# FIDE Trainers' Commission

# 64 Chess Lessons

## Yuri Simkin
## Yuri Kruppa

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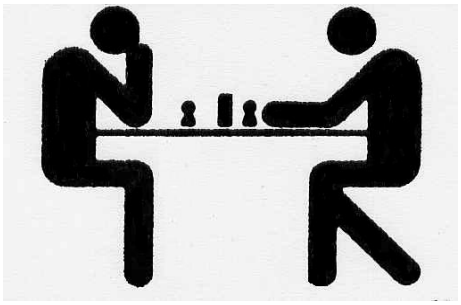

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This book examines contemporary methods and means to improve the effectiveness of the training process in chess. The obectivization of positional evaluation is suggested to be considered as a methodical basis for training sessions. *64 Chess Lessons* are presented in a block structure (solutions to the positions, evaluation of the positions, game analysis, defining 'not the best' moves). Games and fragments are derived solely from the creative achievements of the World Champions. Position evaluation (numerical) is defined by chess players of the highest qualification and two of the strongest computer chess programs. The content of the book is oriented to the audience of chess players of different qualifications and age, coaches and chess organizers.

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# Foreword
# TRG Chairman Adrian Mikhalchishin

Chess players, especially of high level, are well aware how opening preparation, time and effort consuming as it is, quickly loses its sense. Doubtless, on the agenda is the issue of implementation of 'Fischerandom' or other modifications which would make such training not the basic one.

In the book *64 Chess Lessons with World Champions* (Y.Simkin & Y.Kruppa), the basis is not the study of openings, but obectivization of position evaluation using motivated game analysis. Switching to functional training of chess players, which includes diagnostics and training of operative memory, evaluation function and operational thinking, seems very reasonable.

The system of numerical position evaluation suggested by the authors, finding 'not the best' move, and other methods of objectification and intensification of game analysis is introduced into practice. To me, as one of the authors of the book *Intuition* (2006), I find particularly interesting the opinion of the authors, that the overwhelming number of solutions, including the candidate moves, are intuitive. I believe that this subject should be discussed.

The 64 lessons training program is saturated with chess information. I realized why, in the load of creative achievements of World Champions, preference was granted to Ruslan Ponomariov, only having read the manuscript - both of the authors have been mentors of Ruslan's thesis.

A timely book, indeed!

# Foreword
# FIDE President Kirsan Ilyumzhinov

Chess has existed as a sport played at a competitive level for centuries. The common code governing the Laws of Chess is relatively recent, and the foundation of *Fédération Internationale des Échecs* (FIDE), in Paris in 1924, is even more modern. FIDE currently has 182 member federations spread across all continents. Titles for players were introduced by FIDE in 1950, and titles for Arbiters and Organizers followed. From 2005 we have been moving to a new phase, with titles for Trainers.

Chess is on the increase in schools across the world. It is part of the mainstream curriculum in many countries. It is a goal of FIDE to make chess an educational tool, and generate worldwide popularity for the game. Examples of the many educational advantages of chess are: shows the need to make people realize the importance of advance planning; develops analytic and accurate thinking; shows the necessity for a combative spirit; teaches fair play and emphasizes the need for preparation and hard work for success. However, with the increasing population of chess players, comes the need for trainers to assist with their development.

This is another valuable book of the ever-active FIDE Trainers' Commission. A book of chess wisdom designed to offer proper training both to trainers and trainees. The well-known trainer Yuri Simkin (and his assistant/co-author Yuri Kruppa) provides a concept of modern thinking, assisted by a series of exercises. The reader will be able to understand a different approach and improve his game through this. Another book that will ensure that the next generation of players will be at a great advantage over those that have gone before.

FIDE
GENS UNA SUMUS

# Symbols

| | |
|---|---|
| + | check |
| ++ | double check |
| # | checkmate |
| !! | brilliant move |
| ! | good move |
| !? | interesting move |
| ?! | dubious move |
| ? | bad move |
| ?? | blunder |
| +– | White is winning |
| ± | White has a large advantage |
| ⩲ | White is slightly better |
| = | equal position |
| ∞ | unclear position |
| ⩱ | with compensation |
| ∓ | Black is slightly better |
| ∓ | Black has a large advantage |
| –+ | Black is winning |
| 1-0 | the game ends in a win for White |
| ½-½ | the game ends in a draw |
| 0-1 | the game ends in a win for Black |
| (D) | see next diagram |
| ○ | White to play |
| ● | Black to play |

# Introduction

Chess as a training model for taking any decisions, even the most difficult ones, humbly, yet purposefully, promotes the intellectualization of society.

Having worked in the field of studying chess intelligence for quite a long period of time, the authors received an excellent opportunity to advance in this direction, while performing as thesis mentors of World Champion Ruslan Ponomariov.

Collaborative analysis of chess material and features of procedure of move selection provided important information that is introduced in this book.

There is no doubt, that possibilities of traditional forms of training are exhausted, and their sense is preserved only owing to the enthusiasm, skills and ambitions of chess players and trainers.

The authors of this book offer new ideas, based on the comparison of improvement dynamics of the decision-making process by chess players and computer programs. For example, intensive objectivization of the subconscious evaluation of the position is a new and effective technique.

All techniques and methods presented here are focused on differentiation according to mental functions, hence on the intensification of analytical work.

The possibilities of development of professionally significant mental functions are considered in the following books: *Modern Chess Training* (Y.Simkin - 2007), '64 Recipes of Succes' (Y.Simkin, A.Bondarchuk, V.Shtatnov - 2010), 'Practice of Chess Intelligence' (Y.Simkin, Y.Kruppa, A.Shankovsky - 2010).

These books are the result of 20 years of research work by the chess specializations team of the Lvov and Kiev Institutes of Physical Culture.

In this new book, which is in front of you, implementation of the research results is suggested, in order to create a modern training program. It implies that chess players should master methods of independent study of professionally significant mental functions, those which define the quality of the move selection process.

The authors have tried to minimize the information on the history of chess, opening and endgame theories, strategy and tactics, arbitration of tournaments, etc., as these topics are fully covered in chess literature.

The authors hope that the reader will end up agreeing with the necessity of introducing the following methods and means of improving the training process:

1. Avoidance (prevention) of positions with an unobjective evaluation falling into long-term memory (focused analysis of games played, especially those with a short time control).
2. Intensive objectivization of the subconscious static evaluation function (EF) by solving (evaluating) a large number of positions with a guaranteed objective evaluation.
3. Monitoring the dynamics of own EF and consideration of its features and peculiarities (e.g. evaluation of strategic or tactical positions) while planning for a game or competition.
4. Due to the quantitative evaluation of solutions of positions - objectivization of the defining of the level of operational thinking (OT) - on the basis of quantitative evaluation of positions and their solutions.
5. Control of dynamics of OT based on the comparison of average OT values.
6. Forecast of creative and sporting development, especially while forming study groups, based on measuring the effectiveness of operative memory.
7. Defining the current state of sporting form, mental performance, effectiveness of the impact of external factors (climate, coffee, pharmacology, etc.) using the operative memory of the chess player.
8. Correction of methodical orientation of educational and training sessions, including mandatory tasks for EF (evaluation function), OM (operative memory) and OT (operational thinking).

# Chapter 1
# The Effectiveness of Training of Chess Players

## 1.1 - Perspectives of Increasing Effectiveness of the Training Process in Chess

The need for periodic adjustments of definitions of examined objects and phenomena, particularly complex ones, is pretty obvious. So what does chess represent nowadays?

In the first place, chess is a game, i.e. a form of education, primarily a school of reproduction of practical situations for the purpose of mastering them. Baby girls playing with dolls are preparing for the role of mothers, while boys playing war games are preparing for the role of soldiers.

Nowadays, through playing chess, one is preparing oneself to take decisions in increasingly complex conditions of the future, at the same time implementing an accessible, aesthetically meaningful form of communication, recreation and entertainment. At the same time, raising cultural level and realizing spiritual abilities, intellectual forms, emotional and moral baggage of personality.

As society develops, the diversity of games is replenished by intellectual games, including chess. Popular and historically sustainable games acquire a competitive character, transforming into sport.

Chess as a game and chess as a sport, performing serious social tasks, are today distinguished by the fact that they are actively involved in the global computerization of society. We can boldly claim that cybernetics and chess together model the generalized intellect of the coming civilization.

We know the definition of 'chess' as a board and logic game. Time requires adjustment of the definition. Chess today is a long way from being just a board game; moreover, it's more intellectual, rather than logic.

Calling chess a board game is quite incorrect, as there are widespread forms of it: blindfold chess, training and playing games on computer monitors, various competitions in on-line mode, and so on.

Classifying chess to the category of logic games is, to say the least, inaccurate. In logic games, methods of proof and refutation are prevalent, whilst in chess, unconscious processes, such as intuitive assessments and decisions, and, most important, the choice of candidate moves are paramount.

Since the role of intuition in the decision making process is rather significant, this is an issue of special interest. There is reason to assume that the so-called 'intuitive insights' are nothing but fixations of a significant excess of assessment of one of the positions (considered in one's mind) over the assessments of other positions.

Among these other positions, positions with 'known' assessment stored in long-term, associative memory. The number of such positions and the objectivity of their evaluation is formed in the course of accumulation of chess professional experience and determines the quality of intuitive decisions. This assumption convincingly explains fast intuitive solutions that do not require further search of variations.

The obvious predominance of the subconscious in chess, in particular intuition, defines it as an intellectual game.

Comparative analysis of the dynamics of the process of improving the play of chess players and chess game software prompts ways to enhance and elaborate the preparation of those players. In the last decade, the level of chess playing software programs increased to such an extent that

their victories over World Champions Kasparov and Kramnik come as no surprise.

Many players of different levels have felt the power and effect of chess playing programs, for instance 'Rybka'.

How can we explain such a serious change in the relative playing levels of chess players, and computers?

Analyzing the process of selecting a move in accordance with the so-called 'search tree,' it's easy to come to a conclusion that the defining criteria for such a choice are rapidity, hence depth of moving along the branches of this tree, subconscious fixation of the nodal positions in and the objectivity of their assessment.

The rapidity of motion and fixation, both of biological and cybernetic chess players, are determined by operative memory (OP). This function, as well as 'operational thinking' (OT) in cybernetic chess is not only immeasurably higher, but also has more favourable tendencies of development due to the progress of cybernetics and nanotechnology.

Since the development of chess players' operative memory as a genetically determined factor is considerably limited, the fundamental factor, in terms of effectiveness of the training process, is a positive impact on the evaluation function (EF) - the only factor players can use to compete with chess software.

Evaluation function manifests itself in three forms: static (instantaneous, preceding exhaustive search of variations, intuitive), logical (resulting from verbal, i.e. wordy signs), dynamic (profound study of the position after an exhaustive search of variations).

A person, who has accumulated a thousand-year experience of chess games, has more perfect static EF in the nodes of the 'search tree'. This experience has been realized and implemented in particular in the formulation of the laws of chess and in upgrading the skills and abilities needed to apply these laws.

Furthermore, material of tremendous information capacity has been accumulated on specific positions - 'opening theory' and 'endgame theory', including an objective assessment of positions, variations and individual moves. Over the last few decades of work on the EF of chess playing software programs, the number of material and positional factors, determining its quantitative assessment, has increased from five to several dozen, and its dynamic EF, upgrading constantly, is now more and more competitive with the assessments of chess players.

As follows from the above, it's easy to determine directions of improvement of chess playing software and skills of chess players.

For chess playing software: further increases of the depth of search, and, accordingly, the dynamic EF. The objectivization of static EF still remains problematic.

For chess players: implementing in the training process diagnostics of operative memory, and the diagnosis and exercise of evaluation function and operational thinking with prognostic and methodological objectives.

The independent and relatively new way of improving the training of chess players, as discussed in this work, is a method of intensive objectivization of subconscious evaluation of positions in the nodes of the 'search tree' - i.e. static EF.

The elaboration of a system of objective psychological criteria, methods and means of special training based on a study of mental functions is thus one of the most promising ways to optimize training.

# 1.2 - Content and Structure of Chess Players' Training

A chess game is basically a manifestation of a specific 'chess intellect'.

The definition of the adjective 'chess' here is stylistically questionable, but in essence accurately reflects the problem under consideration. Therefore, we will talk about chess intellect without quotation marks.

Intellect (from the Latin word 'intellectus' -comprehension, understanding) is a relatively stable component of human mental abilities. It includes acquired knowledge, experience and the ability to quickly and effectively use them in new situations or in the process of solving complex problems.

In the narrow sense of the word, intellect is the ability to make optimal decisions. Decision-making capacity during the game is implemented in selecting a move and is based on operative memory and evaluation of chess positions.

As in traditional kinds of sport, structure of preparedness of chess players includes technical, tactical, mental and physical types of preparedness, and there is no doubt about the leading position of technical training.

In the methods and training programs of chess players that are popular in literature, the main attention is focused on mastering techniques of the game in typical positions in the middle game and endgame, diagnostics and training the quality of calculation of variations and some other aspects of preparedness of a chess player.

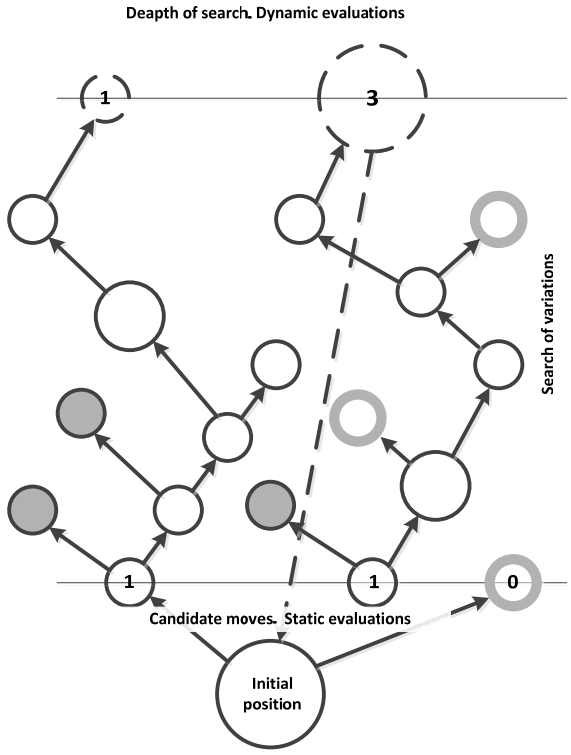
Technical preparedness of a chess player - is the degree of mastery of knowledge, skills and abilities of chess.

In order to model the structure of technical preparedness of chess players, a psychological analysis of the operational structure of the decision-making process was carried out, which leaves aside consideration of the physiological mechanisms.

Herewith the special aim was to simplify the model of the process. Schematically, the process of selecting a move in chess can be represented in the form of the famous 'search tree' (Fig.1). In the initial position there is a choice of several possible moves.

As a result of moves, which are made in the mind, new positions emerge, hence new branching is possible. At the same time, a chess player is mentally conducting movements through 'tree branches', keeping in mind interjacent (transitional) positions.

Choice of move depends on a comparative evaluation of nodal positions and, in general, is decided by the highest evaluation value.




| 3 | 2 | 1 | 0 | -1 | -2 | -3 | Quantitative evaluation |
|---|---|---|---|---|---|---|---|
| +- | +/- | +/= | = | =/+ | -/+ | -+ | Symbolic evaluation |

– "Choise of move" destination – Search of variations destination

Fig.1 - 'Search Tree' * Position Evaluation

Thus, decision-making in chess in a general form is based on the mechanism of

interaction between the two mental functions - operative memory, ensuring retention of changing situations on the board in memory, and the evaluation function, which is manifested during the search process on an unconscious level as a result of processing the accumulated amount of skills and knowledge.

The structure of technical preparedness of chess players (Fig.2) includes an amount of special knowledge and skills (sector 1, 2, 3), on which an intuitive evaluation of the position is based (sector 4), and is implemented and realized during the search of variations (section 5).

Herewith, it is necessary to take into consideration the inextricable linkage of specialized skills of a chess player (position estimation and calculating of variations) and the mental functions, which ensure their manifestation.

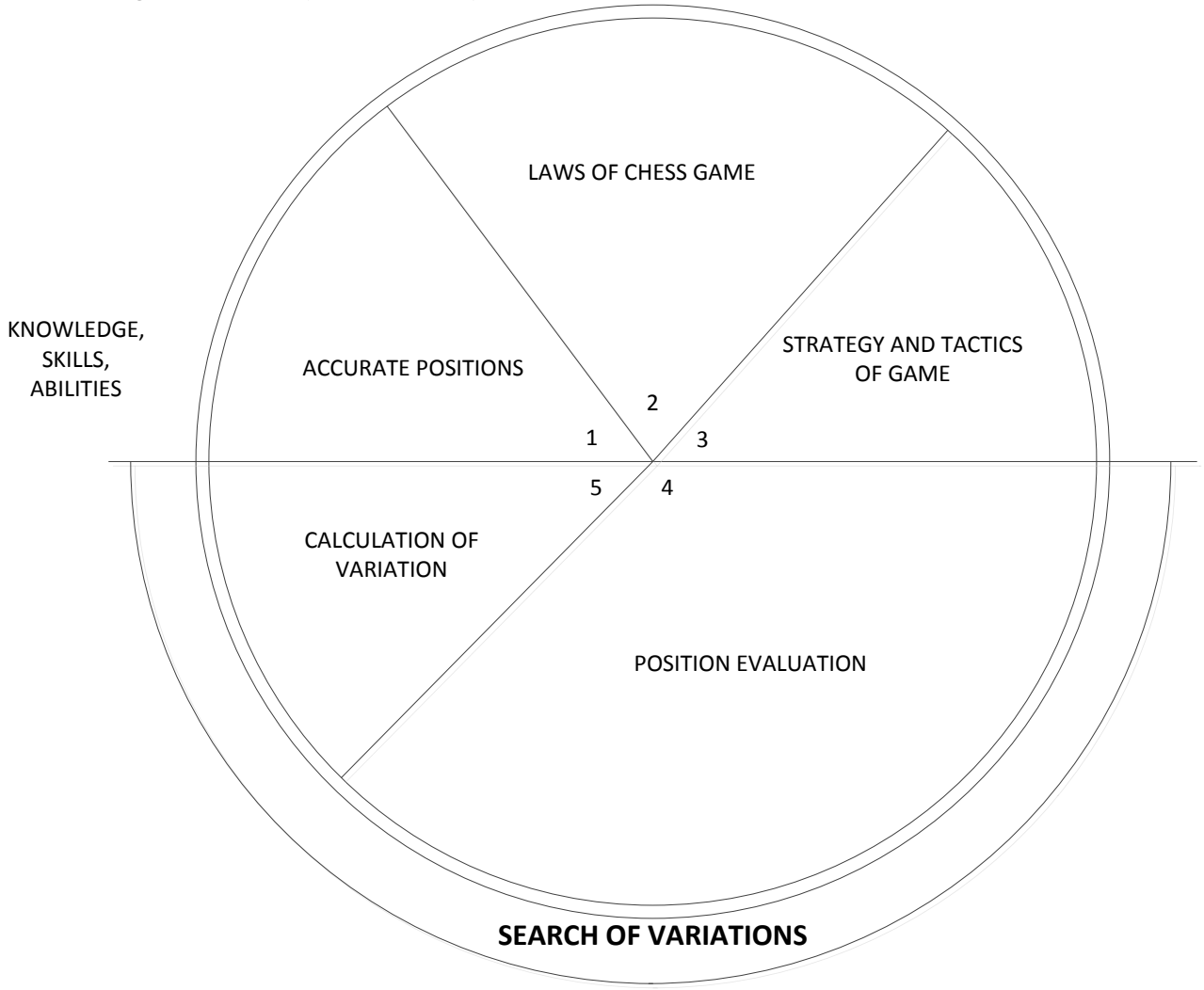



Fig.2 - Structure of Technical Preparedness of Chess Players

When developing the training program (which is provided later) the peculiarities of the structure of technical and mental training of chess players were taken into account.

The whole system of knowledge and skills in the field of chess within the framework of a traditional approach was examined, based on dividing a chess game in three stages - opening, middle game and endgame. In our view, such a structure does not reflect the commonality and inseparability of components of a chess game as a whole.

Given this, a fundamentally different classification of chess knowledge and skills

is offered. As can be seen in Fig.2, the whole system of knowledge in the field of chess consists of the following elements:

- Exact position - these are positions with reliably (veraciously) established evaluation (for example, 'king and pawn versus king').
- Laws of chess - these are probabilistic dependencies between the location of pieces and the position evaluation (e.g., the relative value of pieces located in the centre of the board).
- Strategy and tactics - a combination of knowledge about how to achieve particular goals, based on the static (strategy) and dynamic (tactics) peculiarities of a position. For example, centralization is an element of strategy, double attack an element of tactics.

Taking into account that definition of the strategy and tactics of chess, in accordance with the stability over time of position peculiarities, possesses a certain novelty and it is advisable to clarify systematization of the main strategic and tactical methods, which are listed below.

Strategic methods: centralization; the use of open lines and diagonals; attack; defence; simplification of position (exchange of pieces); blockade (limiting mobility); prophylaxis; manoeuvring; sacrifice of material (unforced version).

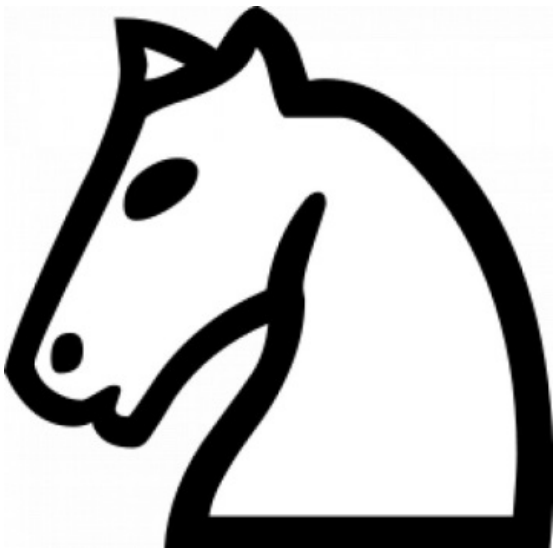
Tactical methods: double attack; discovered attack, discovered check; distraction; attraction; interception; annihilation of defence; line clearance; square clearance; square blocking; stalemate; repeating moves; overwork; intermediate move; passed pawn; breaking a pin; pawn cover; zugzwang.

The listed tactical methods of chess, as already mentioned, should not be equated with the tactics of chess sport.

The tactical preparedness of a chess player is his ability to reasonably build the course of the struggle tailored to individual characteristics, capabilities and abilities (one's own and those of the opponent) and the situation. Such a definition of tactical preparedness of chess players corresponds well with the theory of sport.

Justification of the structure of the technical preparedness of chess players creates preconditions for the development and standardization of diagnostic tests, used for objective monitoring of individual aspects of technical preparedness.

In particular, the development and approbation of tests and exercises to diagnose knowledge of exact positions, chess strategy and tactics and the evaluation function, is in full swing.



# Chapter 2
# Functional 'Mental' Preparedness of Chess Players

## 2.1. The Role of Mental Functions in the Professional Activity of Chess Players

Mental preparedness is the second most important item in the structure of preparedness of a chess player and represents the degree of development of professionally significant mental functions, moral and volitional qualities of a chess player.

Mental processes (functions), properties and states determine the success of any activity, including sport activities.

Cognition of the surrounding world, the formation and mastery of knowledge and skills, training or any other activity (including the field of chess) is carried out by means of mental processes (functions), properties and states.

Knowledge of mental functions in chess sport, given its specifics, plays a crucial role in improving education, training and competitive processes.

One of the tasks of the book is to substantiate their differential diagnosis and training.

In the structure of the special intellectual activity of chess players (Fig.3), the main functions are: identification, associative memory, operative memory, operational thinking, and evaluation function.

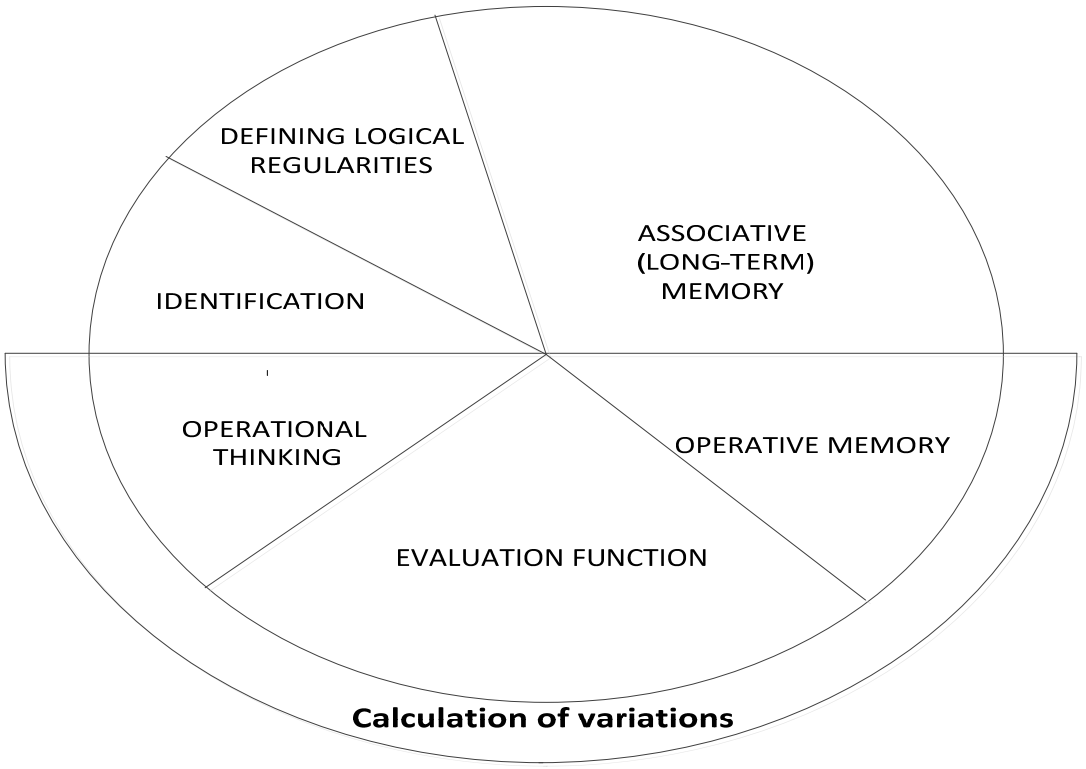



Fig.3 - Structure of Functional (Mental) Preparedness of Chess Players

Recognition in a position, or in a series of moves, of some signs and features that have previously been encountered in chess practice, is manifested on conscious and intuitive levels through 'identification.'

Associative memory participates in the capturing and imprinting of logical structures and patterns.

Operative memory is manifested while calculating variations by providing memory retention of the constantly changing image of the situation on the chessboard.

According to the time of the information storage there can be distinguished short-term memory (seconds) and long-term memory. While calculating variations, short-term memory reveals itself in memory retention of the position image, and long-term memory is involced in the evaluation of intermediate positions by virtue of the accumulated professional experience.

Operational thinking performs the functions of planning, monitoring, forecasting and decision-making (first of all choice of move) under severe time pressure.

Evaluation function, being an integral function, plays a crucial role in choosing the game plan, as well as in comparison of the positions which emerge while calculating variations.

Types and features of EF: static (instantaneous, preceding exhaustive search of variations, intuitive), logical (resulting from verbal, i.e. wordy signs), dynamic (profound study of the position after exhaustive search of variations).

The above-mentioned definitions of concepts and list of professionally significant mental functions of chess players do not claim absolute accuracy but are aimed at understanding the structure of the 'chess mindset' by chess players.

In the list of mentioned functions, operative memory, operational thinking and evaluation function play the most significant role in calculating variations and position evaluation, which make up the main content of a chess game. Studies and researches of psychologists and chess players, in particular a group of professors, post graduates and students of the Lvov and Kiev Institutes of Physical Culture, which were devoted to operative memory and operational thinking, enabled the development of techniques and methods of objective diagnosis, and definition of approaches to the study of the evaluation function.

In the current work, the main attention is drawn to diagnosis and training mainly of the evaluation function. Quantitative assessment of these functions can significantly increase the effectiveness of the training process.

The role of mental functions takes shape during comparative analysis of the procedure of move selection by chess players and by chess engines.

When comparing the process of improving the game of chess players and game software, there is a noticeable difference in the dynamics of this process. The rapidity of improvement of chess engines in the last decades is so great that their victories over World Champions are of no surprise to anyone.

Analyzing the process of selecting a move in accordance with the so-called 'search tree,' it's easy to come to the conclusion that the defining criteria for such a choice are rapidity, hence depth of moving along the branches of this tree, subconscious fixation of the positions in the nodes and the objectivity of their evaluation.

