

Lesson 2 Teaching Guide

How to Take Tricks in No Trump

- ✓ Promotion
- ✓ Finesses
- ✓ Length

No Trump Playing Techniques for Beginners

1. Gather information:

- ✓ Review the auction and identify points around the table
- ✓ Analyze the opening lead
- ✓ Say the shape of the dummy and analyze shape potentials around the table

2. Count your winners

3. Locate potential and determine how you might go about making extra tricks

4. Start by working on your potential

Teaching Strategy:

Start every session with an opportunity for students to ask questions about previous material presented. Spend as much time as needed to make sure the students are ready to move ahead.

Lesson Two is all about working with the students to learn how to take tricks. Use one suit to illustrate the three ways to make tricks in No Trump.

1. Promotion: Lay out KQJ10 and 5432 in opposite hands. Have the students identify how many tricks this combination will provide and how that will happen. Knocking out honor cards that are greater than the ones you have before you can take your tricks is the process of “promoting” tricks. Try again with QJ109 opposite 5432 and identify how many tricks can be taken there and what work must be done.
2. Finesses: Lay out AQJ10 and 5432 in opposite hands. Have the students identify how many tricks they think this combination will provide. They will probably say 3 since they are missing the K of this suit. Challenge them to take 4 tricks with this combination of cards. Start by playing the A and then the Q. Ask the students when this will produce 4 tricks. Eventually they will arrive at the idea that this will work only when the K is singleton in either hand, which is much less often than the 50% chance of finding that K in the hand you need it to be.
3. Transportation: Discuss the process of moving from one hand to the other. Use the need to be in the right hand to take that finesse of the Q in the previous example to illustrate this point.
4. Distribution: Discuss the fact that cards behave in predictable patterns. Lay out various suits and talk about them in terms of the way they divide around the table always remembering to

sound out the shape in the same manner each time so the sound of the shape becomes very familiar to them: 5,4,3,1....6,4,2,1...etc.

5. Length: Lay out AK753 opposite 842 and ask your students how many tricks they think this combination can take. Most will say 2 but you will show them that as many as four are possible. Taking tricks through length depends on the way the opponents' card divide. Missing five, show them what can be made when those five cards divide 3-2, 4-1, and 5-0. The concept of losing a trick early when you need to lose a trick, time permitting, could be shown here.

Playing Hands 1 through 4

When you have finished illustrating taking tricks, it is time to tackle the hands for this session. Since we aren't bidding yet, you will have to tell the students what role each will play, and how many tricks they should be attempting to make. Stress the technique used to develop extra tricks in each case.

Hand #1

Declarer:	North	
Opening Leader:	East	
Opening Lead:	Q of spades	
Goal:	7 tricks	
Sure Tricks:	6 tricks	
Potential tricks:	2 tricks in diamonds	
Playing Technique used to achieve the goal:		Finessing and Transportation

Hand #2

Declarer:	East	
Opening Leader:	South	
Opening Lead:	Q of spades	
Goal:	9 tricks	
Sure Tricks:	7 tricks	
Potential tricks:	2 tricks in diamonds	
Playing Technique used to achieve the goal:		Length and the proper order of play in the diamond suit. Honor by itself played first.

Hand #3

Declarer:	South	
Opening Leader:	North	
Opening Lead:	Q of spades	
Goal:	9 tricks	
Sure Tricks:	7 tricks	
Potential tricks:	2 tricks in diamonds	
Playing Technique used to achieve the goal:		Promotion: The 'honor' that is by itself is the nine!

Hand #4

Declarer: West

Opening Leader: South

Opening Lead: Q of hearts

Goal: 9 tricks

Sure Tricks: 6 tricks

Potential tricks: 3 in diamonds

Playing Technique used to achieve the goal: Length and transportation. Have the student think through the first four tricks before they play to trick one.

Homework:

Read chapters 7 through 9 in *A Taste of Bridge*. Students who lay out the card combinations and play the cards will probably understand the concepts more easily.