is e8, and my next check is d4."

Coach check

- Can the student name the target?
- Can the student explain the opponent's resource?
- Can the idea be applied in a new position?

Student practice box

Choose one candidate move in final late-game assessment and explain it in one sentence.

Write the opponent's best reply and your follow-up.