The rapidity of motion and fixation both of biological and cybernetic chess players are determined by operative memory (OP). This feature in cybernetic chess is not only immeasurably higher, but also has more favourable tendencies of development due to progress of cybernetics and nanotechnology.

Second feature - static position evaluation (but not dynamic) in the nodes of the 'search tree' - is definitely more perfect with a person, who has accumulated a thousand-year experience of chess games.

This experience has been realized in particular in the formulation of the laws of chess and in upgrading skills and abilities of implementation of these laws. Furthermore, material of tremendous information capacity has been accumulated on specific positions - 'opening theory' and 'endgame theory',

including an objective evaluation of positions, variations and individual moves.

Thus, the prospects for improving the effectiveness of the training of chess players are determined by introduction into training process practice methods of diagnosis and training of evaluation function with prognostic, methodical and diagnostic purposes.

An independent and relatively new way of improving the preparation of chess players is discussed in this work, the method of intensive objectivization of subconscious evaluation of positions in the nodes of the 'search tree' - i.e. static EF.

Based on a study of mental functions, the development of a system of objective psychological criteria (methods and means of special training) is one of the most promising ways to optimize the educational and training process.

Such a system or its components can be used in chess sport to control the dynamics of the sport shape; as a subsidiary means for the intensification of the educational and training process; for monitoring the effectiveness of pedagogical influences and various means to stimulate intellectual activity (pharmacology, psychotherapy, etc.).

It is necessary to continue the search of diagnostic methods and means, adequate to the content of chess and studied functions, which will ensure the motivation of examinees. It seems promising to automate the diagnostics process, based on computerization and the use of micro informational technology, which will allow a move from diagnostics to training of professionally significant functions.

For instance, the test 'Operative memory of chess players' (OMCP) was embodied in a computer version, which confirmed the viability of instrumental (apparatus) techniques in chess sport. Another task, aimed at improving the reliability of the test results, is control and providing motivation for the examinees for the procedure.

# 2.2 - Chess Intellect and Intuition

Defining static EF as intuitive, we thereby have touched upon the role of intuition in the 'chess mindset'.

Trainers and chess players of high level (A.Beliavsky & A.Mikhalchishin - 2006; M.Dvoretsky - 2007) provide not only good examples of intuitive decisions, but also offer practical advice for the development of chess intuition.

Nevertheless, it seems to us that the result of experimental exposure on intuition can be verified only when its manifestation is evaluated quantitatively before and after such exposure. Unfortunately, there are no such techniques yet, and that is not surprising, when we are talking about such an explicitly subconscious process.

Based on those mentioned works, we will define a complex notion, which will be discussed.

So, intuition is unconscious mental activity of a person on processing and generalization (summarizing) of previously acquired information and elaboration of new information (Dmitriev - 1985).

The result of unconscious intuitive activity cannot always be proved in the usual logical ways; the validation of an intuitive conclusion is accomplished during the process of practice.

Logical thinking proves practically the confirmation of intuitive conclusions that are usually approximate, probabilistic. Reliability of intuition can be tested provided its inclusion into a coherent system of knowledge.

The characteristic features of intuition are spontaneity, abruptness, and unawareness. Unawareness characterizes intuition as a process; spontaneity and abruptness, as a result.

A comprehensive and systemic approach to the study of intuition, which takes into account all these phenomenological features,

allows us to give a more complete and adequate characterization of intuition.

The process of intuition is not formed; it is impossible to develop a certain logical formula. In logical thinking, we can recognize and establish a chain of successive conclusions, in which we can distinguish the elements of analysis, synthesis, abstracting.

In the intuitive thinking process, obtaining conclusions remains unconscious, and it's not always possible to distinguish or isolate and examine its links, units and stages, because they seem to be merged together, non-segmented.

Experimental data confirms that stages of mental processes are not apprehended by the person, there exists non-verbalised thinking - the solution to the problem or conclusion occurs suddenly, unexpectedly.

Masters of logical board games such as chess or Go, while searching optimal moves use different areas of the brain than beginners do, allowing them to quickly and intuitively find the most advantageous variations. That is a statement that was published by Japanese scientists in *Science* magazine.

Wang Xiaohong of the Japanese Institute of Brain Research Center RIKEN and his colleagues examined the cortical activity of experienced and novice players in Shogi - a Japanese variant of chess. Unlike amateurs, professional Shogi players are able to understand the situation on the board quickly and, without prolonged contemplation, intuitively find the most favourable moves.

Afterwards the authors of this research were able to identify, for the first time, the brain areas involved in this process.

The suddenness of the intuitive solution is related to its characteristic feature - simultaneous, instantaneous record of the data set and the factors of the current situation, which is manifested as the ability of intuitive and in general, unconscious activity.

The suddenness of the intuitive conclusion is the result of simultaneous activity of thinking, internal processes of which are often not realized by the person, even though due to them, simultaneous analysis of many factors is conducted and performed. All this fully applies to the manifestation of intuition in chess as a model of any intellectual processes.

Cyberneticists, psychologists and chess players, who elaborate and process game programs, realize how complicated is the procedure of the possibility of intervention in the process of taking intuitive decisions.

In these works, along with high-quality analysis of specific solutions, fragments and games, the link with more or less accurate definition of 'intuition' can't be seen. Such naive recommendations as, for example, 'to try to guess,' 'to follow your feelings,' 'to invent training exercises and games,' etc. raise some doubts.

Here it should be noted that the supposed use of training games with a shortened time control is advisable only during subsequent analysis of games. Otherwise, non-objectively evaluated positions and inaccurate decisions fall into long-term storage.

We assume that the authors of the abovementioned works would join our opinion of the reality of development of intuition only in case of reliable (quantified) determination of its level before and after purposeful influence.

It's interesting to present a model of intuitive decisions based on the 'search tree.' It can be hypothetically assumed that instantaneity of taking intuitive decisions is determined by a very high magnitude of the static position evaluation in one of the nodes of the search tree, which stops moving through the branches of the 'tree' (Fig.1) to take an optimal decision - move.

Already during the transition in the process of improvement of programs from the exhaustive search of variations (brute force) to the minimax procedure, and while considering the various possible procedures 'breadth-first' and 'depth-first,' the analogy with the decision-making process of a chess player becomes rather complicated.

It becomes complicated for obvious reasons - the procedure is implemented on a subconscious level, which is almost inaccessible for analysis. Currently, chess

playing programs continue to be elaborated and complicated in order to provide greater depth of search of variations.

At one time, when the move selection procedure by a chess player was modelled in a simplified form, attempts were made at so-called 'streamlining' (regulation) of the search (A.Kotov - 1970).

These attempts have not been implemented for obvious reasons - the invalidity of intervention in the decision-making procedure (elaborated through millennia) in the conditions of diverse environmental impact, especially on the complex physiological and mental receptors.

Nowadays, attempts to simplify the representation of intuition are on the agenda. Do we believe that intuition can't be affected? It sure can! It's necessary to remember that intuition is subconsciously gained professional experience, and it is affected by tournament practice, focused analysis of games and other, special methods.

# 2.3 - Methodical Maintenance of the Training Process

Education and training in sport are correlated processes. However, for a meaningful organization of the training process, it is convenient to draw a relative distinction between the stage of accumulation of basic knowledge about chess and the stage of formation of abilities and skills of implementation of this knowledge.

The system of laws, rules and guidelines, which make up the theory of chess, develops very slowly due to their complexity. The inability to exhaust and drain chess by establishing more or less simple laws provides, on the one hand, their longevity, and on the other hand, retains the possibility of effective display of a chess players' skills.

Those laws, few in number, established mainly by W.Steinitz, are well-known even to lower category chess players. GMs are also proceeding with further accumulation; however, their work is focused mainly on the study of a large number of specific positions.

Thus, with the increase of a chess players' qualification, the role of methodological support of the training process grows.

We believe that the main content of training should be the improvement of the evaluation function, especially with the help of well-formed analysis of games and game fragments.

The main purpose of the analysis, including that of one's own games, is error detection in order to reduce the probability of their occurrence in the future in similar positions and thereby, objectivization of the static EF.

All chess players during training constantly solve the task 'find the best move'. We offer for consideration also the inverse task - 'find not the best move'.

The point of this task is improvement of the effectiveness of game analysis, particularly one's own. Finding 'not the best move' has a less expressed emotional aspect than the task to find the best continuation.

In order to increase motivation, you need to understand that the task can be considered as finding a move (or moves) which is objectively worse than the move (or moves) played in a sequence of moves without the error(s) being directly flagged.

Finding 'not the best move' is thus more akin to playing a game. It requires careful analysis and increases the quality of that analysis.

For the proposed program of training in each of the tasks, it's suggested to find both the best and 'not the best' moves, and responsible chess players and trainers can, as a rule, task such a challenge before starting the analysis of any games that are being analyzed.

# 2.4 - The Role of Operative Memory in Chess Practice

The structure of operative memory includes the processes of memorizing, preserving (retention) and reproducing the information received and processed during the execution of separate actions, required only for the achievement of this particular purpose.

In the process of move selection, operative memory operates with the positions of branches in a 'search tree'.

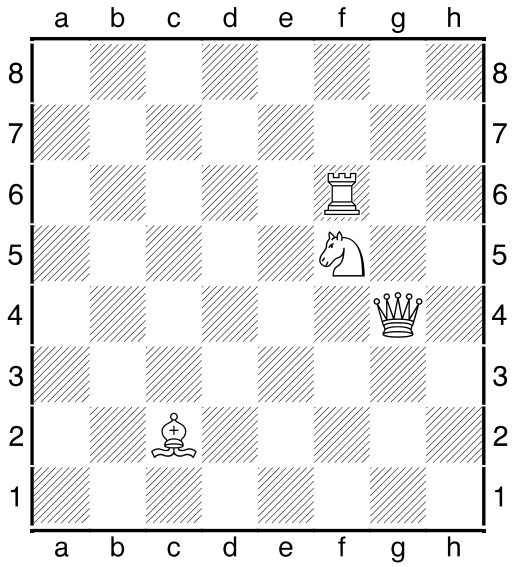
Credible information about the operative memory allows us to predict the prospects of a chess player, clarify the methodical orientation of training sessions, and to assess both the state of competition form and the impact of external factors on it.

For the quantitative evaluation of operative memory, some specialized psychometric techniques have been elaborated and developed. The extent of experiments, duration of application of the technique and the attitude of the testers (and examinees) to it showed that the method of operative memory of chess players has so-called faith validity.

Attempts to study memory and attention have been undertaken in 1925 (M.Dyakov with co-author), but due to the lack of objective methods and techniques, the results could not be implemented in trainers' practice.

A card test of operative memory of chess players (Y.Simkin with co-author - 1984) was created on the basis of the description of a conventional model of professional chess players' operative memory according to the results of an analysis of the process of calculating variations, using a logging (record-keeping) method.

During the whole experiment, the subject must retain in memory an image of the interrelation of several pieces, which is constantly changing with sequentially presented stimuli - squares, to which pieces should move. An example is shown below (D):




Squares - Stimuli: 1.e2 2.b3 3.b6 4.d4 5.d5 6.e5 7.c2 8.g6 9.f7 10.b2 11.d6 12.c4 13.e5 14.b4 15.e7 16.d4 17.b7 18.e2 19.f4 20.c2 21.b1 22.f7 23.c4 24.b6 25.e1 26.d5 27.d4 28.c2 29.d7 30.f2 31.e6 32.b4 33.b6 34.d2 35.b3 36.e3 37.c6 38.f7 39.d7 40.f2.

Improvement of the testing procedure becomes possible using computer technology. A computer version of the test of the operative memory of a chess player has been elaborated.

The criteria for evaluation of test results for card (pencil and paper) and computer versions of the test are the same.

The most adequate criterion of the move selection procedure is the efficiency (E), defined by the ratio of the number of correct answers (n), to the time taken to solve the battery of tests (t): E=n/t.

Defining both individual and the average group magnitudes of operative memory requires mastery of the methods of adaptation to the testing procedure.

Operative memory is mainly of genetic origin and its development is possible only to a limited extent, in particular due to adaptation to the testing procedure.

At the same time, the high value of the correlation coefficient between the test

results and playing strength (or some of its individual components, for example, calculation of variations) allows you to use the test to predict the results of teaching and training of chess players.

High scores for the operative memory of chess players test have been shown by grandmasters R.Ponomariov, V.Baklan, Y.Kruppa and K.Lagno. In various forms of professional (occupational) selection, primarily when compiling training groups, this test is irreplaceable and should play a decisive role.

We can confidently say that the test results, exceeding the average group norms (age, qualification), assume serious growth prospects for a young chess player.

However, in this case it is very important to take into consideration personal characteristics that determine the motivation for testing. Establishing group average age and playing strength norms for the solutions of a computer test of a chess players' operative memory is conducted on the basis of determining the correlation between test results and playing strength (rating).

The prognostic value of operative memory is determined by the correlation between the results of an operative memory test before and after relatively prolonged training sessions or tournament practice. Such dependence is obvious a priori, but its value depends on the ratio of operative memory and evaluation function and other mental functions in a player's 'professiogram'.

According to the degree of deviation from test indicators of the average group (in both directions) it's possible to implicitly estimate the peculiarities of a chess player's style. These peculiarities depend on the one hand, on the ability of the subject, on the other hand, on a variety of external factors, e.g. training techniques or the proportion of its components.

Methodological recommendations based on testing can therefore focus on the choice of game line or methodological means and tools to eliminate the flaws of training.

An efficiency value (E) above or below group average norms suggests aspiration in tournaments to positions of dynamic (tactical) character in the first case and static (strategic) in the second. In the training process, load should be respectively redistributed. Analogously, these results can be taken into consideration while choosing an opening repertoire.

Information about efficiency (E) can be used for reasonable corrections of the training and competition process, but the authors do not want to predetermine the creative conclusions of chess players and trainers in this direction.

The objective and unbiased evaluation of competition form before the game (tournament) is important for every chess player, especially for those of high level.

It's natural to use for such purposes a test of a chess players' operative memory, especially considering that computerization and miniaturization of information technology makes this task easily implemented in any situation.

The terms and conditions of the way chess tournaments are conducted, including prolonged hypodynamia (lack of physical activity), require the development of rehabilitation programs. Of course, the need to use pharmacological, physiotherapeutic and other methods for positive influence on the central nervous system arises.

It's known that some players of high level have been using such options and means. To obtain reliable (quantitative) results when studying the influence of the means of impact assumes the use of a control diagnostic of operative memory as one of the main criteria of the quality of game performance. The effectiveness of training of genetically determined operative memory is limited only to achieving an optimal individual level (for example, during the 'warm-up').

Thereby, diagnostics of operative memory:

1. Have indisputable prognostic significance, especially while forming the study groups.

2. Are an additional factor, which determines the methodological content of the training process.

3. Can be used for monitoring the external impact and state of sport shape.

# Chapter 3
# Position Evaluation

## 3.1 - Components of the Unconscious in Chess Thinking

Modelling (simulation) higher nervous activity and mental functions, including the chess field, and study of patterns and regularities of information processes in the brain, theoretical and practical elaboration of the problem of artificial intelligence, all require further study not only of conscious but also of the unconscious components.

Without the implementation of this knowledge, functional training of chess players can't be profound, comprehensive and complete.

Study of the interaction of conscious and unconscious is essential also for sports theory. Effective management of the training process of strong chess players assumes the formation of their automated mental skills and abilities, free from conscious control.

Moreover, in sports episodes, conscious decision-making by a sportsman is carried out under time pressure. This is especially typical for the game of chess, which requires the processing of large amounts of data within a limited time. In particular, the most important components of the decision making process of a chess player - evaluation of the position and calculating variations - are performed at an unconscious level.

One of the most promising approaches to the problem of the unconscious is the 'Theory of Attitude and Set', which emerged in the 1920s and was developed by D.Uznadze and his numerous students and followers. Another trend is the development of the idea of unconscious activity motives, meanings and values by Leontiev and his school.

In philosophical and psychological aspects of the research of this problem, the most profound and original, judging by its content, are the works of F.Bassin (1979), A.Spirkin, A.Sheroziy, A.Leontiev and D.Dubrovsky (1970-1985).

A scientifically grounded statement of research into the decision-making process is stimulated by generalization of data from available scientific literature in order to determine the nature of the conscious, the role and place of the unconscious and its dialectical correlation with consciousness in the process of reflection, cognition and creativity. This may result in a directional individualization of the training process of chess players.

The most significant component of the process of move selection in chess is the evaluation of the position. In philosophy, and afterwards in psychology, understanding of 'relative independence', 'autonomy' of this mental function appeared quite a long time ago. For example, K.Platonov (1981) even considered it as one of the three main functions, along with those of cognition and regulation.

Unfortunately, the lack of general psychological and philosophical interpretation of 'evaluation' complicates research into the evaluation processes in special disciplines, including chess.

Intellectual evaluation in chess was studied at the end of the 19$^{th}$ century by the French psychologist A.Binet, who (as a result of the research) concluded that 'the one plays better, who correctly evaluates the position and calculates variations further'. The role of evaluation in the game was particularly emphasized by Em.Lasker and A.Cleveland. In psychological research by Cleveland, the significance of evaluation is valued so highly, that the ability to play chess is defined by the skill of position evaluation.

It's reasonable to focus on the way B.Blumenfeld (1946) considered the evaluation function. From the perspective of a chess player, Blumenfeld gives the following definition of evaluation. 'The content of position evaluation is a judgment about the position in general, which provides an answer to the question: which of the parties has better chances now?'

Analysis of the content and structure of that evaluation develops the understanding of this function, enabling definition of its essential features and operational structure.

Study of evaluation processes has been carried out in psychophysiology and engineering psychology. Sensory evaluation was studied ('Do I feel a sensation [feeling]?', 'Do I feel any difference between sensations?' and 'Do I recognize the object?').

Especially great attention was drawn to the problem of evaluation in philosophical disciplines: epistemiology, ethics, aesthetics, logic. In some of these disciplines, more importance was given to 'evaluation', rather than to such fundamental categories as 'cognition', 'reflection', 'value', which can be seen even in the titles of articles and monographs.

At the same time, 'evaluation' as the word in spoken language and as a general scientific term has many meanings and connotations. Furthermore, this word fulfils a dual function, denoting both the process of evaluation (evaluating) and the result of this process (evaluation-result).

As a scientific term, 'evaluation' still has no 'official' definitions: neither in the Great Soviet Encyclopaedia, nor in philosophical encyclopaedias, or in psychological dictionaries, although other terms are determined through evaluation as a generic term (e.g., 'self-evaluation').

From a comparison of the role of evaluation in the calculating process with the fact that even in a relatively small calculation up to 10 moves are conducted in the mind (and for every move a position evaluation can be made), the conclusion follows that a skilled chess player should be able to evaluate positions extremely quickly, if possible instantly. A significant role in the possibility of instant evaluation is played by its correlation with the 'history' of a chess game.

Owing to the fact that, in general, the skeleton of the position after every new move remains the same, the evaluation of the current position is based on the previous one, taking into account the changes.

However, the whole explanation of the possibility of instant evaluation can't be reduced to the statement above. There are cases when one move drastically changes the situation, nevertheless the evaluation of the position can be conducted immediately.

Blumenfeld notes the significance of previous experience in the form of similar positions, 'leading to success or failure', i.e. simultaneous manifestation of evaluation and perception.

He emphasizes the automated, instant nature of the evaluation, its integrity, in some cases the lack of possibility to expand the evaluation into the chain of conclusions, although its logical character is evident.

Non-instant, profound evaluation is related to the dynamic - 'it lies in reflection of possible operations' - and therefore is connected with calculation elements.

On the basis of Blumenfeld's analysis, we can talk about the cyclicality of the evaluation: after recurrent, more profound examination of the internal content of the position, the return to the position evaluation happens on a more informed ('cognizant') level. The emotional nature of the function (related to the subjective emotional experience with the position) is also pointed out.

Experiments by O.Tikhomirova (1984) enable us to take a broader look at evaluation, the cyclicality of which in this case is revealed through a narrowing-broadening of the area of solution search to a favourable evaluation of the found move. As well as Blumenfeld, Tikhomirov notes the emotional nature of evaluation.

The importance of the position evaluation is also shown by Shannon's program (designed for playing - 1963). The author states: 'Although in chess there is no known

simple and exact evaluating function... and probably never will be because of the arbitrary and complicated nature of the rules of the game, it is still possible to perform an approximate evaluation of a position. Any good chess player must, in fact, be able to perform such a position evaluation. Evaluations are based on the general structure of the position, the number and kind of Black and White pieces, pawn formation, mobility, etc. These evaluations are not perfect, but the stronger the player the better his evaluations.'

Thus, the ability to evaluate the position correctly and accurately has a major impact on the decision-making procedure.

The subject can provide an accurate evaluation, formed in his consciousness, as a result of information arriving from the external environment; the mental image coincides (identification/recognition) with one of the mental images, embodied in 'Long-term storage (depository)' (LTS).

The same thing happens when new information, coming from the external environment, by its volume enables a person (with the help of functions of calculation and the establishment of logical patterns) to transform a new function mentally and correlate it with the one stored in memory.

The evaluation can be approximate; it happens in the case when the amount of information is either insufficient to give an exact answer after transforming information and comparing it to the stored one, or 'over-sufficient'.

In other words, it occurs when human consciousness can't operate with such a load of information. In both cases, subconscious (approximate) evaluation renders help.

The most essential features of EF are:

1. Simultaneous (joint) nature of the evaluation.
2. Amount of information, which needs to be evaluated, is considerable and sizeable: information can't be covered by consciousness simultaneously and is controlled by the subconscious.
3. In the majority of cases, there is a 'history' of the position, related with the evaluations of positions, all of which has brought the game to the currently evaluated position.
4. 'Cyclicality' of evaluation: having the lack of information to evaluate - it's increasing during the calculation process - and the process of establishment of logical patterns with the subsequent return to the evaluation on a more profound level.
5. Emotional nature of the evaluation, which is related to the subjective emotional experience.

# 3.2 - The Role of the Static Evaluation Function in Choosing a Move

Let's define again briefly the types and peculiarities of evaluation functions: static (intuitive, instantaneous), logical (obtained by the conclusion from a verbal premise) and dynamic (associated with profound and intensive study of the position and calculation of variations). The whole process of teaching the game of chess is based on the application and usage of logical (verbal) EF.

The same function is the basis for the exchange of information between chess players, trainers and chess players, and chess players and the public. Those exchanges are realized through chess literature, comments and performances of the leading players.

Dynamic EF determines the choice of move, result of the game and tournament.

This function includes static EF (nodes of 'search tree') and the result of moving through this tree, which is realized and implemented by the operative memory.

The determining role of the static EF is clearly visible in Fig.1. Power of the selected move depends on the depth of search and on comparative evaluation of the final positions.

The class of a chess player is determined mainly by his 'sensitivity' of evaluation apparatus in the final positions. Also the depth of search itself depends on the sensitivity of EF.

The difference between static and dynamic EF is determined, for example, by the fact that moves from an initial position, which lead to positions with the same static EF, lead to different dynamic evaluations after completing search and calculation (Fig.1). This is what determines the choice of move!

Development of operative memory does not depend much on the duration and intensity of the training process.

Therefore in terms of the effectiveness of this process, the possibility of influence on static EF - the only factor by which chess players can compete with computer game programs - is fundamental.

Over the last few decades of work on the evaluation function of chess engines, the amount of material and positional factors determining its value has increased from five to several dozen. However, the static evaluations of positions by human chess players remain more objective.

Quantitative evaluation of factors, corresponding to the features of the position, is optional. In addition, combination of factors provokes absolute nonlinearity.

The possibilities of objectivization of factor evaluations and static EF in general are exhausted. Let's remind that dynamic EF of gaming software is being constantly improved, and today is more than competitive with chess players' evaluations.

It should be noted that the fact of work on the quantitative performance of factors of position evaluation stimulated the development of verbal EF. The educational process at the stage of mastering chess strategy is enriched by further information.

While work on the objectivization of verbal EF is exhaustive, the improvement of static EF has significant reserves.

Approaching the main purpose of this book, it is necessary to define the meaning of the static EF in more detail.

The process of the formation and the objectivization of subconscious evaluation can be characterized, unfortunately, only by external factors. One of them is mastering and the drifting to subconscious of the verbal evaluation.

But another factor is definitely more significant. The point lies in the dependence of the long-term memory evaluation on the subsequent development of the game.

Naturally, a positive outcome leads to LTS receiving a positive evaluation, and a negative outcome, correspondingly, a negative evaluation.

However, the outcome of the move choice depends not only on an objective assessment, but also on the opponent's response to it, various external factors, recurrence of similar situations, the individual characteristics of perception, capturing and reproduction of the position, associative memory, and other factors.

Thus, the objectivity of the information about the position, received from games played, and which falls into long-term memory, isn't sufficient, and therefore this book examines new ways of forming EF.

Motivation of the procedure for suggested further diagnostic and training programs depends on understanding the importance of the static EF. Therefore, it's advisable to expound the idea of such a program insistently and patiently.

# 3.3 - Evaluation Processes in Chess

In this chapter we propose a training program that realizes the idea of intensive - according to the number of acts - comparison of static EF with an objectively determined evaluation.

This evaluation is defined by the multiple analyses of chess positions by chess players of the highest level and by modern computer chess engines

It's advisable to involve chess engines (even of a high level) mainly for positions of a dynamic, counting type and also in the case of conflicting evaluations.

Besides a diagnosis of EF, which has methodological value, such a comparison procedure (and it's the most important factor) ensures we get objective unbiased evaluations into long-term storage, which as a result determines the growth of skills of a chess player.

What distinguishes this method from forming evaluations in LTS in the natural way, i.e. as a result of professional playing experience?

The first difference was already mentioned - elimination (decrease) of the probability that unobjective (biased) evaluations will fall into LTS during the game.

The second difference: the more intense emotional component of the process of long-term storage during the game rather than during training. This difference may play both a positive and a negative role depending on the accuracy of the evaluation.

However, this difference requires an increase in motivation towards the testing procedure. Subjects must understand that if diagnosis of EF specifies the direction of the training process, the training of EF a priori increases playing strength.

The decisive role in the formation of static EF is played by long-term and associative memory.

Many psychologists have dealt with issues of long-term memory in order to improve playing strength with the aim of modifying the upbringing of 'geniuses' and their education.

For example, Binet discovered that chess players memorize positions with logically located pieces, compared to randomly located ones, better than non-chess players. Adriaan De Groot (1938) studied memorizing of random positions. Herbert Simon (1960) came to the conclusion, that about 50,000 to 100,000 blocks ('chunks') of chess information exist in the LTS of chess players.

He also noted the decrease in the starting age and the duration of training of chess players thanks to the application of computer technology. All these data are presented in a work of Philip Ross (2006).

The main idea of the method of diagnostics and objectivization of EF proposed here, lies in the massive introduction into LTS of a large number of positions, each with an objective evaluation.

For this purpose, in the early stages it's necessary to develop a collection of exercises (about 1000) with known quantitative evaluations and to develop a classification system.

This idea has partially passed and continues to pass testing in practice. At the same time - and this is crucial - implementation of the idea is effective anyway.

While chess players of high level compare objective evaluations with those existing in LTS, this comparison leads to the obejctivization of static EF in the process of calculating variations.

For those players who are in the primary and intermediate stages of chess training and education, this method is particularly effective as long-term storage is filled with positions with objective unbiased evaluation, thus clearly reducing the time needed for creative and professional growth.

Various representations of EF are possible, e.g. descriptive, symbolic, digital (Bondarevsky 1973), computer and combined. In the Chess Informant and Yugoslav Encyclopaedia, a 7-level system of evaluations of chess positions is used:

Equality =
White is slightly better ⩲
Black is slightly better ⩱
White has the better position ±
Black has the better position ∓
White wins +–
Black wins –+

Experience and practice show that titled chess players can confidently differentiate their evaluation of the position according to the seven-element system.

The signs

+- ; +/-; +/=; =; =/+; -/+; -+

Have the following corresponding numbers:

3; 2; 1; 0; -1; -2; -3

This grading system is the most technically comfortable and informative, but it takes time to master it.

Another issue is the selection of positions with an objective evaluation. Practice of such selection clearly shows that even some positions of the World Champions' games can have inaccurate evaluations (this opinion not to be considered as unqualified).

Inaccurate evaluations can be explained by various reasons, including peculiarities of style, course of the game or the tournament, low playing level of the opponent etc.

Games and positions for the training program have been selected taking into account dynamic evaluations by the best chess engines and purposeful analysis by chess players of the highest level.

Nevertheless, the right to a subjective evaluation of the positions remains (both for the readers and authors). The reader's own evaluation, backed by analysis, provides additional motivation to the quantitative evaluation procedure and brings additional points while solving tasks from the proposed program.

Testing these techniques within a limited contingent of chess players has confirmed its effectiveness for diagnosis and training of EF.

Thereby:

1. The evaluation function, which plays a major role in the move selection procedure, urgently requires a comprehensive study, which should be the basis of chess training of the future.

2. Verbal (logical) EF remains the main means of information exchange in the field of chess, including education and training; at the same time, opportunities and prospects for improving the training process on this basis have been somewhat exhausted.

3. Intensive objectivization of subconscious static EF. This is a serious hindrance to increasing the effectiveness of the formation of chess training.

4. The training program offered here (a continuation of the program 'Chess Training') is an important step in the improvement of the training process.

5. Training sessions, following the offered program, of high-level chess players lead to certain obectivization of EF.

6. For chess players of different ages and playing levels, training sessions on this program lead to a significant acceleration of the creative and sports growth and improvement in general.

# Chapter 4
# Training Program '64'

## 4.1 - Methodical Reasoning of the Program

As follows from Chapters 1-3, the main ideological objective of this program is to prevent unobjectively evaluated positions falling into and remaining in long-term storage (LTS). This aim can be achieved by qualitative, motivated analysis.

Traditional training programs are basically a collection of exercises, providing the opportunity for a chess player to train independently on increasingly complex forced variations from practice. Exercises are classified by themes of strategy and tactics and by relevant techniques and methods.

Computerization has enabled a more intensive implementation of the function of collecting, systematizing and storing information, effective feedback from which has significantly increased the effectiveness of training programs.

At the same time, the programs of printed literature have impressive advantages (no need for a computer, more comfortable conditions of observation, independence of the place of stay, preservation of the role of the trainer, etc.).

In order to continue further improvement of training programs, there is a need for more strict observance of didactic principles, the introduction of a competitive element, particularly via the Internet; specification of the position qualification.

A fundamentally new way to improve the training programs is the gradual introduction of diagnostic and training of professionally significant mental functions.

A draft program, developed by a group of professors and students of the Kiev State Institute of Physical Culture in 1994-1995 included diagnosis of static and dynamic position evaluation.

Training programs of recent years have built into chess engines attempts to calculate ELO rating, for example, 'Workshop, 2000' (A.Alpert) ST - ART 3.0, 2000 (M.Blokh); Chess Assistant 9; 'Chess Strategy. Program 2000', educational material in the form of annotated games and fragments, classified by category, e.g., M.Dvoretsky & A.Jussupow 'Methods of Teaching Chess', 'Secrets of Creative Thinking' (1997), N.Kalinichenko 'Chess Strategy' (2008), and many others.

Such programs are mainly focused on the mass consumer, and are more academic than training in character. Attempts to carry out purposeful diagnostics and training of the evaluation function are undertaken to an insufficient extent.

In recent years, computer training programs have been developed, for example the constantly updated 'Lucas Chess' and 'Peshk@' training courses.

The training program 'Chess Training' (Y.Simkin 1970) a one year cycle of training, consisting of 40 lessons of 5 tasks in each, is oriented to chess players and trainers of the new generation, those who understand the topicality of the usage in the training process of achievements in the sphere of psychology and pedagogy.

In particular, the lessons include tasks on diagnostics of operative memory and evaluation function.

The training program '64' proposed in this book is the sequel and extension of that 'Chess Training' program.

In chess, sport, education and training are interrelated processes. However, for a reasonable and justified organization of the educational-training process it's convenient to draw a distinction between the stage of accumulation of basic knowledge about chess and the stage of forming skills and abilities for the implementation of this knowledge.

Chess theory, as a system of laws, rules and guidelines, develops rather slowly because of the complexity of chess as a model of certain life situations.

The inability to exhaust chess by the establishment of more or less simple laws provides, on the one hand, its longevity, and on the other hand, retains the possibility of effective display of skills by chess players.

Some laws, established mainly by Steinitz, are already well known by top rank chess players.

GMs also continue to accumulate knowledge; however, their work is focused mainly on the study of a large number of specific, mostly opening positions.

Thus, along with the rise of a chess player's level, the role of training sessions increases, during which skills and abilities to realize and implement chess knowledge are being formed.

Hence, the role of methodological support of the training process grows in importance.

Especially important was the appearance of programs with a new ideology, connected with the perspective of introducing the 'Fischer clock', and, as a result, the reduction of the role of opening theory.

During the preparation of material for the current program, we applied the principle of programming, which stands for adjustment and arrangement of the training process in accordance with specific principles of organization of training load within the framework of a specific time period.

It is assumed that this ensures a high scientific-methodical level and a greater likelihood of achieving the goal.

# 4.2 - Learn from the Teachers' Mistakes

Material for the program lessons and exercises is taken from the creations of World Champions. At the same time, not only their best achievements are considered, but also some mistakes.

The majority of the material is from the games of Ruslan Ponomariov, with whom the authors had a chance to work closely.

The authors also considered it useful to include in the program some games of Magnus Carlsen, who overcame the 2800 rating barrier and with his playing level represents the future of chess.

Games played by the World Champions have been repeatedly and carefully analyzed. All this boosts the significance of the program material, its importance and the motivation of those chess players who train using it.

In this regard, it's difficult not to mention (at least in brief) the history of the fight for this high title.

The first official tournament for the World Chess Championship was held in 1886. From that moment, it was decided to count the official title of 'World Chess Champion'.

William Steinitz (1836-1900) - the first World Chess Champion (1886-1894), chess theoretician. He was officially proclaimed as World Champion after winning the match (1886) with the German born British chess player Johannes Zukertort.

Emanuel Lasker (1868-1941), another German born chess player, the second World Champion (1894-1921), was a Doctor of Philosophy in mathematics. Lasker retained his champion title for the record term in chess history - 27 years.

Jose Raul Capablanca (1888-1942) - Cuban chess player, the third World Champion (1921-1927). Since 1962, Cuba hosts annual international tournaments in his memory.

Alexander Alekhine (1892-1946) - Russian chess player, the fourth World Chess Champion from 1927 (after his victory over Jose Raul Capablanca) to 1935 and 1937 (after defeating Max Euwe) until 1946. Alekhine was a representative of the Russian chess school of Alexander Petrov and Mikhail Chigorin. He was a brilliant master of combinative chess, world record-

holder in blindfold chess.

Machgielis (Max) Euwe (1901-1981) - was a Dutch chess player, the fifth World Chess Champion (1935-1937). He gained victory over Alexander Alekhine, but then lost the rematch. During the years 1970-1978 he was the President of the World Chess Federation (FIDE).

Mikhail Botvinnik (1911-1995) - a Soviet chess player, sixth World Chess Champion, doctor of technical sciences, Honoured Master of Sports of the USSR (1945). World Chess Champion (1948-1957, 1958-1960 and 1961-1963). He was author of valuable analyses in opening and endgame theory. Botvinnik elaborated a method of tournament preparation which was used by a couple of generations of chess players.

Having retired from competition in 1970, he devoted himself to the study of problems of artificial intelligence.

Vasily Smyslov (1921-2010) - a Soviet chess player, seventh World Chess Champion (1957-1958), Honoured Master of Sports (1948). He participated in the World Championship match tournament in 1948 (2nd place after Botvinnik). He wrote several books on chess, including the theory of openings and endgames.

Mihail Tal (1936-1992) - another Soviet chess player, eighth World Chess Champion (1960-1961) after winning his match with Mikhail Botvinnik), in 1960-1970 he was chief editor of the magazine 'Sahs' (Riga).

Won the first official World Blitz Championship in 1988, having defeated the then World Champion Kasparov and ex-Champion Karpov.

Tigran Petrosian (1929-1984) - 9th World Chess Champion (1963-1969), Honoured Master of Sports of the USSR (1960), Ph.D. in philosophy, chess theoretician and journalist, chief editor of the weekly chess magazine '64' (1968-1977).

Boris Spassky (born 1937) - is a Soviet and French chess player, the 10th World Chess Champion (1969-1972), Honoured Master of Sports of the USSR (1965), World Junior Chess Champion (1955). In 1976 he married a French girl of Russian origin and left for permanent residence in France.

Robert James (Bobby) Fischer (1943-2008) - the eleventh World Chess Champion (1972-1975), defeated Boris Spassky in the match for the chess crown in Reykjavik.

Fischer was one of the most unique and extraordinary chess players in history. At the age of 14 he became the youngest champion in the history of the United States, and when he turned 15, he became the youngest grandmaster in chess history, breaking the record of Boris Spassky.

At the same time, Fischer was known for his difficult temper. In 1975, after organizers failed to fulfil one of the conditions required by Fischer, he refused to take part in the match for the world title with Anatoly Karpov and quit participating in international tournaments. In 1975 FIDE deprived Fischer of the World Chess Champion title. Afterwards he moved to Japan and Iceland for permanent residence.

One of the greatest achievements of Fischer, besides his chess creativity, was to patent (in 1988) the 'Fischer clock', which permitted a new time control - adding a certain amount of time after each move in order to avoid harsh time trouble. The international chess magazine *Chess Informant* recognized Fischer as 'Chess player of the XX century', placing him above Kasparov and Alekhine.

Anatoly Karpov (1951) - the twelfth World Chess Champion, Honoured Master of Sports of the USSR (1974).

In 1975, FIDE announced Anatoly Karpov World Chess Champion after the reigning Champion Robert Fischer refused to play the match. Karpov managed to defend his Champion title twice - in 1978 and 1981 - in matches against Viktor Korchnoi.

After the collapse of the previous system of World Chess Championships, Karpov became FIDE World Champion three more times, winning matches against Jan Timman in 1993, Gata Kamsky in 1996 and the first Championship tournament on the Olympic system in 1998, gaining victory against Viswanathan Anand in the final. Karpov is author and co-author of several book series and was chief editor of the magazine '64 - Chess Review'.

Garry Kasparov (1963) - a Soviet and Russian chess player and politician. Honoured Master of Sports of the USSR (1985), World Junior Champion (1980), USSR Champion (1981, 1988), Champion of Russia (2004).

In 1993, Kasparov established an alternative organization to FIDE - the Professional Chess Association (PCA); FIDE then excluded Kasparov from the rating lists and annulled his World Champion title. Under the auspices of the PCA, Kasparov won the title of 'PCA World Chess Champion' in a match against Nigel Short in 1993 and in 1995 against Viswanathan Anand.

In 2000, Kasparov lost a match against Vladimir Kramnik and lost the title of Champion of Russia. In 2005, after the Linares tournament, Kasparov announced his retirement from professional chess in order to devote his time to social and political activities.

He wrote several books, including the five-volume *My Great Predecessors*, which tells about all the World Champions. In 2007 he published *How Life Imitates Chess.*

Vladimir Kramnik (1975) - a Russian chess player. World Chess Champion according to the PCA (2000-2008), absolute World Chess Champion (2006-2007); Kramnik twice received the Chess 'Oscar' in 2000 and 2006. He is married to a French journalist and currently lives in France.

Alexander Khalifman (1966) - a Russian chess player, FIDE World Chess Champion (1999-2000). He headed a chess school in St. Petersburg.

Viswanathan (Vishy) Anand (1969) - famous Indian chess player, grandmaster, FIDE World Champion (2000-2002 & 2007-2013), absolute World Chess Champion since October 2008.

From April 2007 to July 2008 Anand topped the FIDE rating list. He is one of only six players who crossed the 2800 rating mark (the other five are: Kasparov, Kramnik, Topalov, Aronian and Carlsen).

Magnus Carlsen (1990) - the current World Champion (2013-), got the title by winning his match against Anand in late 2013. The absolute wunderkind of modern chess!

Ruslan Ponomariov (1983) - Ukrainian chess player, Honoured Master of Sports of Ukraine, the FIDE World Chess Champion from 2002 to 2004. In 2004, during the World Chess Olympiad in Calvia (Spain), he became the Olympic Champion at the head of the national team of Ukraine.

Rustam Kasimdzhanov (1979) - Uzbek chess player, FIDE World Chess Champion (2004-2005). Winner of international tournaments in Essen, Germany (2001) and Pamplona, Spain (2002).

Veselin Topalov (1975) - Bulgarian chess player, grandmaster (1992), FIDE World Chess Champion (2005-2006).

Once again, let's draw attention to the main purpose and content of the program - to improve the quality of analytical work - and as a result, to prevent positions with unobjective, biased evaluation falling into LTS. The lesson program takes into account the methodological requirements below.

Structure and arrangement of the program material is reflected in the system of 64 lessons with 5 tasks in each. Every task is an element of comprehensive game analysis, which includes position evaluations, defining 'the best' and 'not the best' (errors of influence) moves.

The average time of the training sessions (lessons) for candidate masters and masters has been determined as a result of numerous practical lessons.

The maximum use of didactic principles and methods consists in the implementation of the principles of systematic character, availability, consciousness (deliberateness), methods of promoting independent work, analytical (mostly), gaming and competitive methods, diversity in a separate lesson and a combination of various forms and methods of individual and group training.

For long-term motivation and monitoring the dynamics of the training effect, a quantitative evaluation (in points) of the complexity of solving tasks is introduced. It is proposed to maintain a record of accumulating points, forming a relative rating.

Of course, the proposed rating system can only serve to complement the individual methods and means for stimulating and motivating, based on the trainer's awareness of peculiarities of subjects' personalities.

To maximize compliance of the conditions of training sessions with those of competitions, the proposed duration of one program training session (lesson) lies in the range of 1.5-6 hours, which corresponds to the duration of a tournament game.

In program tasks, the idea, the theme, the names of the players and even the expected result are not disclosed, which also brings us closer to real playing conditions.

Solutions to the exercises are provided as reference material at the end of the program.

The independence of program material from educational courses enables using and applying any number of tasks at any moment of the training cycle.

The structural layout of the lessons is focused on the provision of flexibility and extension of the sphere of usage of the program, depending on the age and playing levels of those who take part in each training group.

Changing the order of tasks allows diversification of the creative content of the lessons, taking into account the individual characteristics of those chess players involved.

The structure of lessons contains the following elements:

1. Position evaluation: Static and dynamic evaluation of the intermediate positions in the presented game ensures not only diagnosis, but also, to a large extent, the basic training of professionally significant mental functions.

2. Purposeful motivation: This is absolutely necessary and can be achieved through explanation of the effectiveness of massive input into LTS of positions with objective evaluations, quantitative representation of evaluation, and the introduction of a competitive element.

3. Finding the best move: Is the diagnosis and training of operational thinking and attempts to start the exploration and study of the search function.

4. Finding 'not the best move': All chess players during the training course constantly solve the task 'find the best move'. We suggest that it is also important to pay attention to the inverse task - 'find not the best move'.

The point of this task is to improve the effectiveness of game analysis, in particular of one's own games. Finding 'not the best move' has less overt emotional character than the task to find the best continuation. In order to increase motivation, it's necessary to realize that the task can be considered as finding the move which is better than the one actually made.

The link and correlation with the obectivization of the position evaluation is obvious, since after 'not the best move' the evaluation changes scientifically.

Finding 'not the best move' requires careful and comprehensive analytical work and increases its quality and responsibility. The skill of maintaining a responsible attitude to game analysis, in particular in one's own games, contributes to the obectivization of position evaluation.

5. Test of operative memory: Individually, this task is a part of lesson structure, conditionally depending on the individual training plan of a chess player and requires extra motivation.

Keeping in memory positions with an image of 3-6 pieces (chapter 2.4) provides information of diagnostic and methodical character. The main controlling parameter is the number of moves before losing the image of the position.

As a result of 3-7 tests, an individual value of the effectiveness of operative memory is determined and correlated with the average group age and playing level standards and norms. This valuable information helps to make forecasts of growth and improvement on the sporting level as well as enabling purposeful adjustment of the training process.

Feedback on all program tasks is provided by the immediacy of the answers, assigning points for each type of task, and in the computer version of the test, by the inclusion of concomitant and entertaining information,

physical activities breaks, simple games, humour, etc.

The program can be presented either in electronic form or on paper. Along with the mandatory keeping of the structure, the actual content of tasks may be updated periodically.

The instructions describe the procedure for solving the tasks, assigning points, the approximate duration of the solving tasks and other related information.

In addition to a training effect, the program provides the operator with essential information of a diagnostic nature. This can be used to optimize the content and scope of training and competitive loads.

Comparison of test indicators and results of solving of various kinds of tasks with the average group standards allows us to predetermine the relative weight and importance of the structural components of the technical training and, thereby, formulate guidelines on training and the competitive processes.

For example, high scores in the test 'Operative Memory' should lead to a focus on the pursuit in tournament games of positions of a tactical character, while high scores on 'Position Evaluation' point to strategic positions; low scores on 'Position evaluation' require an intensification of training of this function according to the offered method. However, since the process of move selection has an integral character, one should not overestimate the unambiguity of these recommendations.

Essential information on the direction of training sessions is provided by monitoring the dynamics of results in solving separate task types under time limits. Such control and monitoring determines the structure of the technical and psychological preparedness of a chess player, which can be differentiated by the types of tasks.

# 4.3 - Instructions for Lessons

Our system of training sessions 'Chess Training 2' has a programmed nature and other differences from the other popular educational and training programs. Therefore it's necessary to take into account the following explanations:

1. The task 'Find the best move' is aimed at diagnosis and training of operational thinking. The solution (correct answer) brings the 'Operator' 20 points for each position.

2. The task 'Game analysis' is complex and comprehensive and includes position evaluation, defining an assessment of the position, and the definition of proper and improper plans and moves.

3. The task 'Find not the best moves' is aimed at motivation of analytic work. For finding 'not the best moves' as a result of careful analysis of fragments (area in italics) of an offered game, 50 points for our (author) solution, and 10 points for other well-grounded reasonable offers will be awarded. When no answers to this task are shown in the 'Solutions' chapter, that indicates that there are no obviously inaccurate moves in the fragment.

4. The task 'Evaluate the position' is aimed at the objectivization of the evaluation function and requires a quantitative representation of a qualitative preference for the black or white position. For the correct evaluation of the position according to the seven-tiered system, 20 points are awarded.

The divergence from this evaluation by one zone reduces the score by 20 points (e.g., the difference between 0 and 1 gives 0 points, between 0 and 2 results in a score of minus 20 points, etc.)

The number of positions in one lesson can be increased and determined on the basis of methodological and organizational factors.

Average accuracy of the evaluation AEF within a certain number of positions can be approximately defined by the formula:

$$\mathrm{Aef} = \frac{m}{m + \mathrm{M1} + 2\mathrm{M2} + \cdots + 6\mathrm{M6}}$$

m - number of correct evaluations
m1 - number of incorrect evaluations

More accurately, the average evaluation can be defined, taking into consideration the degree of deviation from the correct evaluations, expressed in a number of zones of deviations:

M1 - the number of deviations for 1 zone
M2 - for 2 zones, etc.

The 'operator' gains an additional 50 points for the detection of more accurate solutions and answers or for refutation of the tasks.

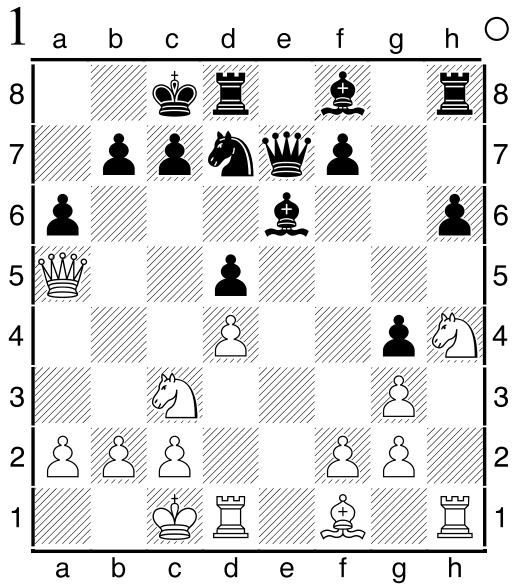
The result isn't predetermined in the tasks, which brings the solving procedure nearer to the real conditions of a game.

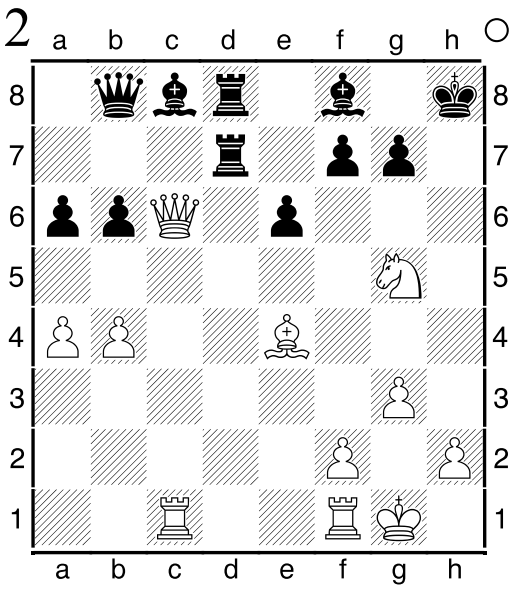
Testing of operative memory can be carried out individually and consists of mental movements of the pieces shown in the diagrams to offered squares. Tests are compiled by the operator or by the trainer in accordance with a well-known method (Chapter 2.4).

# 4.4 - 64 Lessons

# Lesson 1

### 1. Find the Best Move



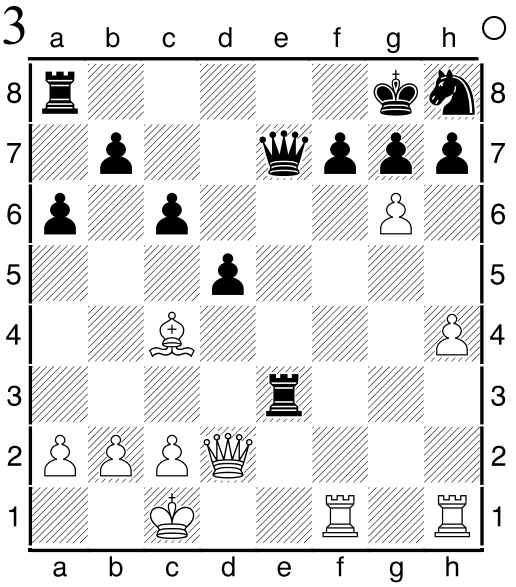


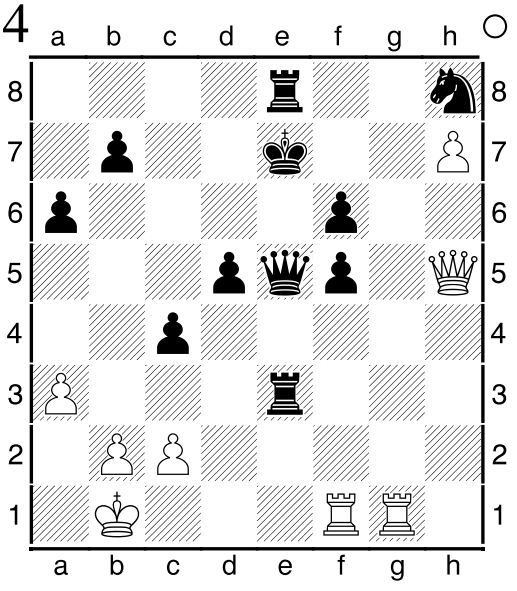
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.e4 e5 2.♘f3 ♘c6 3.♗b5 d6 4.d4 ♗d7 5.♘c3 ♘ge7 6.♗e3 ♘g6 7.♕d2 ♗e7 8.0-0-0 a6 9.♗e2 exd4 10.♘xd4 ♘xd4 11.♕xd4 ♗f6 12.♕d2 ♗c6 13.♘d5 0-0 14.g4 ♖e8 15.g5 ♗xd5 16.♕xd5 ♖e5 17.♕d2 ♗xg5 18.f4 ♖xe4 19.fxg5 ♕e7 20.♖df1 ♖xe3 21.♗c4 ♘h8 22.h4 c6 23.g6 d5 *24.gxh7+ ♔xh7 25.♗d3+ ♔g8 26.h5 ♖e8 27.h6 g6 28.h7+ ♔g7 29.♔b1 ♕e5 30.a3 c5 31.♕f2 c4 32.♕h4 f6 33.♗f5 ♔f7 34.♖hg1 gxf5 35.♕h5+ ♔e7* 36.♖g8 ♔d6 37.♖xf5 ♕e6 38.♖xe8 ♕xe8 39.♖xf6+ ♔c5 40.♕h6 ♖e7 41.♕h2 ♕d7 42.♕g1+ d4 43.♕g5+ ♕d5 44.♖f5 ♕xf5 45.♕xf5+ ♔d6 46.♕f6+ 1-0**

### 2.2. Evaluate the Position

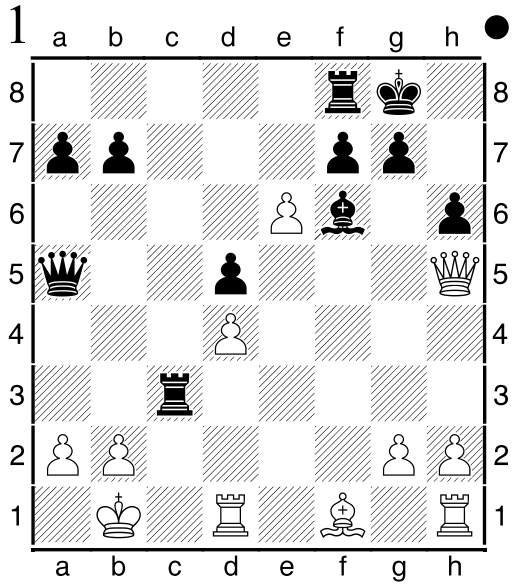




# Lesson 2

### 1. Find the Best Move

1



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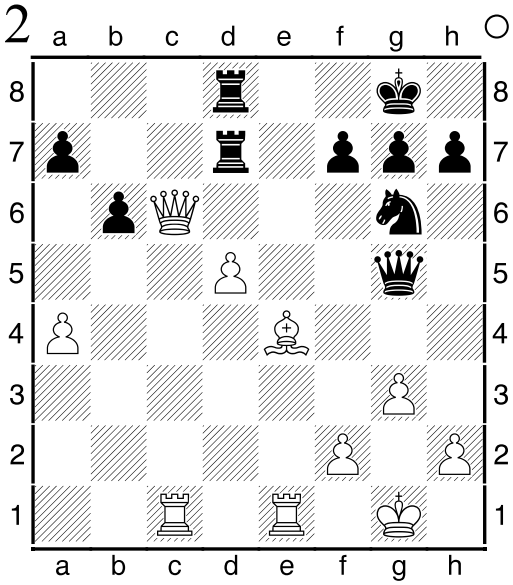


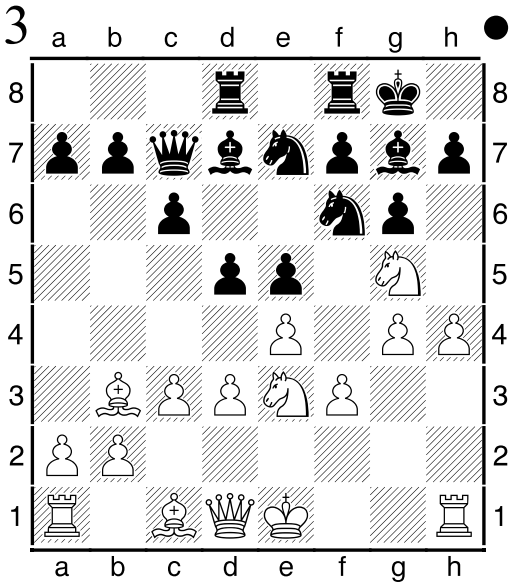
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.e4 e5 2.♘f3 ♘c6 3.♗b5 ♘f6 4.d3 d6 5.c3 ♗d7 6.♗a4 g6 7.♘bd2 ♗g7 8.♘c4 0-0 9.♘e3 ♘e7 10.♗b3 c6 11.h4 ♕c7 12.♘g5 d5 13.f3 ♖ad8 14.g4 *dxe4 15.fxe4 h6 16.♕f3 ♗e8 17.♗c2 ♘d7 18.♘h3 ♘c5 19.♘f2 b5 20.g5 h5 21.♘f5 gxf5 22.exf5 f6 23.g6 ♘xg6 24.fxg6 ♗xg6* 25.♖g1 e4 26.dxe4 ♔h7 27.♖xg6 ♔xg6 28.♕f5+ ♔f7 29.♕xh5+ ♔g8 30.♕xc5 ♕e5 31.♗e3 a6 32.a4 ♖fe8 33.axb5 axb5 34.♕xe5 ♖xe5 35.♖a6 ♖c8 36.♘g4 ♖e7 37.♗c5 ♖ee8 38.♘e3 ♗f8 39.♗d4 ♔f7 40.h5 ♗e7 41.♗b3+ ♔f8 42.♘f5 1-0**

### 2.2. Evaluate the Position

3



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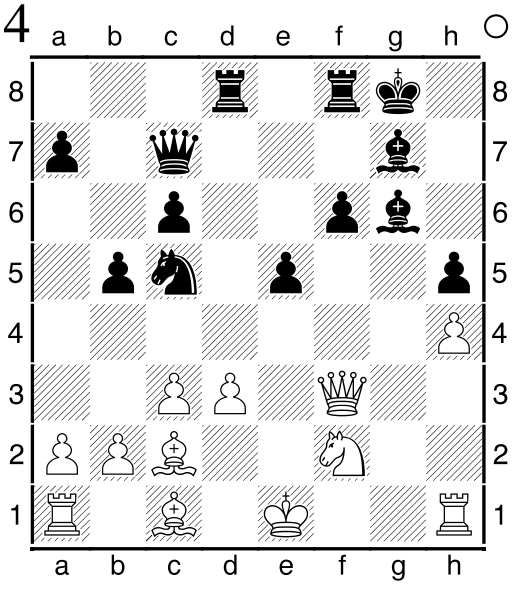
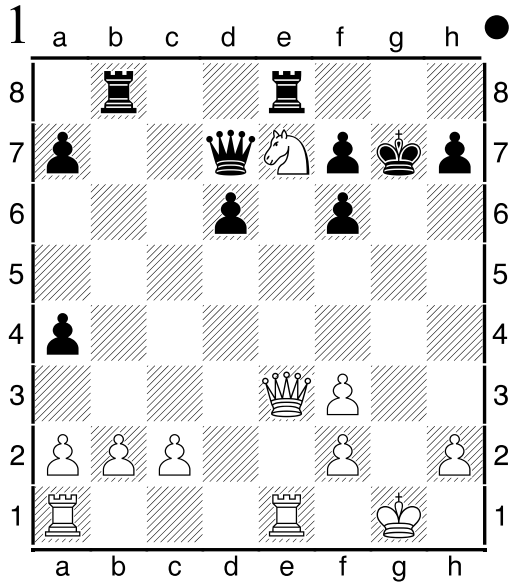


# Lesson 3

### 1. Find the Best Move

1



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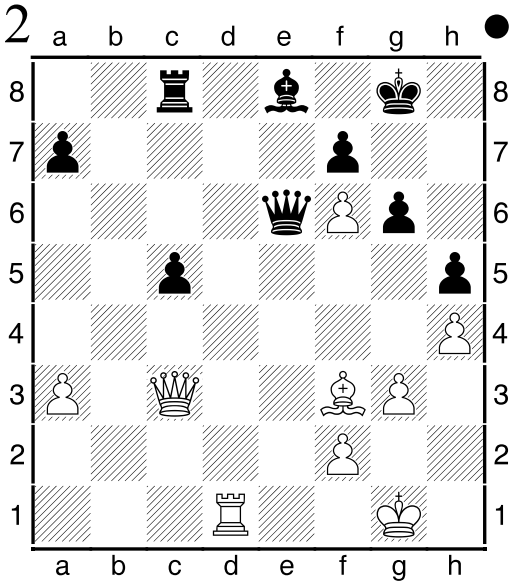


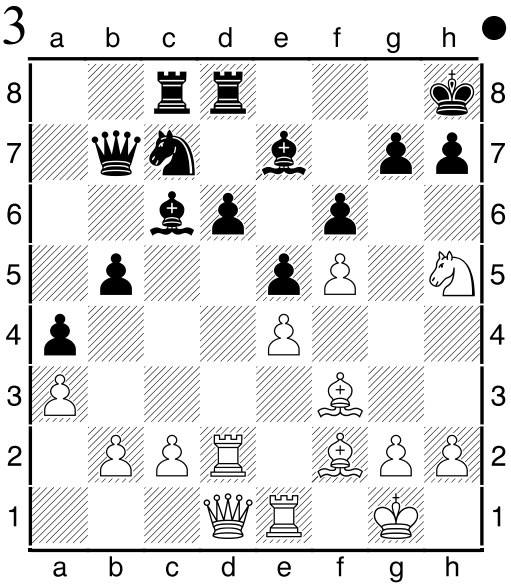
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.♘f3 ♘c6 3.d4 cxd4 4.♘xd4 ♘f6 5.♘c3 d6 6.♗e2 ♗d7 7.♗e3 e6 8.♕d2 a6 9.f4 ♕c7 10.♘b3 b5 11.♗f3 ♖b8 12.♘e2 ♗e7 13.0-0 0-0 14.♘g3 a5 15.♘d4 a4 16.♖ae1 ♖fc8 17.♖f2 ♘e8 18.♘xc6 ♗xc6 19.f5 e5 20.♘h5 ♕b7 21.♗g5 f6 22.♗e3 ♘c7 23.♕d1 ♖d8 24.♖d2 ♔h8 25.a3 ♖bc8 26.♗f2** ***d5 27.exd5 ♘xd5 28.♗xd5 ♖xd5 29.♕g4 ♗c5 30.♖ed1 ♗xf2+ 31.♔xf2 ♖cd8 32.♖xd5 ♖xd5 33.♖xd5 ♗xd5 34.♕b4 ♕a7+ 35.♔e2 ♗c4+ 36.♔f3 ♕a8+ 37.♔f2*** **♕d8 38.♕c3 ♕d1 39.♘g3 h6 40.b3 axb3 41.cxb3 ♗xb3 42.♘f1 ♕b1 43.g4 ♗c4 44.♘e3 ♕h1 45.♘xc4 ♕xh2+ 46.♔e1 ♕g1+ 47.♔d2 ♕f2+ 48.♔c1 ♕f1+ 49.♔d2 bxc4 50.a4 ♕f4+ 51.♔c2 ♕xg4 52.a5 ♕xf5+ 53.♔c1 ♕f2 54.♕a3 ♔h7**
**0-1**

### 2.2. Evaluate the Position

3



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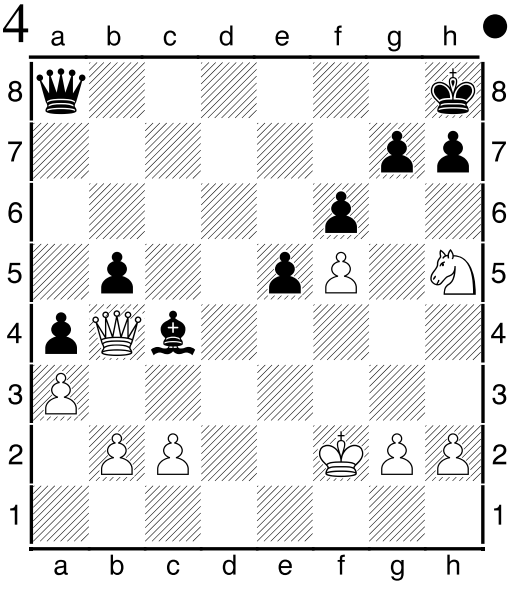
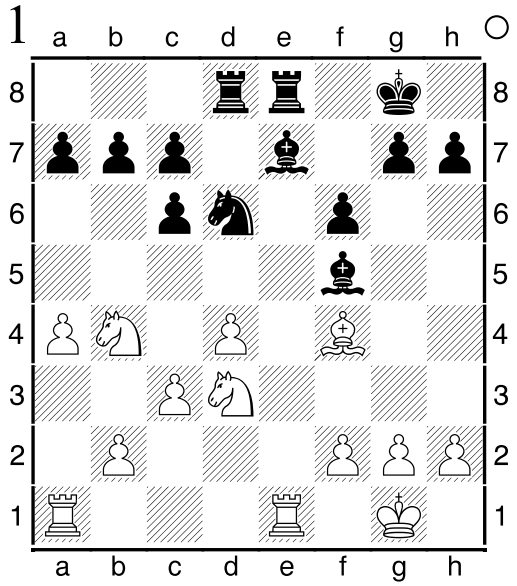


# Lesson 4

### 1. Find the Best Move

1



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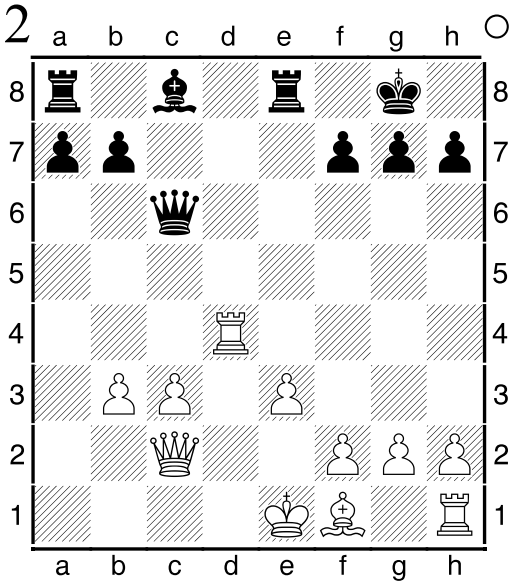


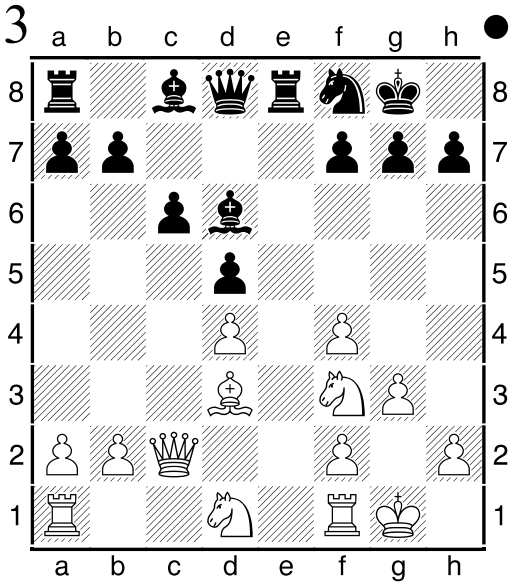
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.d4 d5 2.c4 e6 3.♘f3 ♘f6 4.♘c3 ♘bd7 5.cxd5 exd5 6.♗f4 c6 7.e3 ♘h5 8.♗d3 ♘xf4 9.exf4 ♗d6 10.g3 0-0 11.0-0 ♖e8 12.♕c2 ♘f8 13.♘d1 *f6 14.♘e3 ♗e6 15.♘h4 ♗c7 16.b4 ♗b6 17.♘f3 ♗f7 18.b5 ♗h5 19.g4 ♗f7 20.bxc6 ♖c8 21.♕b2 bxc6 22.f5 ♕d6 23.♘g2 ♗c7 24.♖fe1 h5 25.h3* ♘h7 26.♖xe8+ ♖xe8 27.♖e1 ♖b8 28.♕c1 ♘g5 29.♘e5 fxe5 30.♕xg5 e4 31.f6 g6 32.f4 hxg4 33.♗e2 gxh3 34.♗h5 ♖b2 35.♘h4 ♕xf4 36.♕xf4 ♗xf4**
**0-1**

#### 2.2. Evaluate the Position

3



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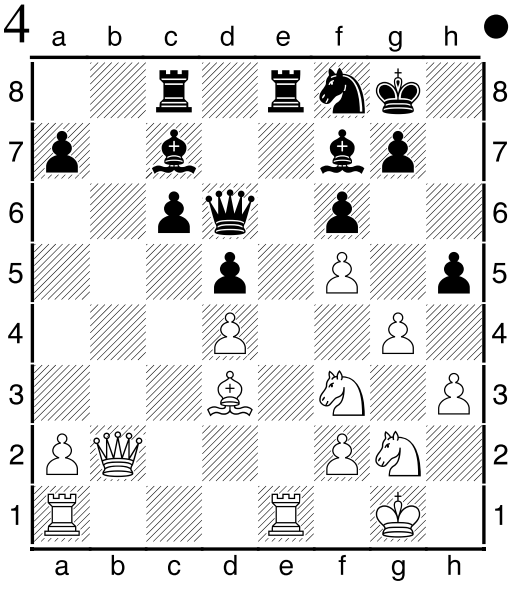
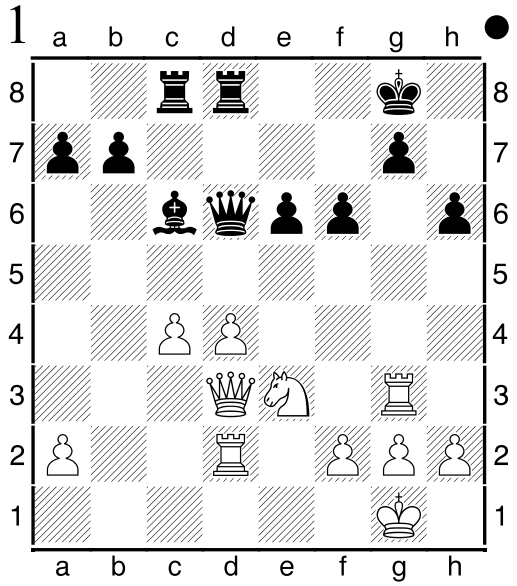


# Lesson 5

### 1. Find the Best Move

1



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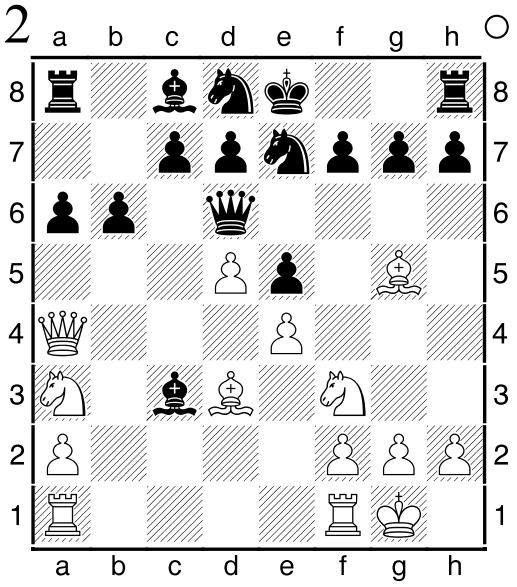


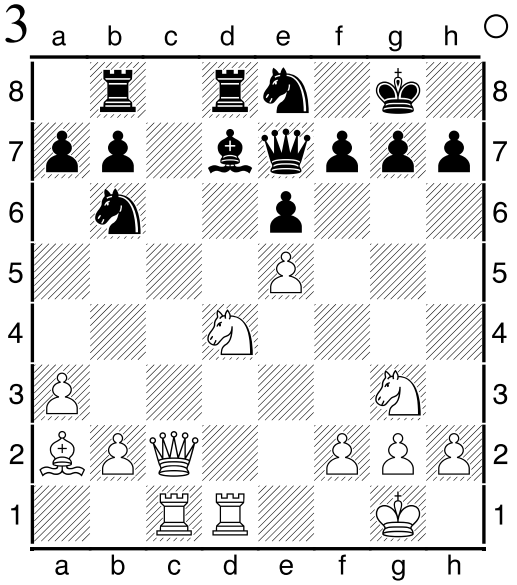
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 d5 2.c4 e6 3.♘c3 ♘f6 4.♗g5 ♘bd7 5.e3 c6 6.♘f3 ♗e7 7.♕c2 0-0 8.a3 ♖e8 9.♖c1 dxc4 10.♗xc4 ♘d5 11.♗xe7 ♕xe7 12.♘e4 ♘5f6 13.♘g3 c5 14.0-0 cxd4 15.♘xd4 ♘b6 16.♗a2 ♖b8 17.e4 ♖d8 18.♖fd1 ♗d7 19.e5 ♘e8** ***20.♗b1 g6 21.♕e4 ♗a4 22.b3 ♗d7 23.a4 ♘d5 24.♗d3 ♖bc8 25.♗c4 ♗c6 26.♘xc6 bxc6 27.♖d3 ♘b4 28.♖f3 ♖c7 29.h4 ♖cd7*** **30.h5 ♕g5 31.♖e1 ♖d4 32.hxg6 hxg6 33.♕e2 ♖d2 34.♕f1 ♘c2 35.♘e4 ♕xe5 36.♘f6+ ♕xf6 37.♖xf6 ♘xf6 38.♖c1 ♘e4 39.♗e2 ♘d4 40.♗f3 ♘xf2 41.♕c4 ♘d3 42.♖f1 ♘e5 43.♕b4 ♘exf3+ 44.gxf3 ♘e2+ 45.♔h2 ♘f4+ 46.♔h1 ♖2d4 47.♕e7 ♔g7 48.♕c7 ♖8d5 49.♖e1 ♖g5 50.♕xc6 ♖d8**
**0-1**

### 2.2. Evaluate the Position

3



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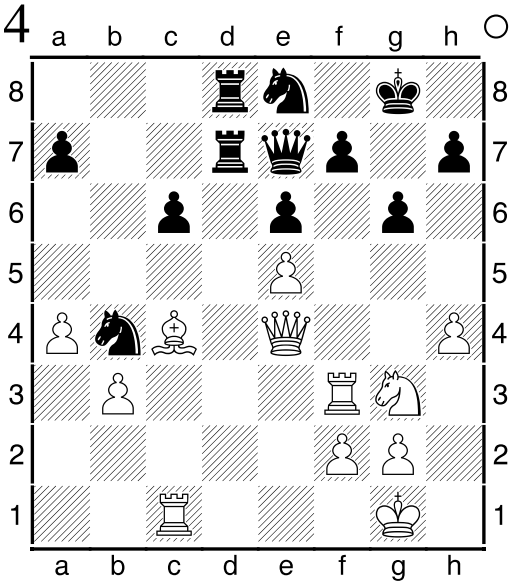
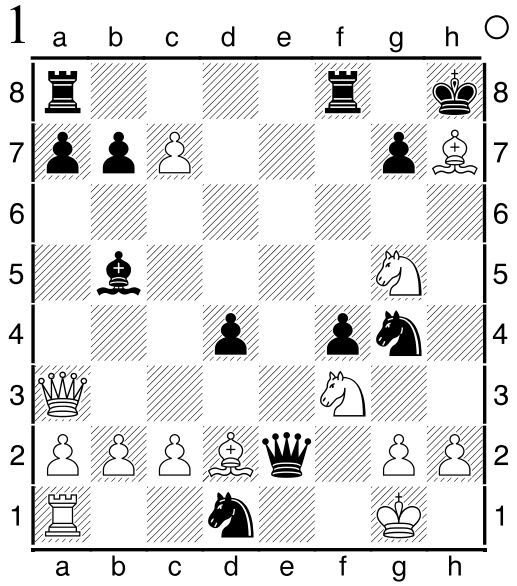


# Lesson 6

### 1. Find the Best Move

1



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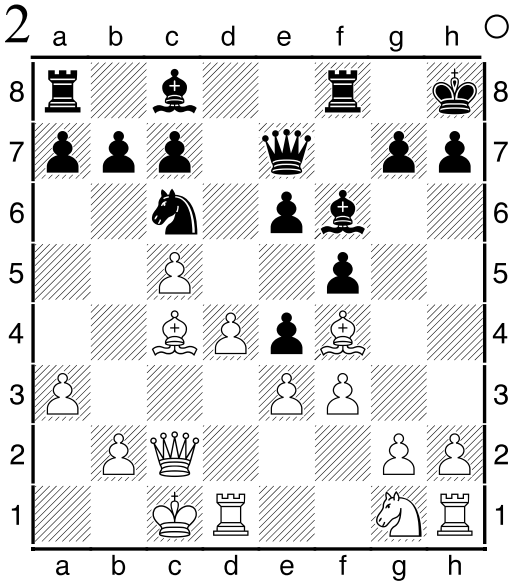


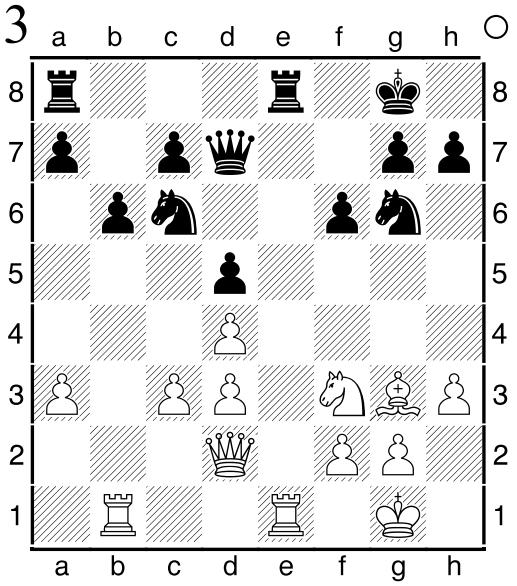
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.e4 e6 2.d4 d5 3.♘c3 ♗b4 4.exd5 exd5 5.♘f3 ♘c6 6.♗d3 ♗g4 7.a3 ♗xc3+ 8.bxc3 ♘ge7 9.♖b1 b6 10.h3 ♗f5 11.0-0 0-0 12.♗f4 ♗xd3 13.cxd3 ♘g6 14.♕d2 ♕d7 15.♖fe1 ♖fe8 16.♗g3 f6 17.♖xe8+ *♖xe8 18.♖e1 ♔f7 19.♔f1 ♖xe1+ 20.♘xe1 ♘d8 21.♘c2 ♘e6 22.c4 ♘e7 23.f3 c5 24.dxc5 ♘xc5* 25.♕c3 ♕f5 26.♘e3 ♕d7 27.cxd5 ♘f5 28.♘xf5 ♕xf5 29.d4 ♕d3+ 30.♕xd3 ♘xd3 31.♗b8 a6 32.♔e2 ♘b2 33.♗a7 b5 34.♗c5 ♔e8 35.♔d2 ♘c4+ 36.♔c3 ♘a5 37.♔b4 ♘b7 ½-½**

### 2.2. Evaluate the Position

3



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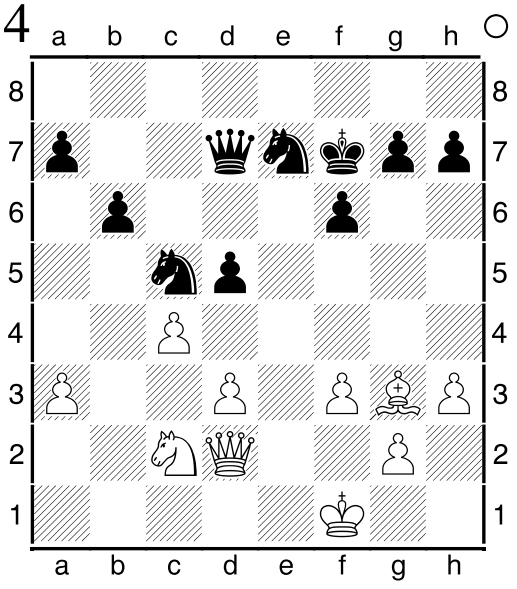
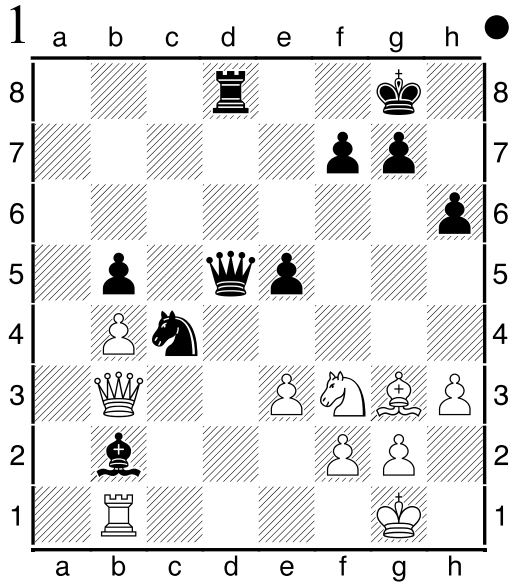


# Lesson 7

### 1. Find the Best Move

1



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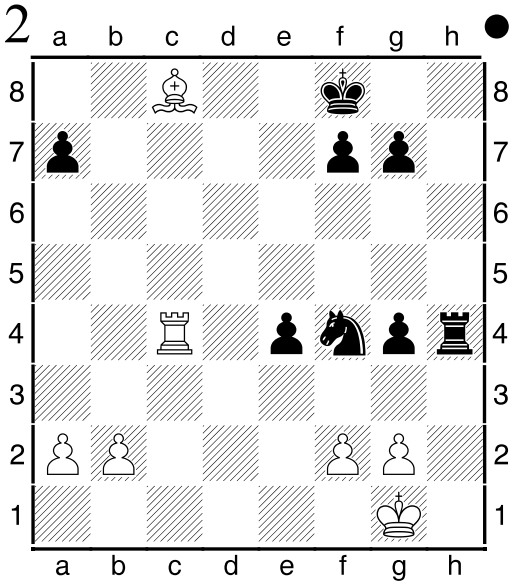


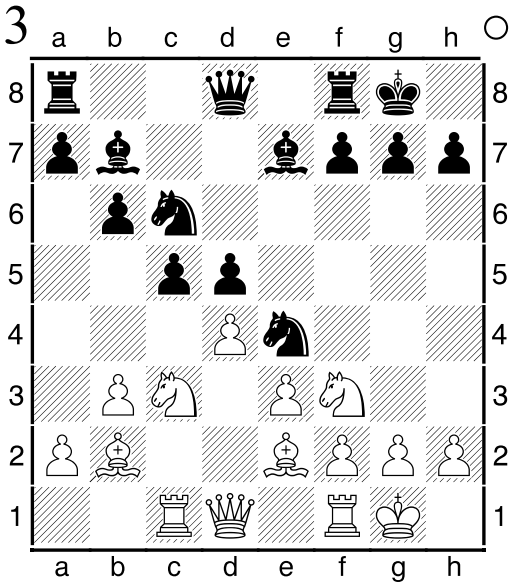
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.c4 e6 2.♘f3 d5 3.b3 ♘f6 4.♗b2 ♗e7 5.e3 c5 6.cxd5 exd5 7.♗e2 0-0 8.0-0 ♘c6 9.d4 b6 10.♘c3 ♗b7 11.♖c1 ♘e4 12.*dxc5 ♘xc3 13.♗xc3 bxc5 14.♕d2 ♕d6 15.♖fd1 ♖ad8 16.♗f1 ♕h6 17.g3 ♗c8 18.♘e5 ♘xe5 19.♗xe5* ♗g4 20.♗e2 ♕h5 21.♗xg4 ♕xe5 22.♕e2 ♕d6 23.♗f5 ♕b6 24.♕f3 g6 25.♗b1 d4 26.e4 a5 27.♖c4 ♕d6 28.♗d3 ♖b8 29.♖c2 ♖b4 30.♗c4 a4 31.♖e2 ♕f6 32.♕xf6 ♗xf6 33.♖d3 ♔g7 34.♔g2 ♗e7 35.e5 ♖fb8 36.♖f3 ♖f8 37.♖d3 ♖fb8 38.♖f3 ♖f8 39.h3 ♖b7 40.♖d3 axb3 41.axb3 ♖a7**
**½-½**

### 2.2. Evaluate the Position

3



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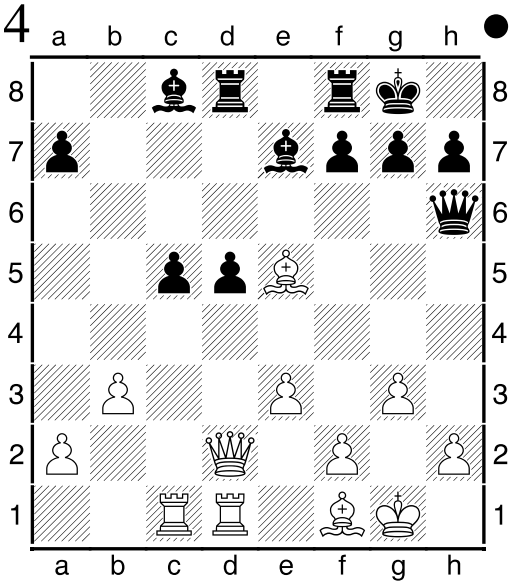
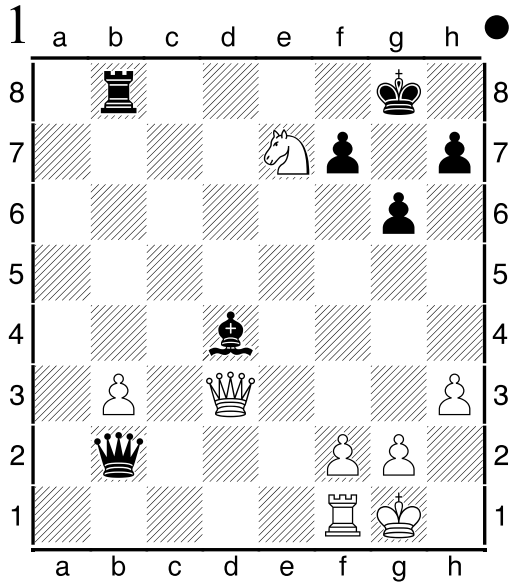


# Lesson 8

### 1. Find the Best Move

1



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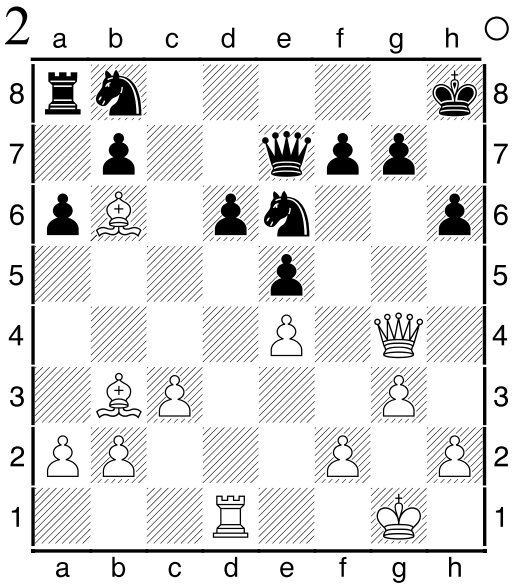


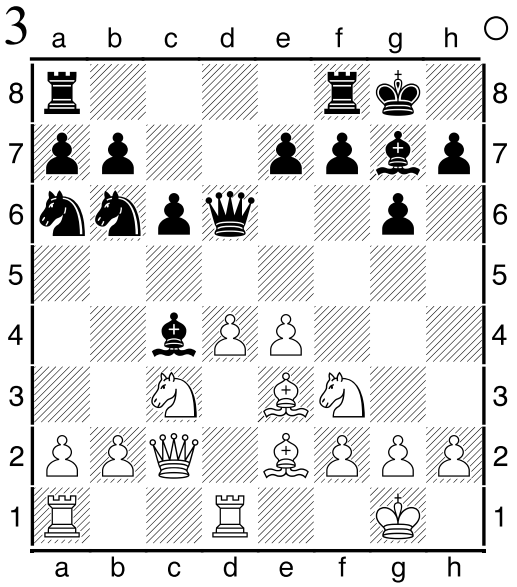
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 ♘f6 2.c4 g6 3.♘c3 d5 4.♘f3 ♗g7 5.♕b3 c6 6.cxd5 ♘xd5 7.e4 ♘b6 8.♗e3 ♗e6 9.♕c2 ♗c4 10.♗e2 ♘a6 11.0-0 0-0 12.♖fd1 ♕d6 *13.b3 ♗xe2 14.♘xe2 ♖ac8 15.♗f4 ♕e6 16.♗e5 f6 17.♗g3 ♕f7 18.♘f4 ♗h6 19.♘d3 f5 20.♘c5 fxe4 21.♕xe4 ♘xc5 22.dxc5 ♘d5 23.♖e1 ♖ce8* 24.♗e5 ♗f4 25.♗b2 ♕f5 26.♕c4 e5 27.♖e4 ♕f7 28.♖ae1 ♘f6 29.♕xf7+ ♖xf7 30.♖4e2 ♘d7 31.b4 a5 32.a3 axb4 33.axb4 ♖fe7 34.g3 ♗h6 35.♘xe5 ♗g7 36.f4 ♘f6 37.♔f2 ♘d5 38.♖e4 ♘f6 39.♖4e3 ♘d5 40.♖b3 g5 41.♔f3 ♖f8 42.♖e4 ♘f6 43.♖e2 ♘d5 44.♖e4 ♘f6 ½-½**

### 2.2. Evaluate the Position

3



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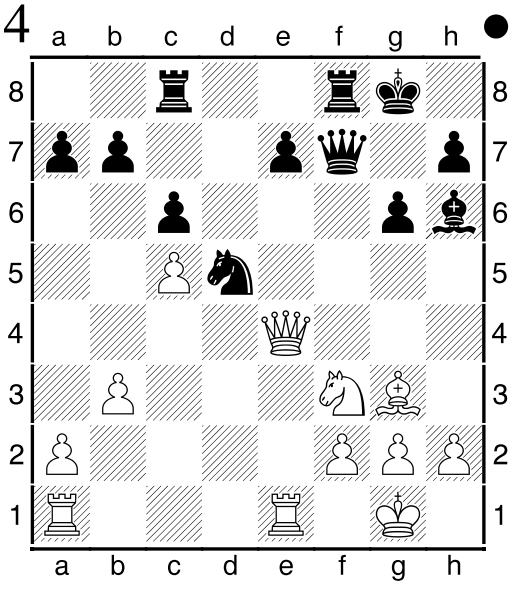
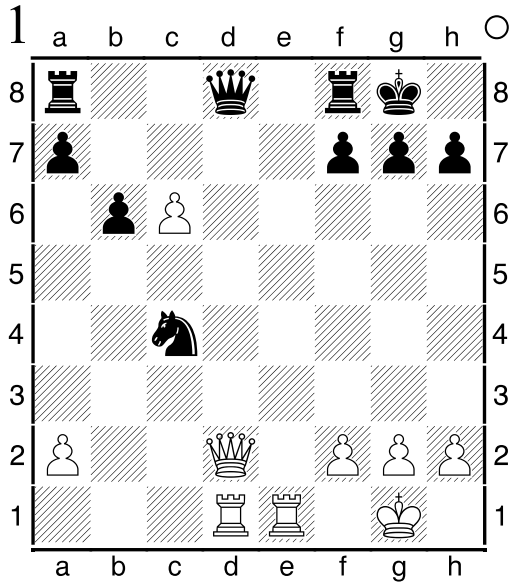


# Lesson 9

### 1. Find the Best Move

1



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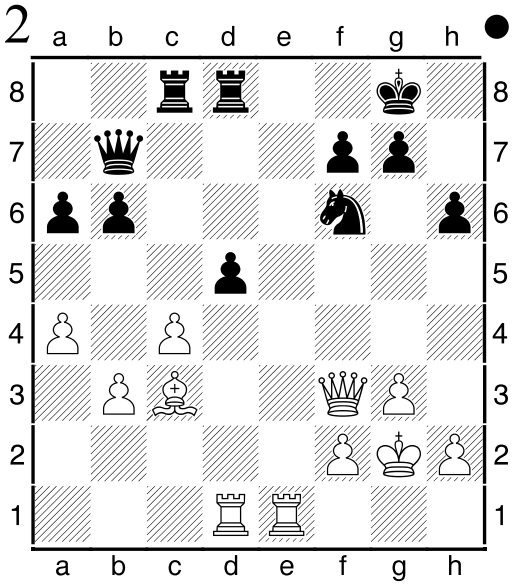


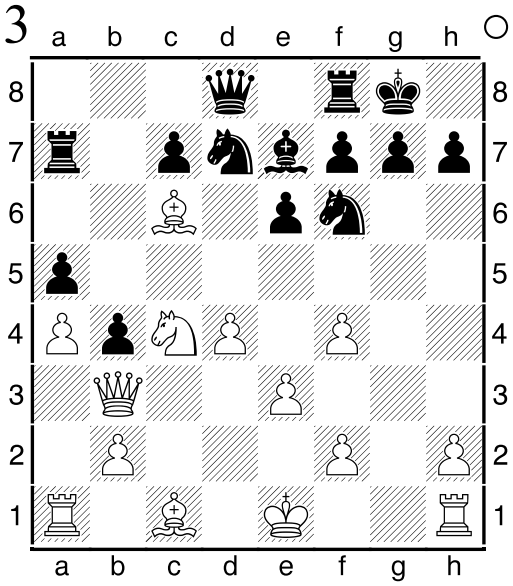
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.d4 d5 2.c4 dxc4 3.♘f3 a6 4.e3 ♗g4 5.♗xc4 e6 6.♕b3 ♗xf3 7.gxf3 b5 8.♗e2 ♘d7 9.a4 b4 10.f4 ♘gf6 11.♗f3 ♖a7 12.♗c6 ♗e7 13.♘d2 0-0 14.♘c4 a5 15.♘e5** ***♘b8 16.♗d2 ♘d5 17.e4 ♘b6 18.♗e3 ♗d6 19.♗b5 ♕h4 20.♖c1 ♔h8 21.♗e2 ♗xe5 22.dxe5 ♘8d7 23.♗b5 ♖d8*** **24.♗d2 ♘xe5 25.♕e3 ♘g4 26.♕g3 ♕xg3 27.fxg3 ♘f2 28.♔xf2 ♖xd2+ 29.♔e3 ♖xb2 30.♖b1 ♖xb1 31.♖xb1 c5 32.♖d1 ♖a8 33.♖d6 ♖b8 34.♔d2 c4 35.♔c2 g6 36.♖c6 c3 37.♔b3 ♖c8 0-1**

### 2.2. Evaluate the Position

3



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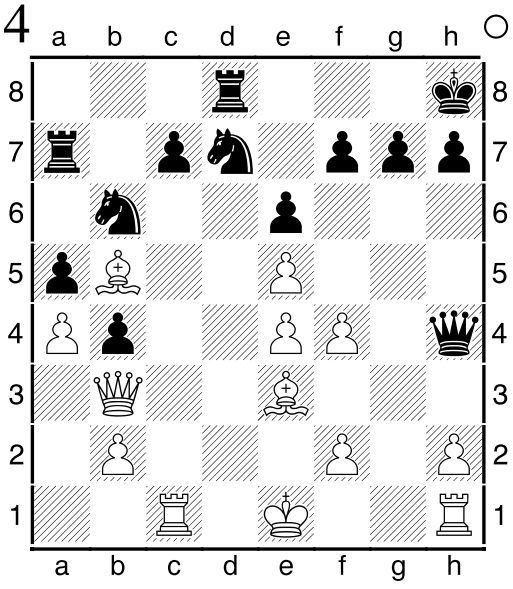
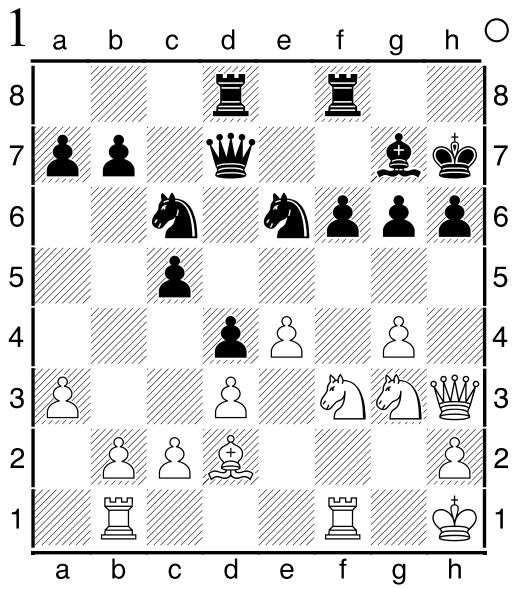


# Lesson 10

### 1. Find the Best Move

1



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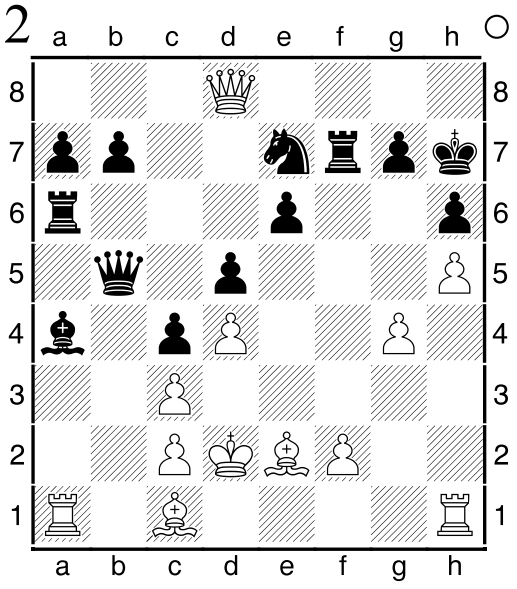


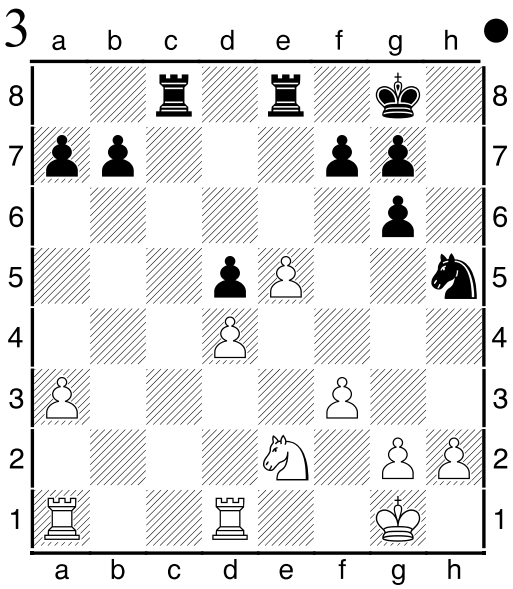
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 ♘f6 2.c4 e6 3.♘c3 ♗b4 4.a3 ♗xc3+ 5.bxc3 0-0 6.f3 d5 7.cxd5 exd5 8.e3 ♗f5 9.♘e2 ♘bd7 10.♘g3 ♗g6 11.♗d3 c5 12.0-0 ♖e8 13.♖e1 ♕c7 14.♗xg6 hxg6 15.e4 cxd4 16.cxd4 ♖ac8 17.♗g5 ♕c2 18.♗xf6 ♕xd1 19.♖exd1 ♘xf6 20.e5 ♘h5 21.♘e2 *♖c2 22.♔f1 g5 23.♖dc1 ♖ec8 24.g3 f6 25.♖xc2 ♖xc2 26.♖b1 b6 27.♖b5 fxe5 28.dxe5 ♖c5 29.♘d4 ♔f7 30.♔e2* g6 31.♔d3 ♘g7 32.♖b1 ♖a5 33.♘c2 ♘e6 34.♖b4 ♖c5 35.h4 gxh4 36.♖xh4 d4 37.♘xd4 ♖xe5 38.♘xe6 ♔xe6 39.a4 ♖g5 40.♖e4+ ♔f6 ½-½**

### 2.2. Evaluate the Position

3



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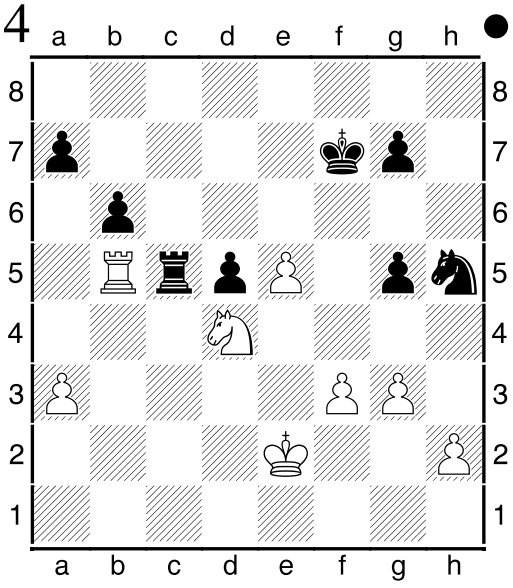
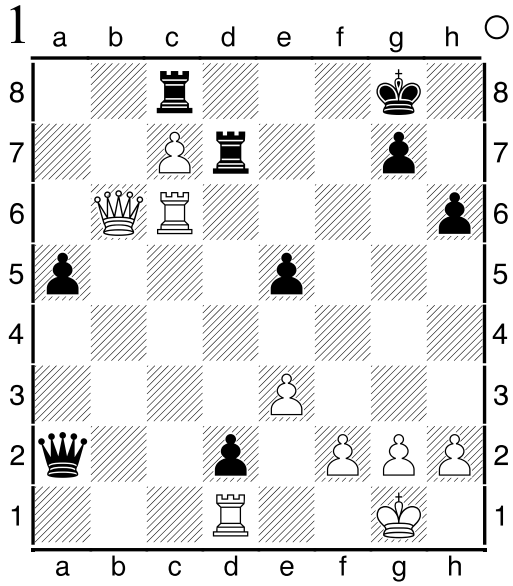


# Lesson 11

### 1. Find the Best Move

1



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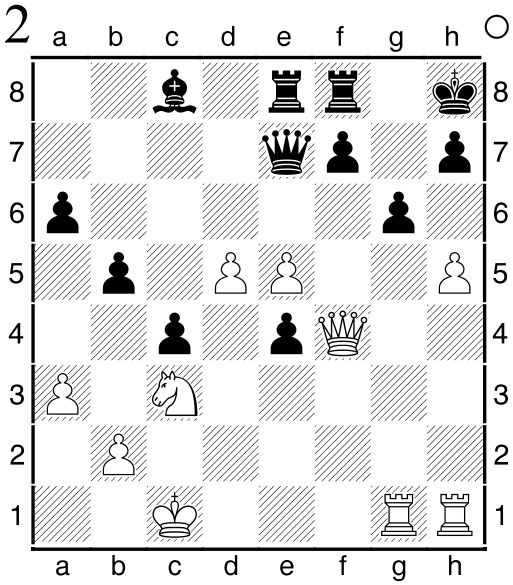


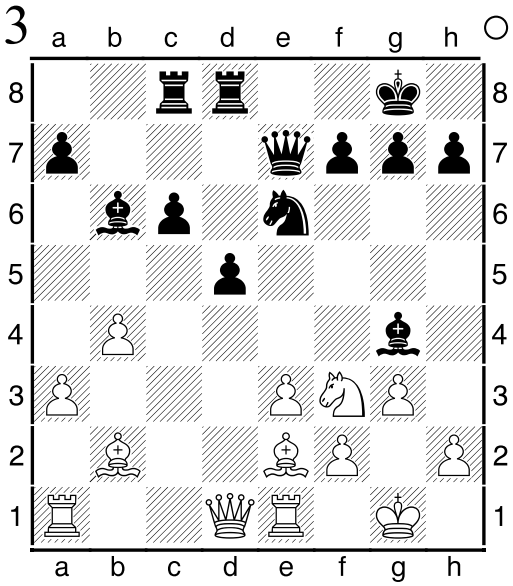
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.c4 c5 2.♘f3 ♘f6 3.♘c3 e6 4.e3 d5 5.d4 ♘c6 6.cxd5 exd5 7.♗b5 ♗d6 8.dxc5 ♗xc5 9.0-0 0-0 10.b3 ♗e6 11.♗b2 ♕e7 12.♘e2 ♖ac8 13.a3 ♖fd8 14.♘ed4 ♗g4 15.♗e2 ♘e4 16.♕d3 ♗d6 17.g3 ♘c5 18.♕b1 ♘e4 19.♕d3 ♘c5 20.♕d1 ♘e6 21.♖e1 ♗c5 22.♘xc6 bxc6 23.b4 ♗b6 *24.♕a4 ♕e8 25.♖ad1 f6 26.♖d2 ♕h5 27.♕d1 c5 28.♘d4 ♗xe2 29.♕xe2 ♕xe2 30.♘xe2 ♘g5 31.♔g2 ♘e4 32.♖dd1 cxb4 33.axb4* ♖c2 34.♗d4 ♗xd4 35.♖xd4 ♖b2 36.h4 ♖c8 37.♖xd5 ♖cc2 38.♔f3 ♘d2+ 39.♔g2 ♘e4 40.♔f3 ♘d2+ 41.♔g2 ½-½**

#### 2.2. Evaluate the Position

3



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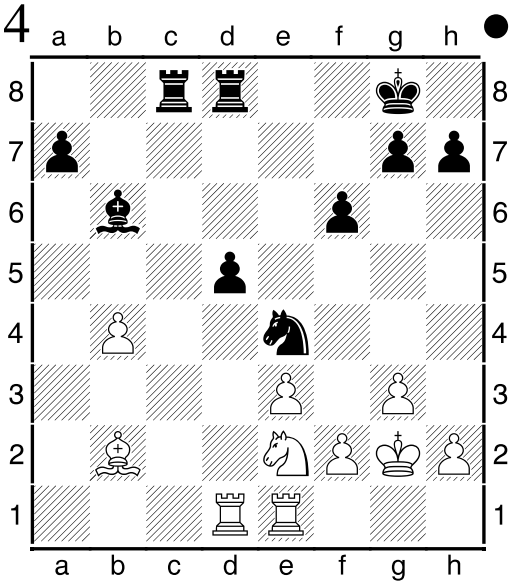
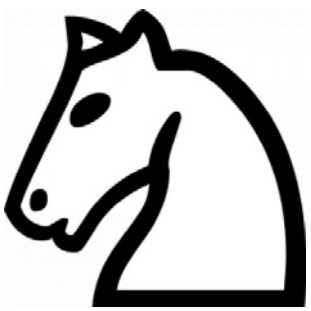
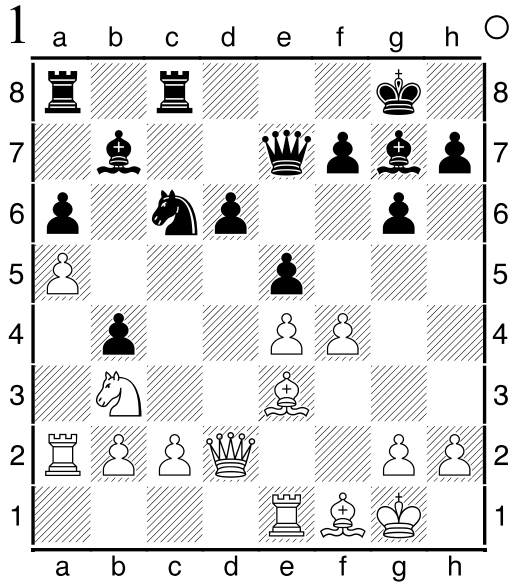




# Lesson 12

### 1. Find the Best Move

1



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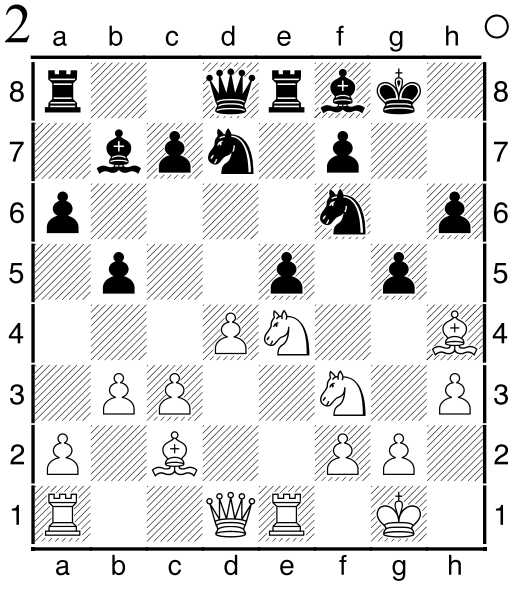


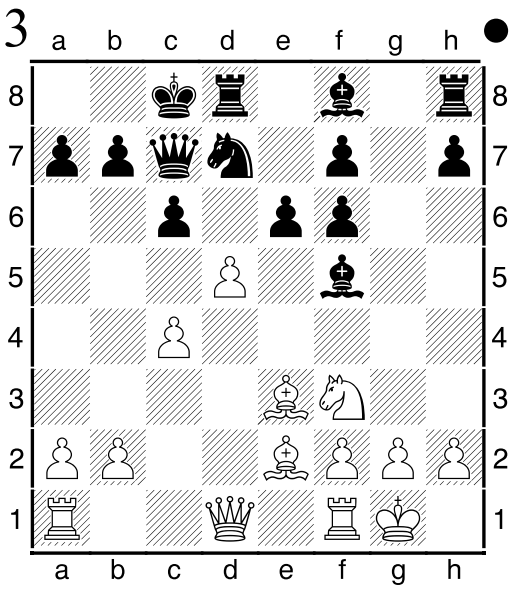
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

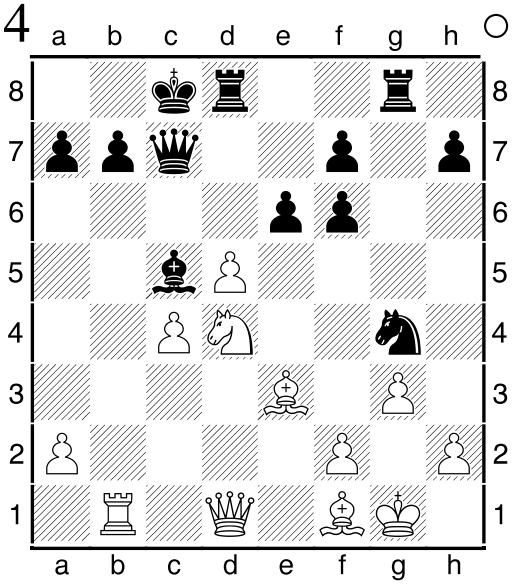
**1.e4 c6 2.d4 d5 3.♘c3 dxe4 4.♘xe4 ♘f6 5.♘xf6+ gxf6 6.♗e2 ♗f5 7.♘f3 ♕c7 8.0-0 e6 9.c4 ♘d7 10.d5 0-0-0 11.♗e3** ***c5 12.b4 ♖g8 13.bxc5 ♗xc5 14.♘d4 ♗h3 15.g3 ♗xf1 16.♗xf1 ♘e5 17.♖b1 ♘g4*** **18.♗c1 h5 19.♖b3 h4 20.♗a3 hxg3 21.hxg3 f5 22.♗xc5 ♕xc5 23.♖b5 ♕d6 24.♕b3 f4 25.♖xb7 fxg3 26.♖xa7 gxf2+ 27.♔g2 ♕h2+ 28.♔f3 ♕h1+ 29.♔g3 ♘f6+ 30.♔xf2 ♕h4+ 31.♔e2 ♕e4+ 32.♕e3 ♕xe3+ 33.♔xe3 ♖g3+ 34.♔d2 exd5 35.♘f5 ♔b8 36.♖xf7 dxc4+ 37.♔c2 ♖f3 38.♘g3 ♖f2+ 39.♗e2 ♖g8 0-1**

### 2.2. Evaluate the Position

3



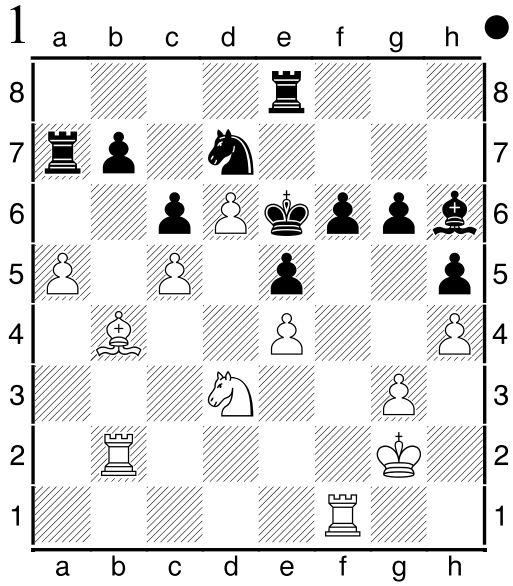
4



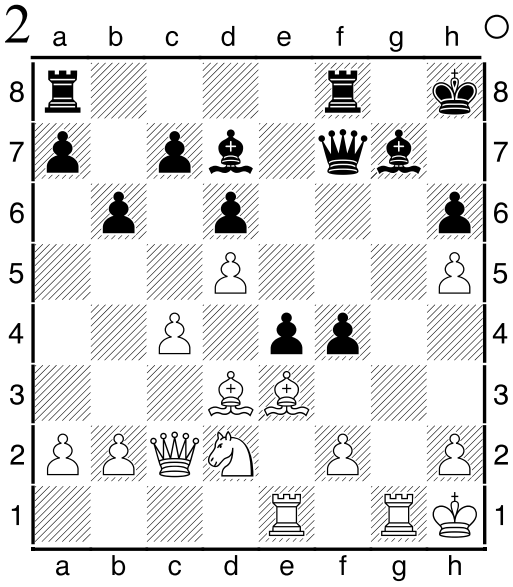
# Lesson 13

### 1. Find the Best Move

1



2



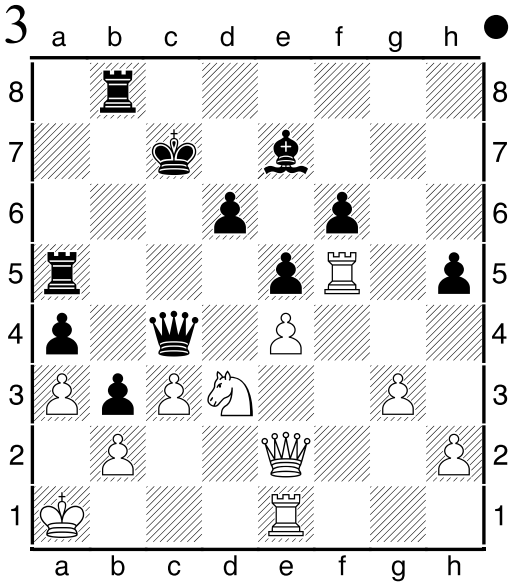
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

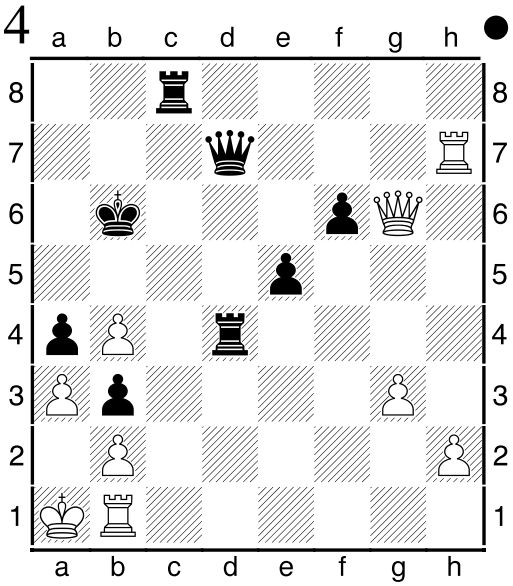
**1.e4 c5 2.♘f3 d6 3.♘c3 ♘c6 4.d4 cxd4 5.♘xd4 ♘f6 6.♗g5 e6 7.♕d2 a6 8.0-0-0 ♗d7 9.f4 ♗e7 10.♘f3 b5 11.♗xf6 gxf6 12.♗d3 ♕a5 13.♔b1 b4 14.♘e2 ♕c5 15.f5 a5 16.♘f4 a4 17.♖c1 ♖b8 18.c3 b3 19.a3 ♘e5 20.♖hf1 ♘c4 21.♗xc4 ♕xc4 22.♖ce1 ♔d8 23.♔a1 ♖b5 24.♘d4 ♖a5 25.♘d3 ♔c7 26.♘b4 h5 27.g3 ♖e5 28.♘d3 ♖b8 29.♕e2 ♖a5 30.fxe6 fxe6 31.♖f2 e5 32.♘f5 ♗xf5 33.♖xf5 *d5 34.exd5 ♕xd5 35.♘b4 ♕d7 36.♖xh5 ♗xb4 37.cxb4 ♖d5 38.♖c1+ ♔b7 39.♕e4 ♖c8 40.♖b1 ♔b6 41.♖h7 ♖d4 42.♕g6 ♕c6 43.♖f7 ♖d6 44.♕h6 ♕f3 45.♕h7 ♕c6 46.♕h6 ♕f3 47.♕h7 ♕c6*
**½-½**

### 2.2. Evaluate the Position

3



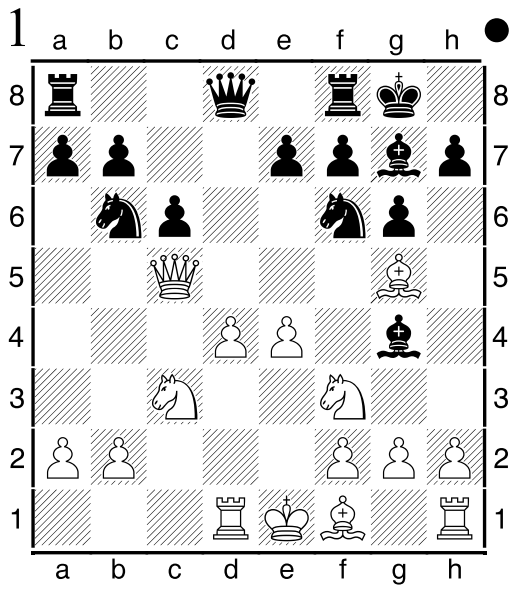
4



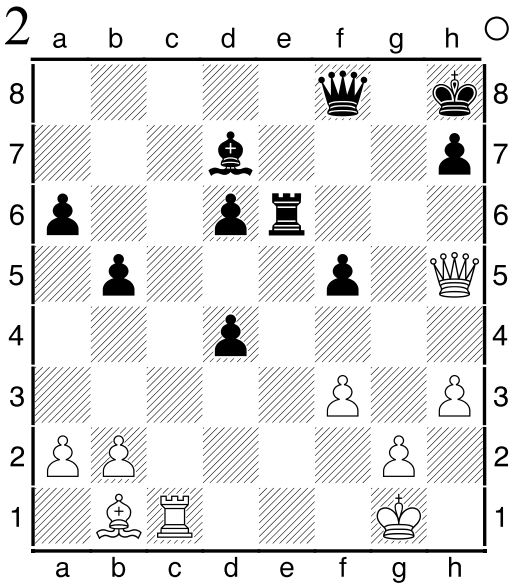
# Lesson 14

### 1. Find the Best Move

1



2



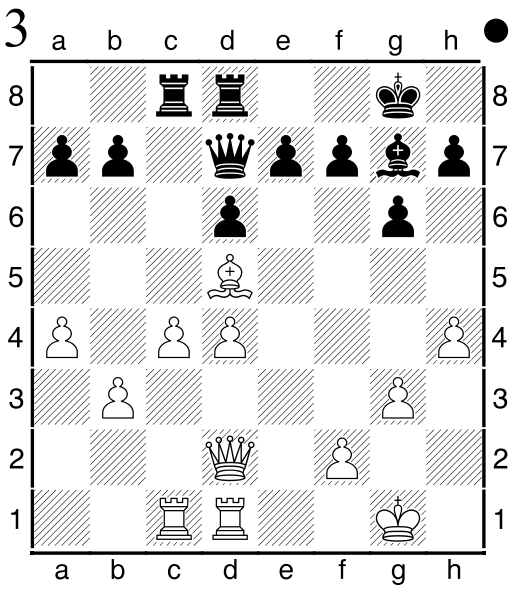
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

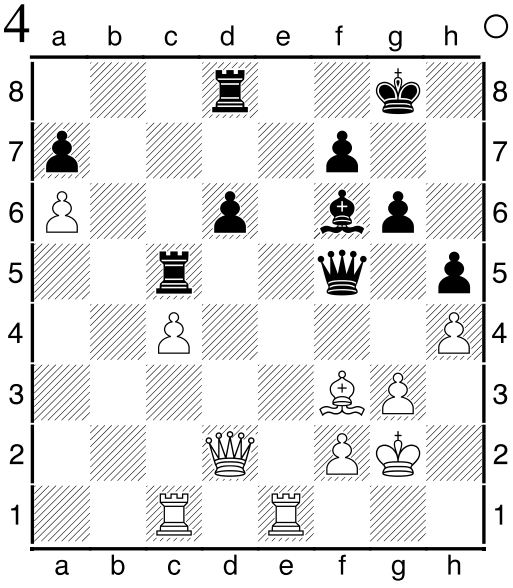
**1.d4 ♘f6 2.c4 g6 3.♘f3 ♗g7 4.g3 c5 5.♗g2 ♕a5+ 6.♘c3 ♘e4 7.♗d2 ♘xd2 8.♕xd2 0-0 9.e3 d6 10.0-0 ♘c6 11.h3 cxd4 12.♘xd4 ♗d7 13.♖fd1 ♘xd4 14.exd4 ♗e6 15.♘d5 ♕d8 16.♖ac1 ♖c8 17.h4 ♕d7 18.b3 ♖fd8 19.a4 ♗xd5 20.♗xd5 *b6 21.a5 e6 22.♗f3 b5 23.d5 bxc4 24.dxe6 ♕xe6 25.bxc4 ♕f5 26.♔g2 ♗f6 27.a6 h5 28.♖e1 ♖c5 29.♗d5 ♖b8 30.♖c2 ♔g7 31.♗e4 ♕d7 32.♗b7 ♕c7 33.♕d3 ♖d8 34.♗d5 ♕a5 35.♖b1 ♕xa6 36.♖b7 ♖f8 37.♖e2 ♖a5 38.♖e3 ♖a1 39.♖f3 ♖e1 40.♖xf6 ♔xf6 41.♕f3+**
**1-0**

### 2.2. Evaluate the Position

3

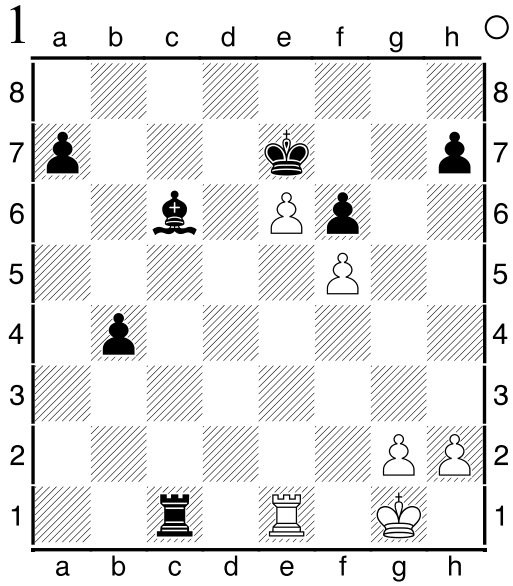


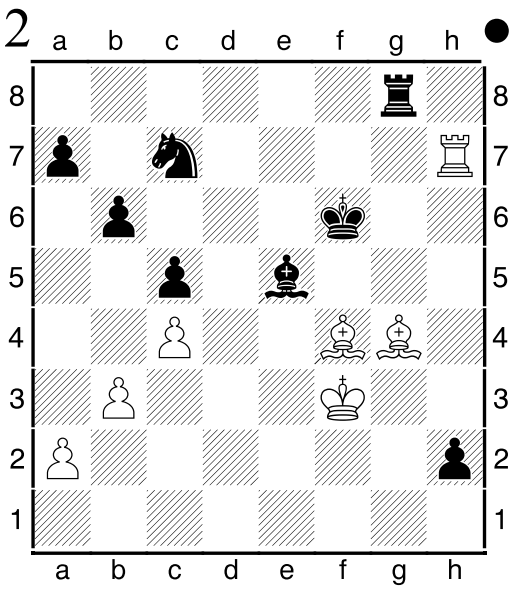
4



# Lesson 15

### 1. Find the Best Move



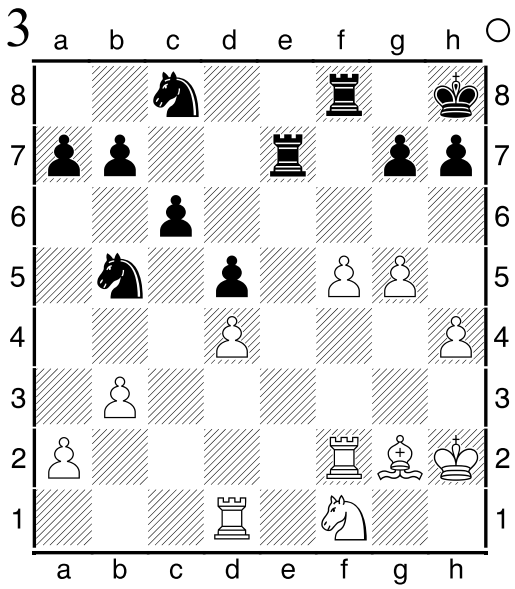


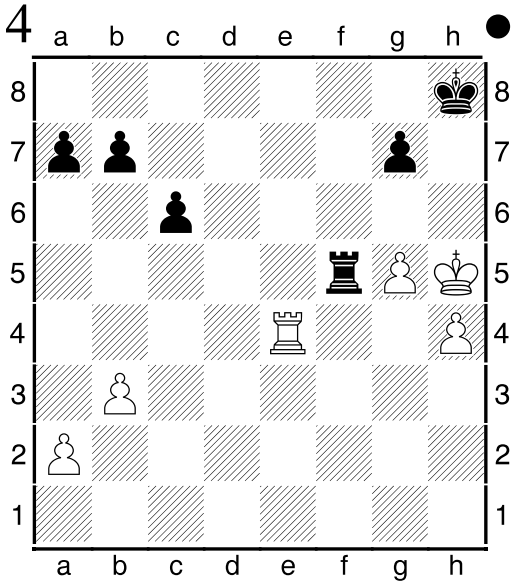
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 d5 2.c4 e6 3.♘c3 ♗e7 4.cxd5 exd5 5.♗f4 ♘f6 6.e3 0-0 7.♘f3 ♗f5 8.h3 c6 9.g4 ♗g6 10.♘e5 ♘fd7 11.♘xg6 fxg6 12.♗g2 ♘b6 13.0-0 ♔h8 14.♘e2 g5 15.♗g3 ♗d6 16.♕d3 ♘a6 17.b3 ♕e7 18.♗xd6 ♕xd6 19.f4 gxf4 20.exf4 ♖ae8 21.f5 ♘c7 22.♖f2 ♘d7 23.g5 ♕e7 24.h4 ♕e3 25.♖d1 ♘b5 26.♕xe3 ♖xe3 27.♔h2 ♘b6 28.♘g3 ♘c8 29.♘f1 ♖e7** *30.♖d3* ***♘cd6 31.♘g3 ♘e4 32.♗xe4 dxe4 33.♖e3 ♘xd4 34.♔h3 ♖e5 35.♔g4 h5+ 36.♔xh5 ♘xf5 37.♖xf5 ♖fxf5 38.♘xf5 ♖xf5 39.♖xe4 ♔h7 40.♖e7 b5 41.♖xa7 b4 42.♔g4***
**1-0**

### 2.2. Evaluate the Position

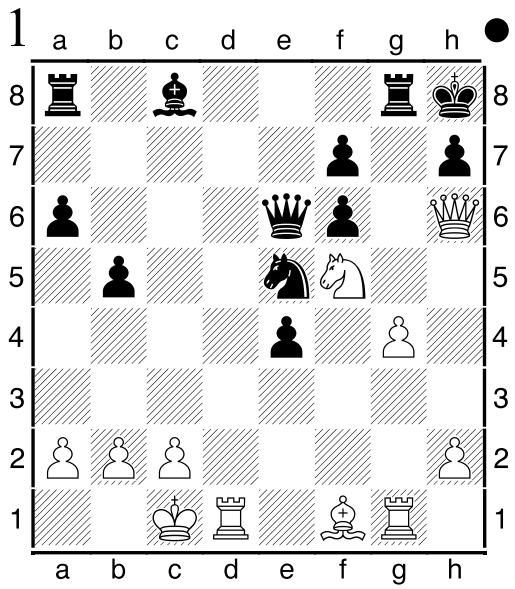




# Lesson 16

### 1. Find the Best Move

1



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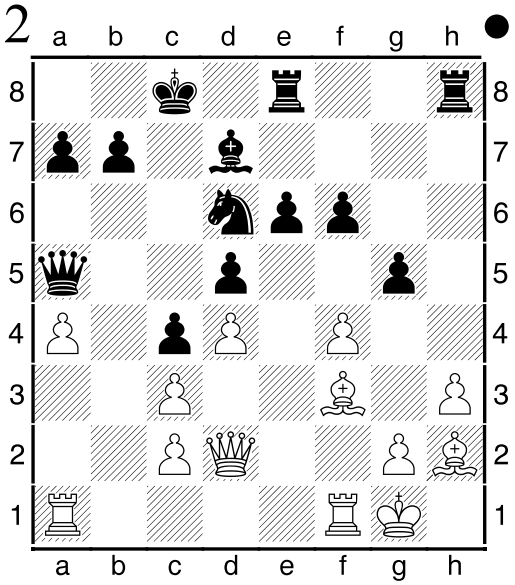


### 2. Game Analysis

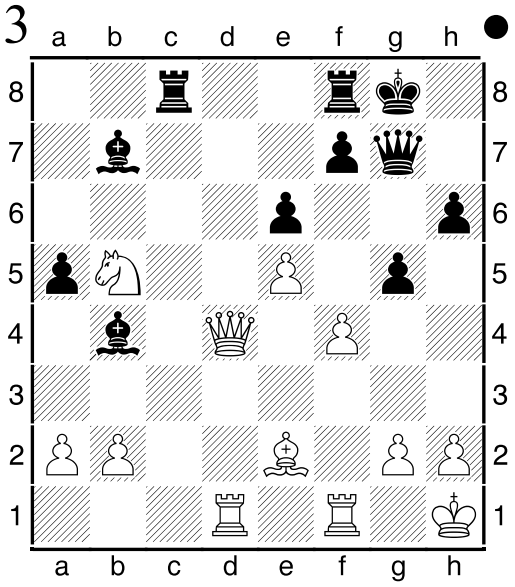
### 2.1. Find Not the Best Moves (italics)

**1.d4 d5 2.c4 e6 3.♘f3 ♘f6 4.♘c3 c6 5.♗g5 h6 6.♗h4 dxc4 7.e4 g5 8.♗g3 b5 9.♗e2 ♗b7 10.♕c2 ♘bd7 11.♖d1 ♗b4 12.♘e5 ♕e7 13.0-0 ♘xe5 14.♗xe5 0-0 15.♗xf6 ♕xf6 16.f4 ♕g7 17.e5 c5 18.♘xb5 cxd4 19.♕xc4 a5 20.♔h1 ♖ac8 21.♕xd4** ***gxf4 22.♗f3 ♗a6 23.a4 ♖c5 24.♕xf4 ♖xe5 25.b3 ♗xb5 26.axb5 ♖xb5 27.♗e4 ♗c3 28.♗c2 ♗e5 29.♕f2 ♗b8 30.♕f3 ♖c5 31.♗d3 ♖c3 32.g3 ♔h8*** **33.♕b7 f5 34.♕b6 ♕e5 35.♕b7 ♕c7 36.♕xc7 ♗xc7 37.♗c4 ♖e8 38.♖d7 a4 39.♖xc7 axb3 40.♖f2 ♖b8 41.♖b2 h5 42.♔g2 h4 43.♖c6 hxg3 44.hxg3 ♖g8 45.♖xe6 ♖xc4**

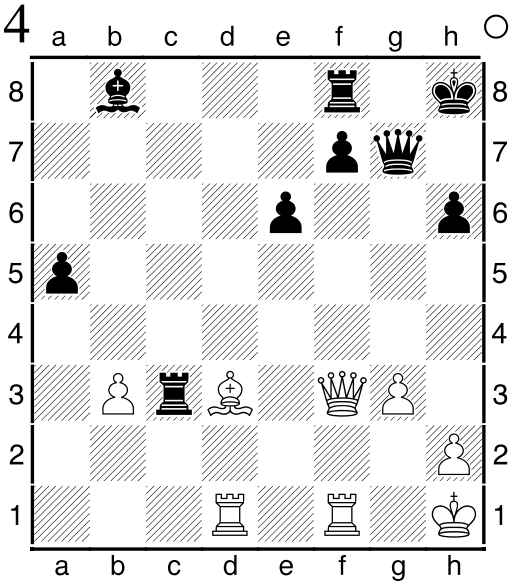
**½-½**

### 2.2. Evaluate the Position

3



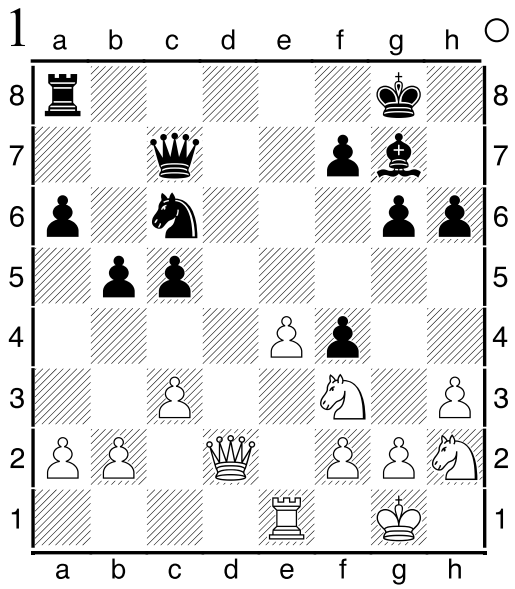
4



# Lesson 17

### 1. Find the Best Move

1



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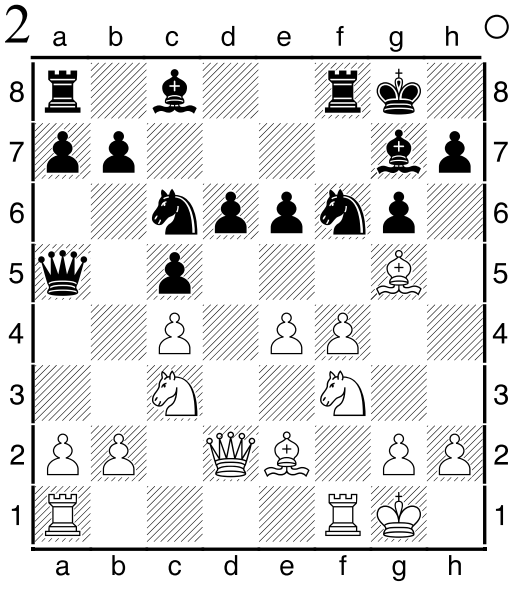


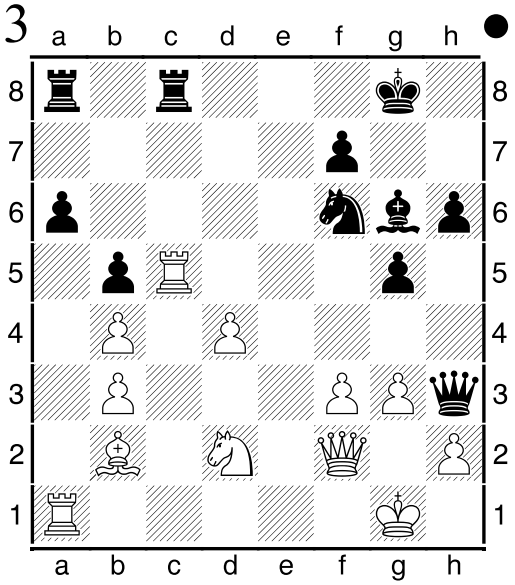
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

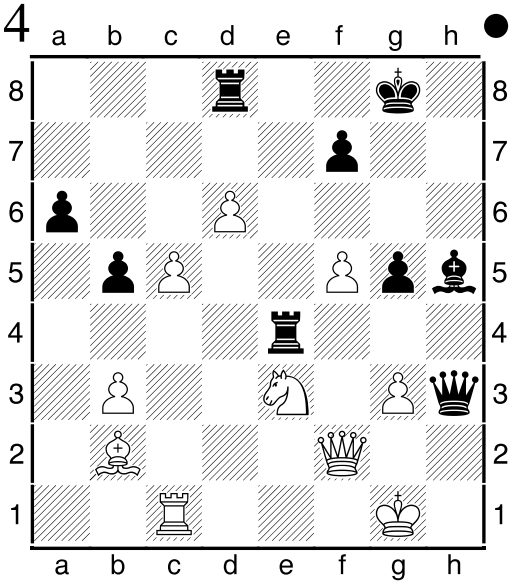
**1.e4 e5 2.♘f3 ♘c6 3.♗b5 a6 4.♗a4 ♘f6 5.0-0 ♗e7 6.♖e1 b5 7.♗b3 0-0 8.c3 d5 9.exd5 ♘xd5 10.♘xe5 ♘xe5 11.♖xe5 c6 12.d4 ♗d6 13.♖e1 ♕h4 14.g3 ♕h3 15.♖e4 g5 16.♕e2 ♘f6 17.♘d2 ♗f5 18.f3** ***c5 19.♕f2 c4 20.♗c2 h6 21.b3 cxb3 22.axb3 ♖fc8 23.♗b2 ♗b4 24.♖e5 ♗xc2 25.cxb4 ♗g6*** **26.♖c5 ♖e8 27.♘f1 ♖ad8 28.d5 ♘d7 29.♘e3 h5 30.f4 h4 31.f5 hxg3 32.hxg3 ♗h5 33.d6 ♖e4 34.♖ac1 ♘xc5 35.bxc5 ♔h7 36.♗f6 ♖g8 37.d7 ♖h4 38.♕g2 ♗f3 39.♕xh3 ♖xh3 40.♔f2 g4 41.♘f1 ♖h5 42.d8♕ ♖xd8 43.♗xd8 ♖xf5 44.♘e3 ♖h5 45.♗h4**
**1-0**

### 2.2. Evaluate the Position

3



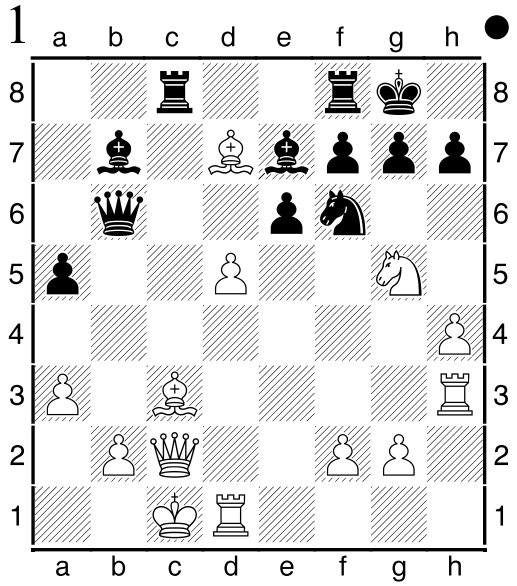
4



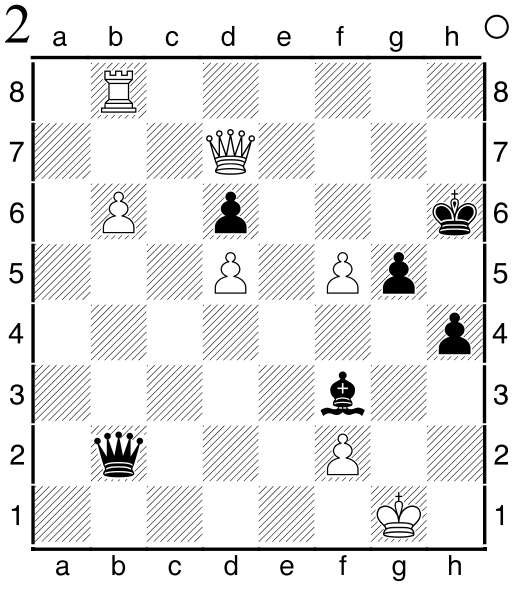
# Lesson 18

### 1. Find the Best Move

1



2



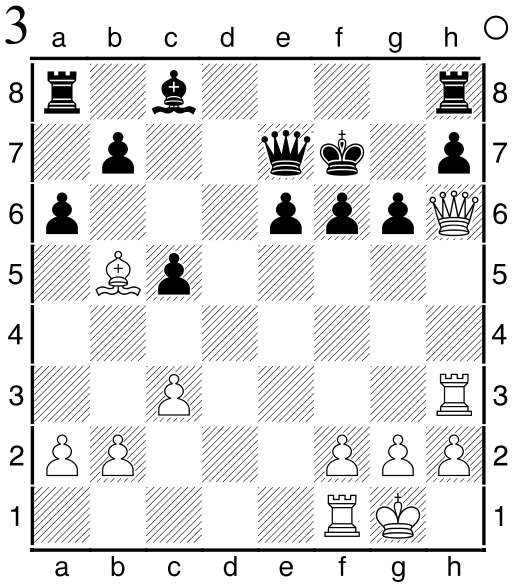
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

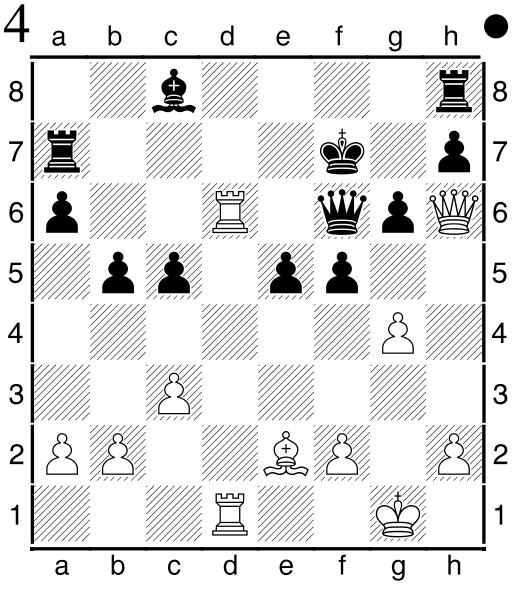
**1.e4 e6 2.d4 d5 3.♘c3 dxe4 4.♘xe4 ♘d7 5.♘f3 ♘gf6 6.♘xf6+ ♘xf6 7.c3 c5 8.♘e5 ♘d7 9.♗b5 ♗d6 10.♕g4 ♔f8 11.0-0 ♘xe5 12.dxe5 ♗xe5 13.♗g5 ♗f6 14.♖ad1 ♕c7 15.♕h4 ♗xg5 16.♕xg5 f6 17.♕h5 g6 18.♕h6+ ♔f7 19.♖d3 a6 20.♖h3 ♕e7 21.♗d3 *f5 22.g4 ♕f6 23.♖d1 b5 24.♗e2 e5 25.♖hd3 ♖a7 26.♖d6 ♕g7 27.♕e3 ♖c7 28.a4 e4 29.axb5 axb5 30.♗xb5 ♕e5 31.♕g5 ♕e7 32.♕h6 ♗e6 33.♕f4 ♗c8 34.♕h6 ♗e6 35.gxf5 gxf5 36.♗e2 ♕f6 37.♗h5+ ♔e7 38.♖xe6+**
**1-0**

### 2.2. Evaluate the Position

3

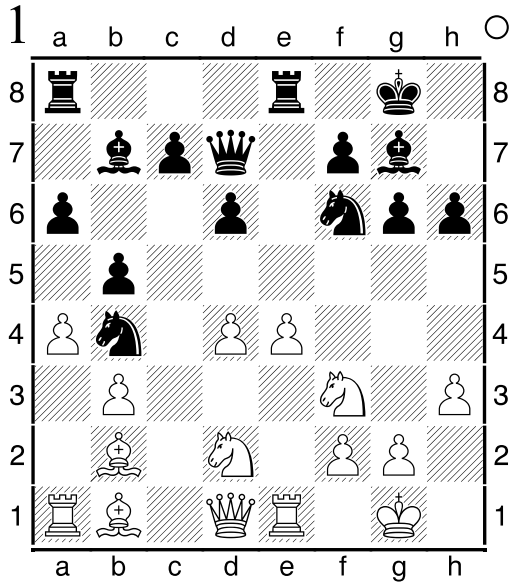


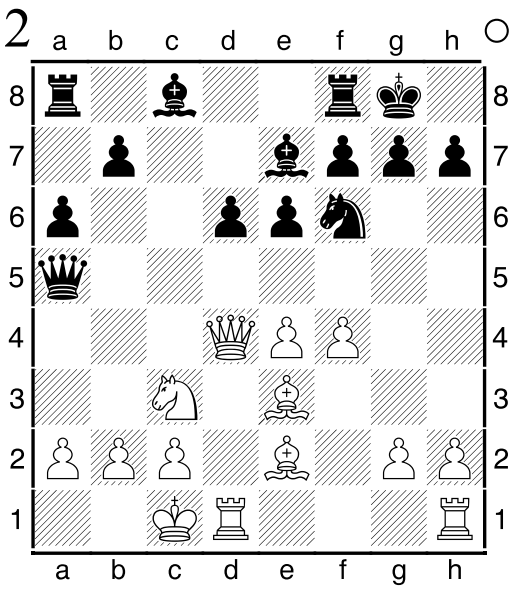
4



# Lesson 19

### 1. Find the Best Move





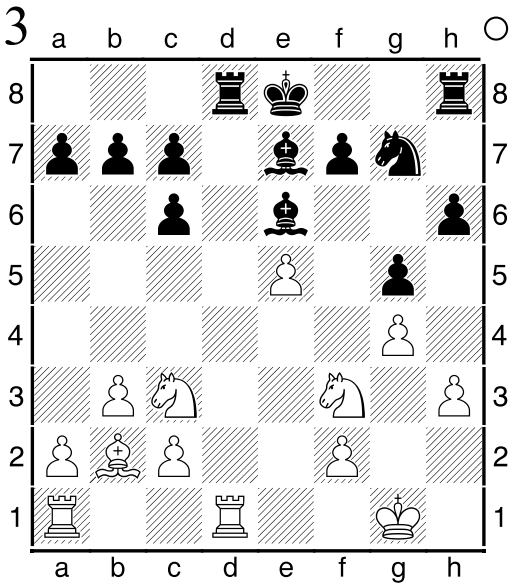
### 2. Game Analysis

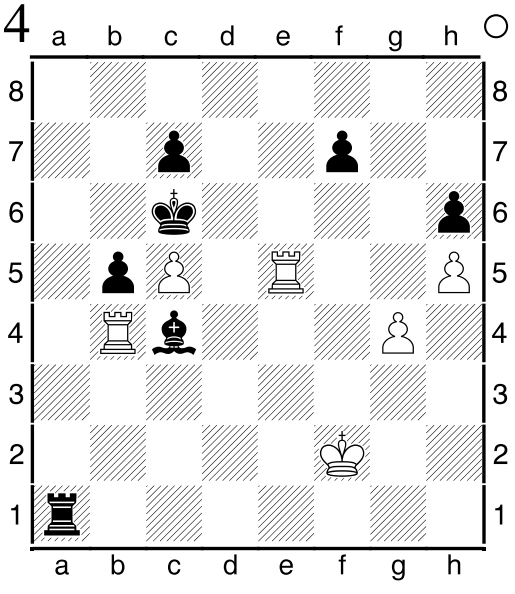
#### 2.1. Find Not the Best Moves (italics)

**1.e4 e5 2.♘f3 ♘c6 3.♗b5 ♘f6 4.0-0 ♘xe4 5.d4 ♘d6 6.♗xc6 dxc6 7.dxe5 ♘f5 8.♕xd8+ ♔xd8 9.♘c3 ♗e7 10.♖d1+ ♔e8 11.g3 h6 12.b3 ♗e6 13.♗b2 ♖d8 14.h3 g5 15.g4 ♘g7 16.♘e4 ♗d5 17.♘f6+ ♗xf6 18.exf6 ♘e6 19.♘e5 ♘f4 20.♖e1 ♗e6 *21.♗c1 ♘d5 22.♘d3 b6 23.c4 ♘xf6 24.♘b4 c5 25.♗b2 cxb4 26.♗xf6 ♖f8 27.♗xd8 ♔xd8 28.c5 ♔d7 29.♖ac1 ♔c6 30.♖e5 b5* 31.♖d1 a5 32.♖d4 ♖a8 33.f4 gxf4 34.♖xf4 a4 35.♖xb4 axb3 36.axb3 ♖a3 37.h4 ♗xb3 38.h5 ♗c4 39.♔f2 ♖a1 40.♖b2 f6 41.♖e7 f5 42.♖h7 fxg4 43.♖xh6+ ♔xc5 44.♖g6 ♖h1 45.♖g5+ ♔b6 46.♔g3 c6 47.♖xg4 ♗d3 48.♖h2 ♖xh2 49.♔xh2 c5 50.♖g6+ ♔a5 51.♖c6 c4 52.h6 ♔b4 53.♔g3 ♔c3 54.♔f4 b4 55.♖c7 b3 56.h7 ♗xh7 57.♖xh7 ♔c2 58.♔e3**

**½-½**

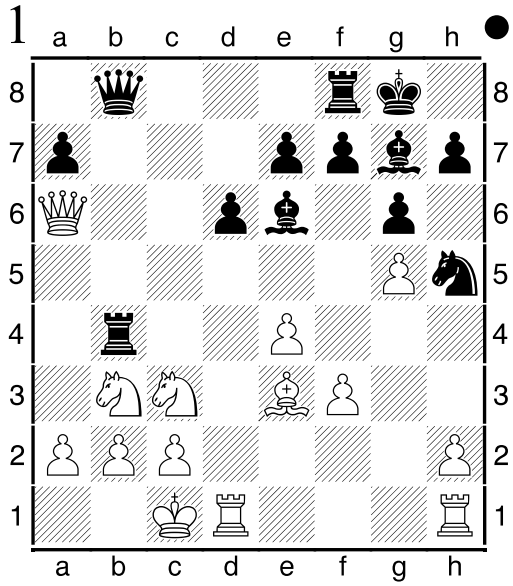
### 2.2. Evaluate the Position

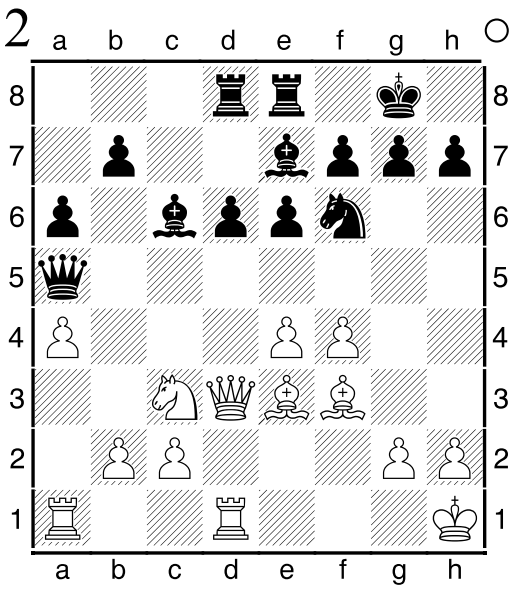




# Lesson 20

### 1. Find the Best Move



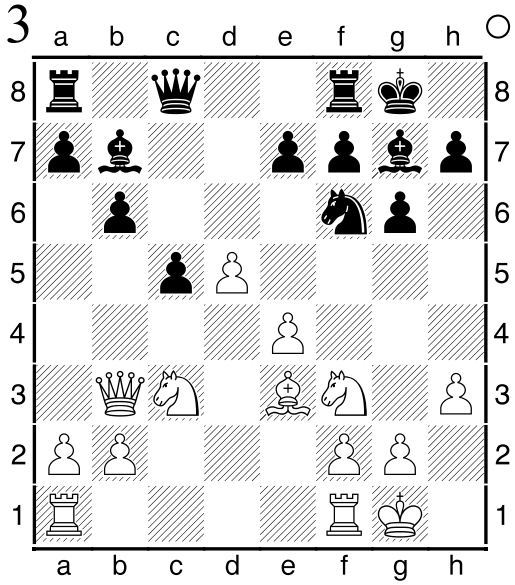


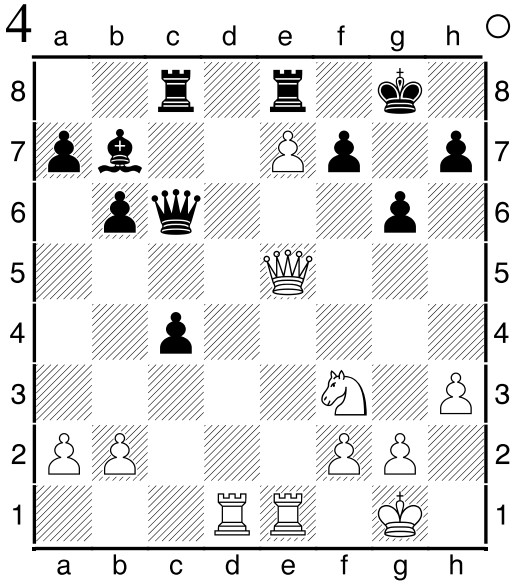
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.♘f3 ♘c6 3.♗b5 g6 4.♗xc6 dxc6 5.h3 ♗g7 6.d3 ♘f6 7.♘c3 c4 8.0-0 cxd3 9.cxd3 c5 10.♗e3 b6 11.d4 ♗b7 12.d5 0-0 13.♕b3 ♕c8 14.♖ad1 e6 15.♗g5 exd5 16.e5 c4 17.♕c2 ♘d7 18.♘xd5 *♔h8 19.♕c3 ♖e8 20.♗f6 ♘xf6 21.exf6 ♗f8 22.♘e7 ♗xe7 23.fxe7+ ♔g8 24.♖fe1 ♕c6* 25.♕e5 ♖ac8 26.♖d6 ♕c5 27.♕f6 ♗xf3 28.gxf3 ♕f5 29.♕xf5 gxf5 30.♔h2 h6 31.♖xh6 ♔g7 32.♖d6 f6 33.♖ee6 c3 34.bxc3 ♖xc3 35.♔g3 ♖a3 36.♖e2 ♔f7 37.♖d7 ♖g8+ 38.♔h2 ♖e8 39.h4 ♖xf3 40.♖xa7 ♖f4 41.♔g3 ♖g4+ 42.♔h3 ♖g1 43.f3 f4 44.♔h2 ♖g3 45.♖g2 ♖xf3 46.h5 ♖d3 47.h6 f5 48.♖b7 ♖d6 49.♖g7+ ♔f6 50.a4 ♖d2+ 51.♖g2 ♖d6 52.h7 ♔f7 53.♖g8 ♖h6+ 54.♔g2 ♖g6+ 55.♖xg6 ♔xg6 56.♖xb6+ ♔xh7 57.♖b7 ♔g6 58.a5 ♔f7 59.a6**
**1-0**

### 2.2. Evaluate the Position

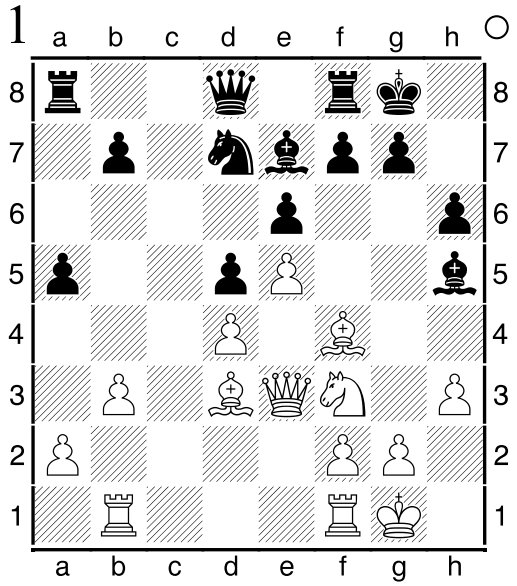




# Lesson 21

### 1. Find the Best Move

1



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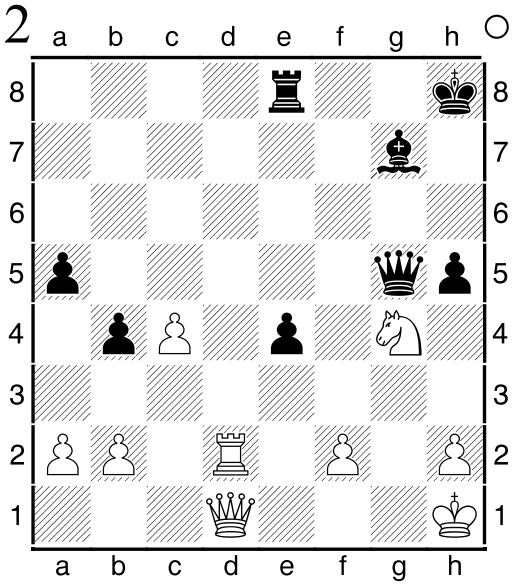


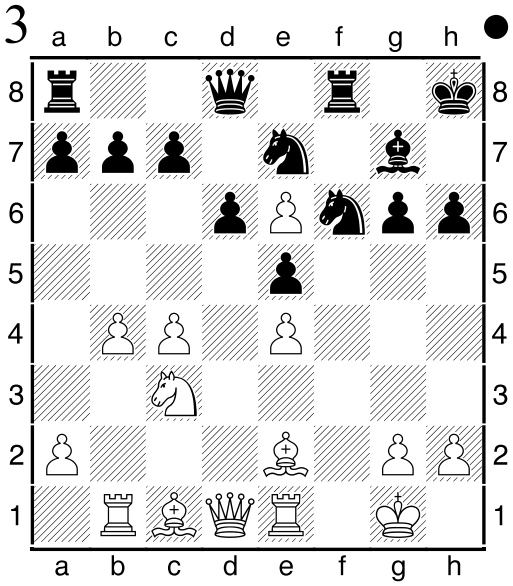
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.♘f3 ♘f6 2.c4 g6 3.♘c3 ♗g7 4.e4 d6 5.d4 0-0 6.♗e2 e5 7.0-0 ♘c6 8.d5 ♘e7 9.b4 ♘h5 10.♖e1 f5 11.♘g5 ♘f6 12.f3 ♔h8 13.♖b1 h6 14.♘e6 ♗xe6 15.dxe6 fxe4 16.fxe4 ♘c6 17.♘d5 ♘g8 18.♗d3 ♘d4 19.♕g4 g5 20.♕h3 c6 21.♘e3 ♕f6 22.♘g4 ♕e7 23.♗e3 ♘xe6 24.g3 ♕d7 25.♖f1 d5** ***26.♖f5 dxc4 27.♗xc4 ♘d4 28.♖xf8 ♖xf8 29.♕h5 ♕d6 30.♔g2 b5 31.♗f7 ♘c2*** **32.♗c5 ♕d2+ 33.♘f2 ♘f6 34.♕g6 ♘g4 35.♔g1 ♘ce3 36.♗xe3 ♘xe3 37.h4 ♕e2 38.♕h5 g4**
**0-1**

### 2.2. Evaluate the Position

3



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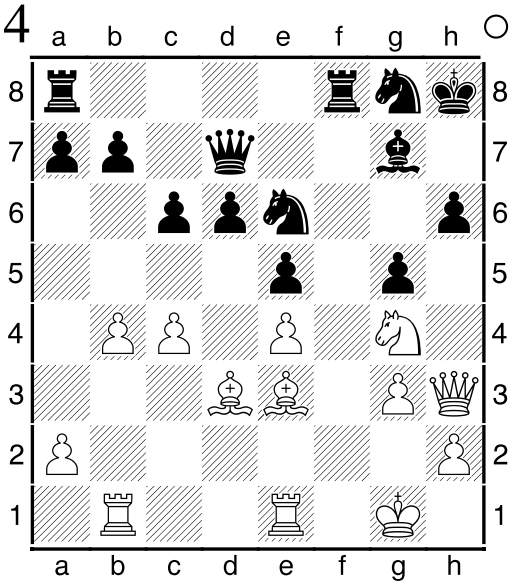
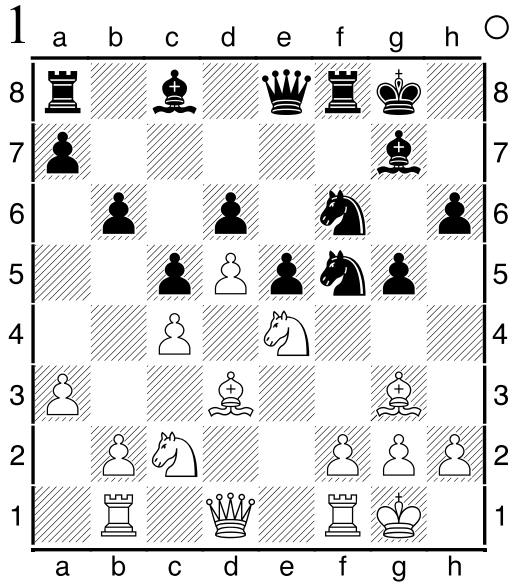


# Lesson 22

### 1. Find the Best Move

1



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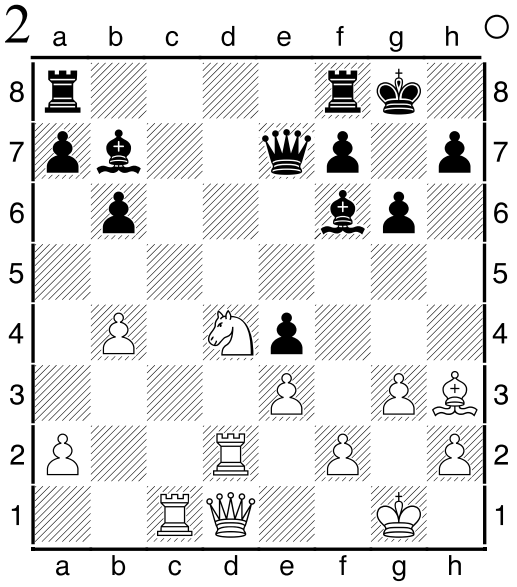


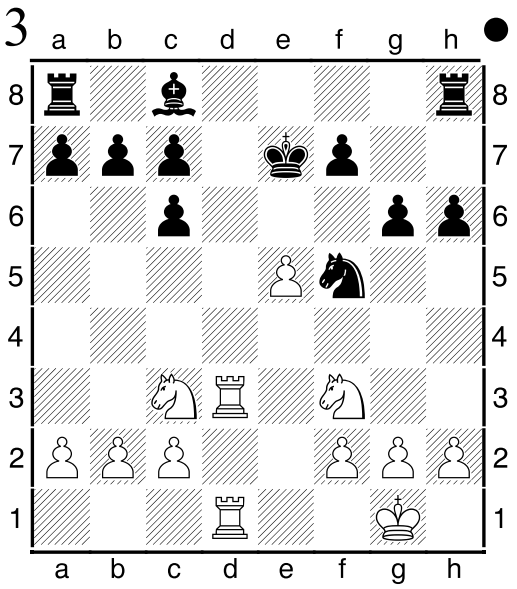
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.e4 e5 2.♘f3 ♘c6 3.♗b5 ♘f6 4.0-0 ♘xe4 5.d4 ♘d6 6.♗xc6 dxc6 7.dxe5 ♘f5 8.♕xd8+ ♔xd8 9.♘c3 ♗e7 10.♖d1+ ♔e8 11.♗g5 ♗xg5 12.♘xg5 ♔e7 13.♖d3 h6 14.♘f3 g6 15.♖ad1 ♘g7 16.h3 ♗e6 17.♘d4 ♖ad8 18.f4 ♗c4 19.♖3d2 c5 20.♘f3 ♘h5 21.b3 ♖xd2 22.♖xd2 ♗e6 23.♘e2 c4 24.♔f2 cxb3 25.cxb3 c5 26.g4** ***♘g7 27.♘c3 h5 28.♔g3 hxg4 29.hxg4 ♖d8 30.♖xd8 ♔xd8 31.♘g5 ♔e7*** **32.♘ge4 b6 33.♔h4 ♗d7 34.♘d5+ ♔f8 35.♘d6 ♘e8 36.♘c4 b5 37.♘ce3 ♘g7 38.♔g5 ♗c6 39.♘c7 a5 40.f5 gxf5 41.gxf5 ♗d7 42.♘a6 c4 43.♘c5 ♗c8 44.bxc4 bxc4 45.♘e4 ♗d7 46.♘c5 ♗c8 47.e6 c3 48.e7+ ♔e8 49.f6 ♘e6+ 50.♘xe6 ♗xe6 51.♔f4 ♔d7 52.♔e5 ♗g4 53.♔d4 ♗d1 54.♔xc3 ♗a4 55.♔d4 ♔e6 56.♘d5 ♔f5 57.♔c5 ♔e5 58.a3 ♔e6 59.♘c7+ ♔xf6 60.e8♕ ♗xe8 61.♘xe8+ ♔e6 62.♔b5 ♔e5 63.♔xa5 f5 64.♘g7**
**1-0**

### 2.2. Evaluate the Position

3



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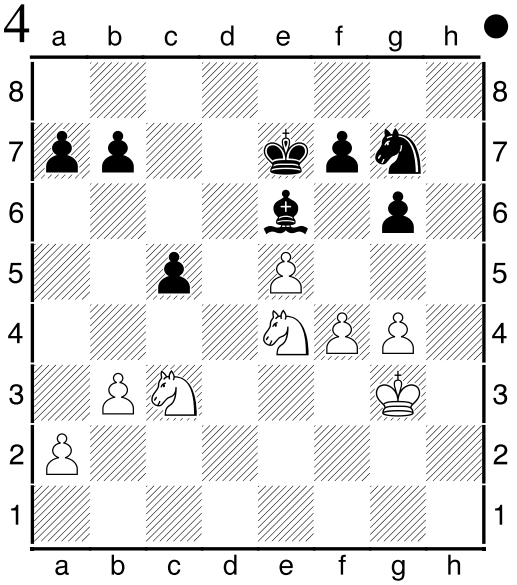
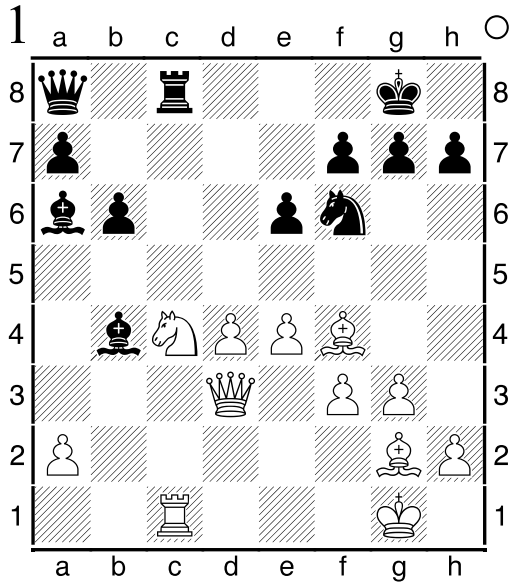


# Lesson 23

### 1. Find the Best Move

1



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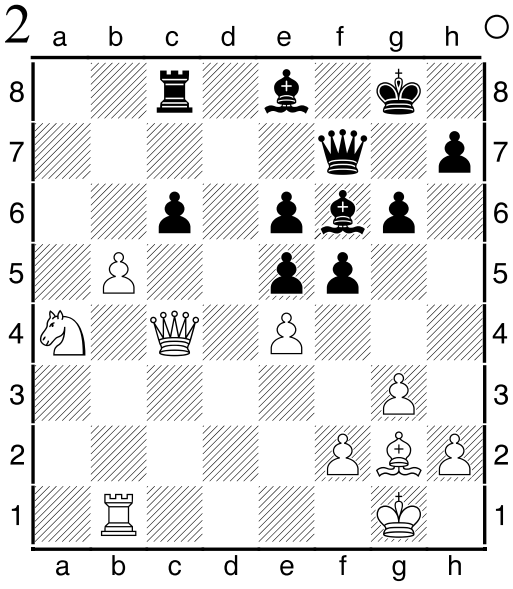


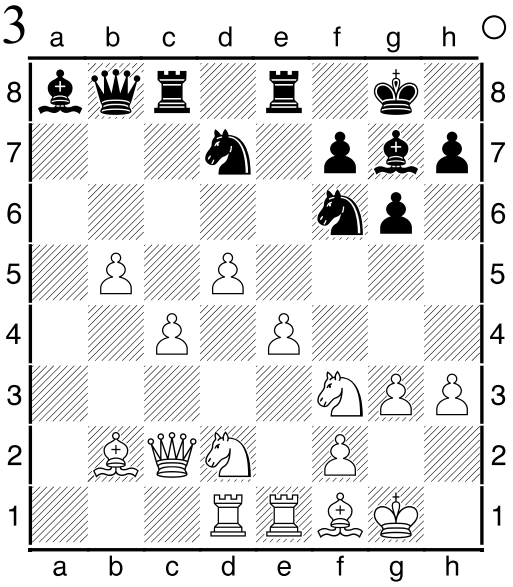
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.e4 e5 2.♘f3 ♘c6 3.♗b5 a6 4.♗a4 ♘f6 5.0-0 ♗e7 6.♖e1 b5 7.♗b3 d6 8.c3 0-0 9.h3 ♘b8 10.d4 ♘bd7 11.♘bd2 ♗b7 12.♗c2 ♖e8 13.a4 ♗f8 14.♗d3 c6 15.b3 g6 16.♗f1 ♕c7 17.♗b2 ♖ac8 18.♕c2 ♕b8 19.g3 ♗g7 20.♖ad1 ♗a8 21.axb5 axb5 22.b4 c5 23.bxc5 exd4 24.cxd4 dxc5 25.d5 c4 26.♗c3 ♕c7 27.♖b1 *♖b8 28.♕a2 ♘xe4 29.♘xe4 ♗xd5 30.♗xg7 ♗xe4 31.♖xe4 ♖xe4 32.♗c3 ♖e6 33.♕d2 f6 34.♕d5 ♕c6* 35.♕xc6 ♖xc6 36.♘d4 ♖c5 37.♖xb5 ♖bxb5 38.♘xb5 ♘e5 39.♘d6 ♔g7 40.f4 ♘d7 41.♘xc4 h5 42.♔f2 ♖c6 43.♗d4 ♘c5 44.♔f3 ♘e6 45.♗b2 ♔f7 46.♘e3 ♘c7 47.♗c4+ ♔g7 48.♔e4 ♘e8 49.♗d4 ♖c7 50.♔d3 ♖d7 51.♗b5 ♖d8 52.♗xe8 ♖xe8 53.♘d5 ♖e6 54.♘xf6 ♖xf6 55.g4 hxg4 56.hxg4 ♔f7 57.♗xf6 ♔xf6 58.♔d4 ♔e6 59.♔c5 ♔e7 60.♔d5 ♔d7 61.♔e5 ♔e7 62.g5**
**1-0**

### 2.2. Evaluate the Position

3



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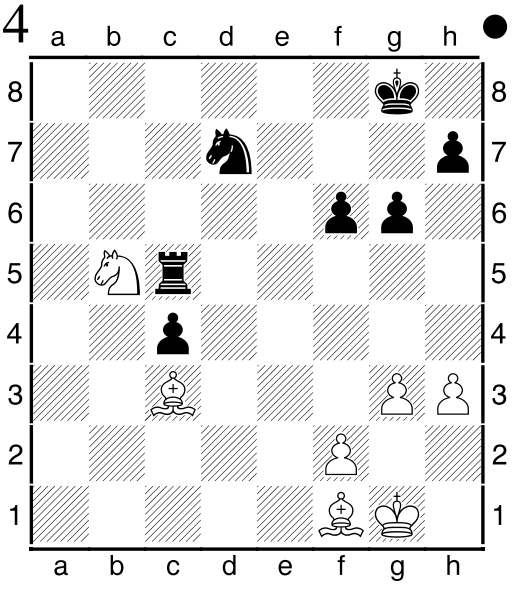
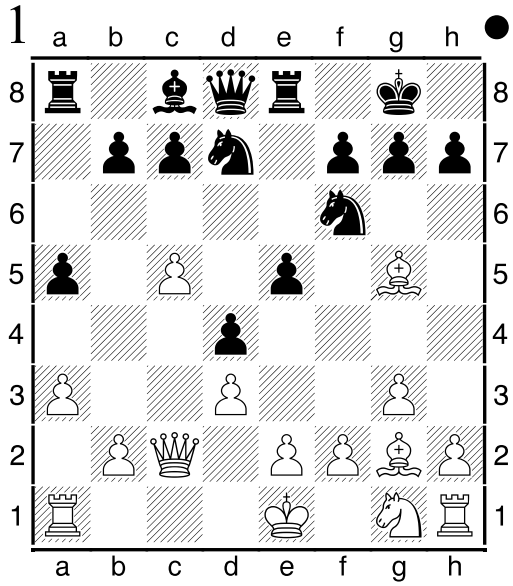


# Lesson 24

### 1. Find the Best Move

1



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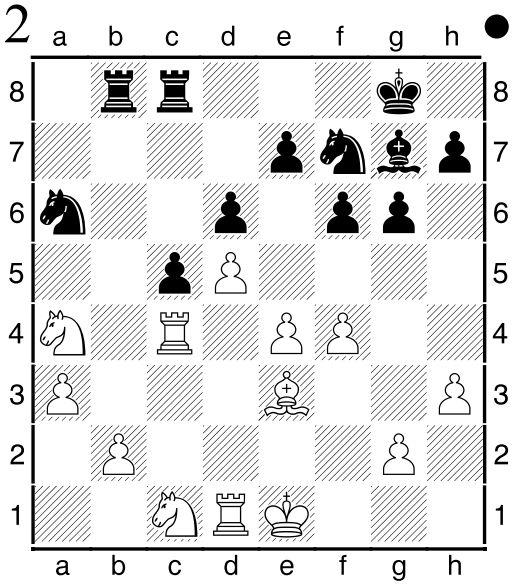


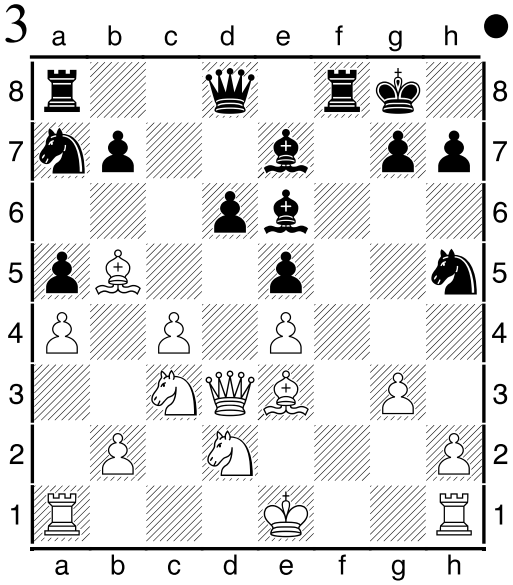
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.♘f3 d6 3.d4 cxd4 4.♘xd4 ♘f6 5.f3 e5 6.♘b3 a5 7.a4 ♘c6 8.♗b5 ♗e7 9.c4 0-0 10.♗e3 ♘a7 11.♘c3 ♗e6 12.♕d3 ♘h5 13.g3 f5 14.♘d2 fxe4 15.fxe4 ♗g5 16.0-0-0 ♗xe3 17.♕xe3 ♘f6 18.♖hf1 ♕c7 19.b3 ♘c6 20.♘f3 ♗h3 21.♖fe1 ♗g4 *22.♖d2 ♘xe4 23.♘xe4 ♗xf3 24.♗xc6 bxc6 25.♘xd6 e4 26.c5 ♖ab8 27.♔b2* ♔h8 28.♕c3 ♕e7 29.♖d4 ♕e5 30.♘f7+ ♖xf7 31.♖d8+ ♖xd8 32.♕xe5 h6 33.♕c3 ♖d3 34.♕xa5 ♗d1 35.♕b4 e3 36.a5 e2 37.a6 ♖dd7 38.♕e4 ♖de7 39.♕xc6 ♖f1 40.a7 ♖xe1 41.a8♕+ ♔h7 42.♕f8 ♖e5 43.♕fd6**
**1-0**

### 2.2. Evaluate the Position

3



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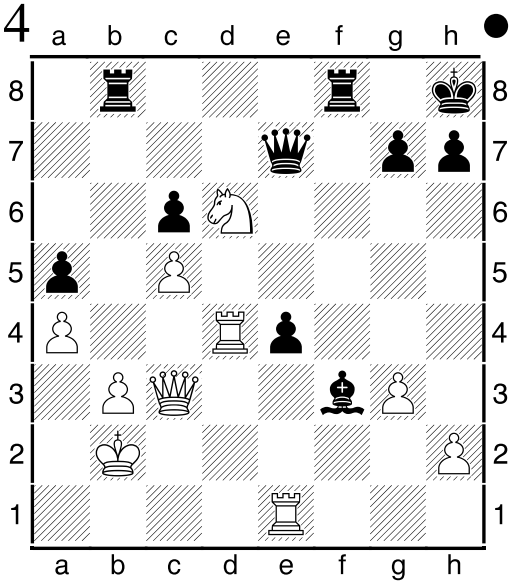
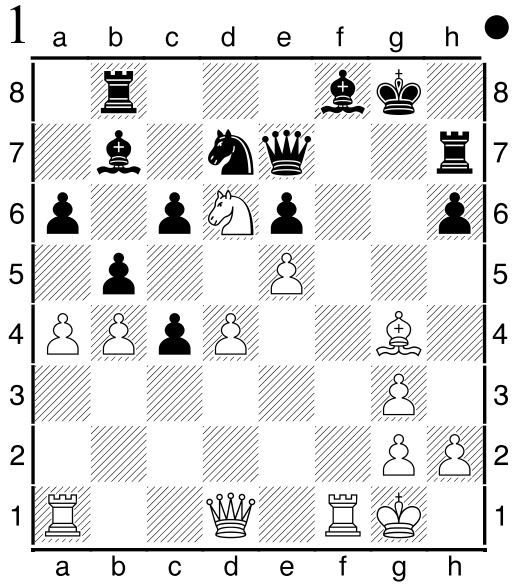
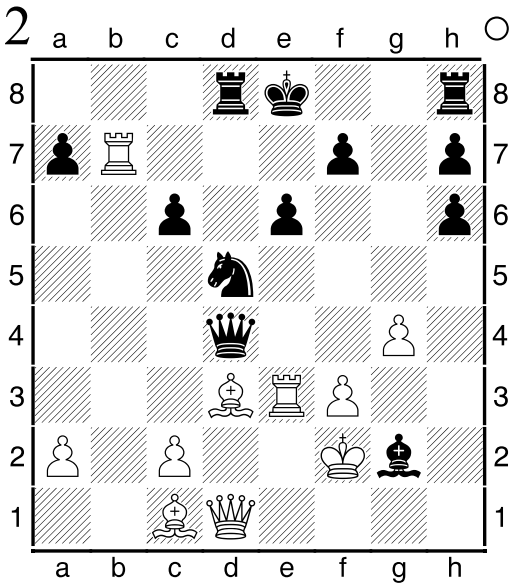


# Lesson 25

### 1. Find the Best Move



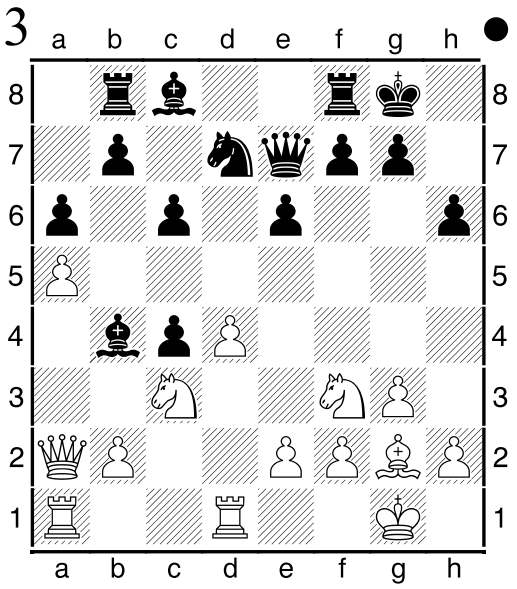


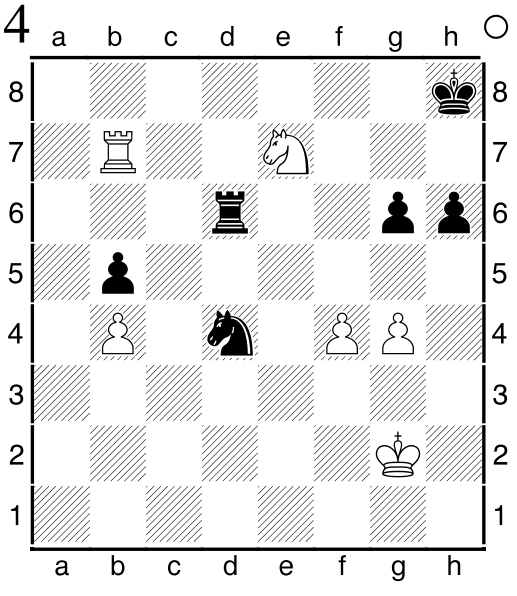
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 d5 2.c4 c6 3.♘f3 ♘f6 4.♘c3 a6 5.a4 e6 6.g3 dxc4 7.♗g5 ♘bd7 8.♗g2 h6 9.♗xf6 ♕xf6 10.a5 ♗b4 11.0-0 0-0 12.♕a4 ♕e7 13.♖fd1 ♖b8 14.♕a2 c5 15.d5 exd5 16.♘xd5 ♕xe2 17.♘xb4 cxb4 18.♖d2 ♕e7 19.♕xc4 ♘f6 20.♖d4 b5 21.♕xb4 ♕xb4 22.♖xb4 ♗b7 23.♖d4 ♖fd8 24.♖ad1 ♖xd4 25.♘xd4 ♗xg2 26.♔xg2 ♖d8 27.♔f3 ♘d7 *28.♔e2 ♘e5 29.♘f5 ♖e8 30.♔f1 ♘c6 31.♖d6 ♘xa5 32.♖xa6 ♘c4 33.b4 ♖e5 34.♘d4 ♖d5* 35.♘c6 ♔h7 36.♖a7 ♖d6 37.♘e7 ♘e5 38.♖b7 ♘f3 39.h4 ♘d4 40.h5 ♖d8 41.♔g2 ♖d6 42.g4 ♔h8 43.f4 g6 44.hxg6 fxg6 45.♔g3 ♖e6 46.♖d7 ♘e2+ 47.♔f3 ♘d4+ 48.♖xd4 ♖xe7 49.♖d6 ♔g7 50.♖b6 ♖e1 51.♖xb5 ♖f1+ 52.♔e4 ♖e1+ 53.♔d4 ♖d1+ 54.♔e5 ♖e1+ 55.♔d6 ♖e4 56.g5 h5 57.♖b7+ ♔g8 58.b5 h4 59.♖e7 ♖xe7 60.♔xe7 h3 61.b6 h2 62.b7 h1♕ 63.b8♕+ ♔g7 64.♕f8+ ♔h7 65.♕f7+ ♔h8 66.♔f8 ♕a8+ 67.♕e8 ♕b7**
**1-0**

### 2.2. Evaluate the Position

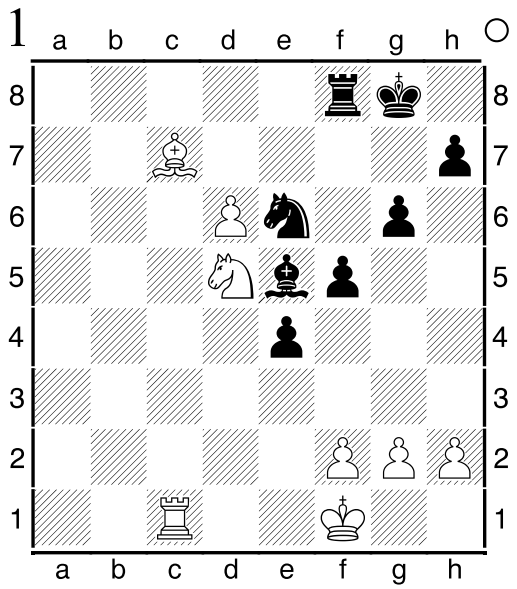




# Lesson 26

### 1. Find the Best Move

1



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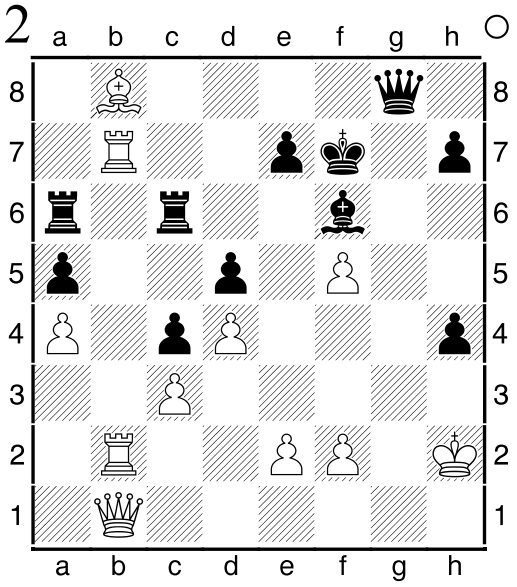


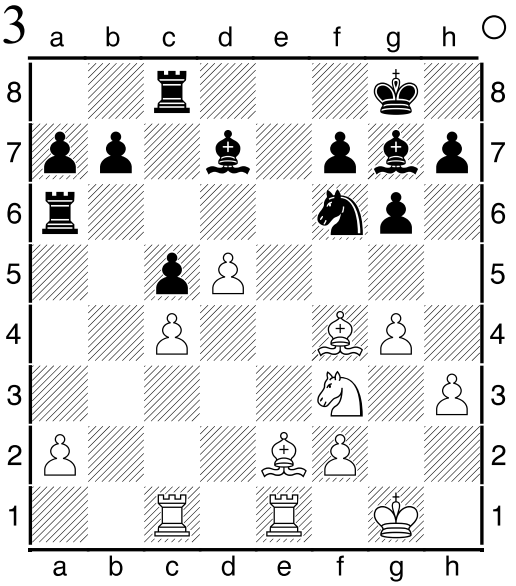
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 ♘f6 2.c4 g6 3.♘c3 d5 4.cxd5 ♘xd5 5.e4 ♘xc3 6.bxc3 ♗g7 7.♗e3 c5 8.♘f3 ♗g4 9.♖c1 0-0 10.♗e2 ♕a5 11.♕d2 ♖d8 12.d5 e6 13.0-0 exd5 14.exd5 ♘d7 15.c4 ♕xd2 16.♗xd2 ♘f6 17.h3 ♗f5 18.♗e3 ♖ac8 19.♖fe1 ♖d6 20.g4 ♗d7 21.♗f4 ♖a6 22.♘e5 ♗a4 23.♖b1 ♖b6 24.♖xb6 axb6 25.♗d1 ♗xd1 26.♖xd1 ♘e4 27.d6 ♖d8 28.d7 ♔f8 29.f3 ♘c3 30.♖e1 h6 31.h4 ♔g8 32.g5 h5 33.♖e3 ♘xa2 34.♖a3 *♘b4 35.♖a7 ♔f8 36.♖xb7 ♔e7 37.♖xb6 ♗xe5 38.♗xe5 ♔xd7 39.♔f1 ♘c6* 40.♗g3 ♖a8 41.♖b5 ♖a5 42.♗f2 ♖xb5 43.cxb5 ♘d4 44.♗xd4 cxd4 45.♔e2 ♔d6 46.♔d3 ♔c5 47.f4 ♔xb5 48.♔xd4 ♔c6 49.♔e5 ♔d7 50.♔f6 ♔e8 51.♔g7 ♔e7 52.♔g8 ♔e8 53.♔g7**
**½-½**

### 2.2. Evaluate the Position

3



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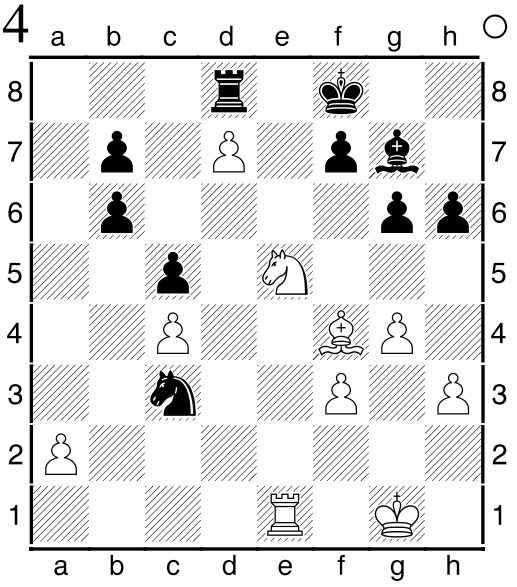
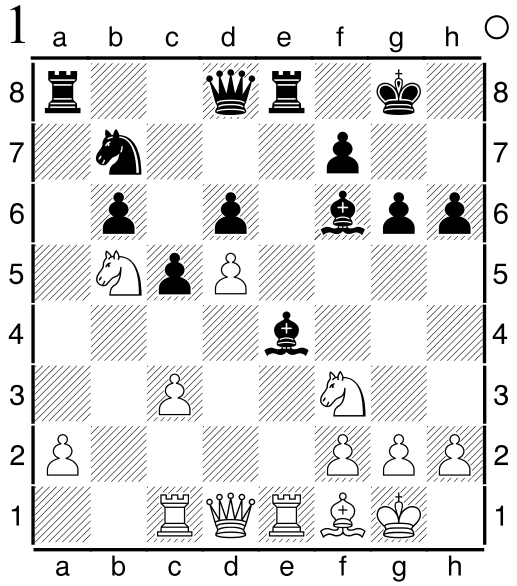


# Lesson 27

### 1. Find the Best Move

1



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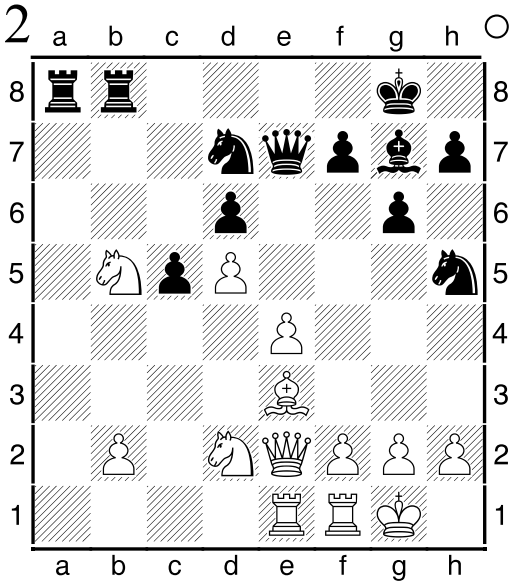


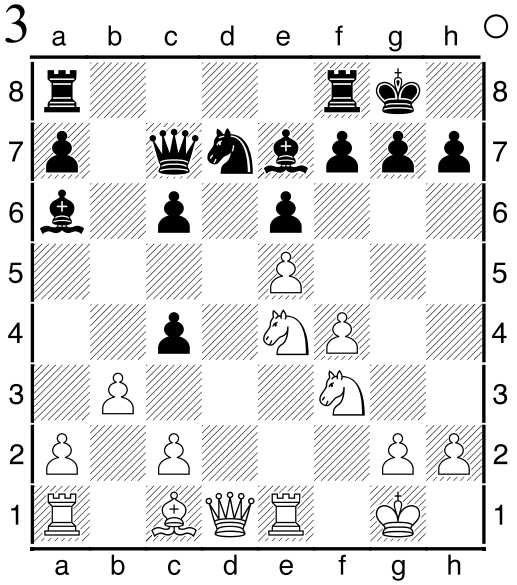
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.♘c3 ♘c6 3.♗b5 e6 4.♗xc6 bxc6 5.d3 d5 6.f4 ♘f6 7.♘f3 ♗a6 8.e5 ♘d7 9.0-0 ♗e7 10.b3 0-0 11.♖e1 c4 12.dxc4 dxc4 13.♘e4 ♕c7 14.♕e2 c5 15.♕f2 ♖fd8 16.♗b2 ♗b7 17.♘fd2 cxb3 18.axb3 ♘b6 19.c4 ♖d3 20.♖e3 ♖xe3 21.♕xe3 a5 22.♗a3 ♘d7 23.♘c3 ♕c6 *24.♕f2 f6 25.♘f3 fxe5 26.fxe5 ♖f8 27.♘b5 ♖f5 28.♗b2 ♘f8 29.♘d6 ♗xd6 30.exd6 ♕xd6* 31.♖xa5 ♘g6 32.♕d2 ♕xd2 33.♘xd2 ♘f4 34.♘f3 ♘d3 35.♗c3 e5 36.♘e1 ♘c1 0-1**

#### 2.2. Evaluate the Position

3



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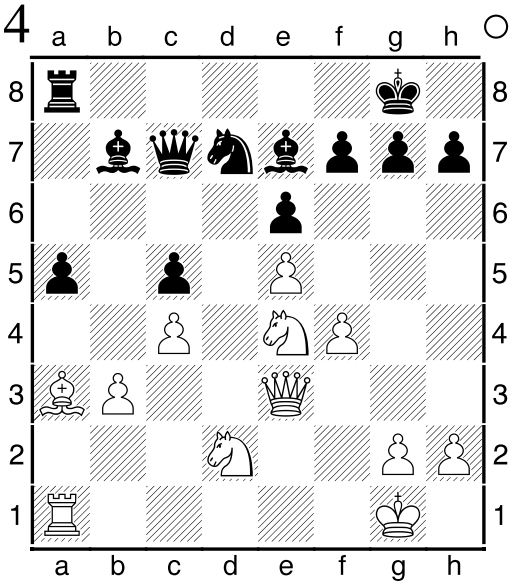
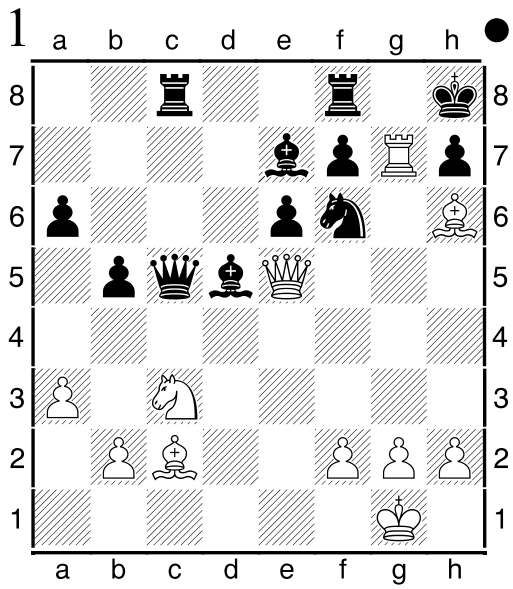


# Lesson 28

### 1. Find the Best Move

1



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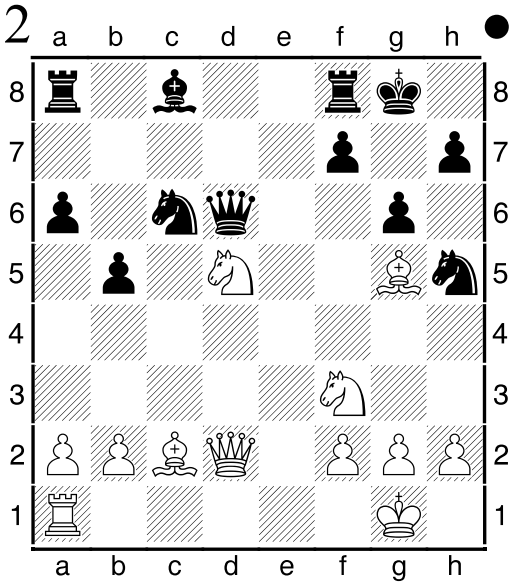


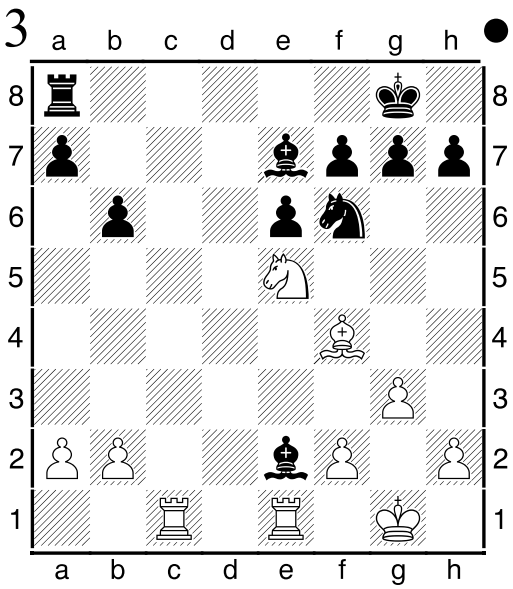
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 ♘f6 2.c4 e6 3.♘f3 d5 4.g3 ♗b4+ 5.♗d2 ♗e7 6.♗g2 0-0 7.0-0 c6 8.♗f4 b6 9.♘c3 ♗a6 10.cxd5 cxd5 11.♖c1 ♘c6 12.♘xd5 ♕xd5 13.♘e5 ♘xd4 14.♗xd5 ♘xe2+ 15.♕xe2 ♗xe2 16.♗xa8 ♖xa8 17.♖fe1 ♗b5 18.♖c2 ♘d5 19.♖ec1 ♗c5 20.♗d2 f6 21.b4 ♗f8** ***22.♘g4 ♖d8 23.♖c8 ♖d7 24.♘h6+ gxh6 25.♗xh6 ♖f7 26.♖d8 ♘e7 27.♖c7*** **♘g6 28.♖cc8 e5 29.f4 ♗d7 30.♖a8 ♗h3 31.♔f2 b5 32.♖db8 exf4 33.gxf4 ♗d7 34.h4 ♗c6 35.h5 ♗xa8 36.hxg6 hxg6 37.♖xa8 f5 38.♔g3 a6 39.♔h4 ♖g7 40.♔g5 1-0**

### 2.2. Evaluate the Position

3



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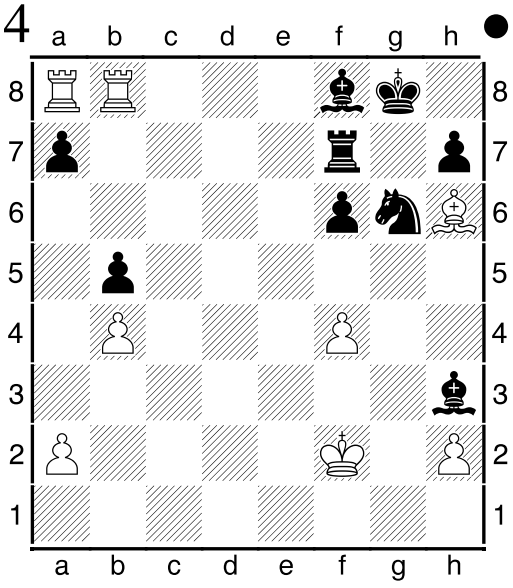
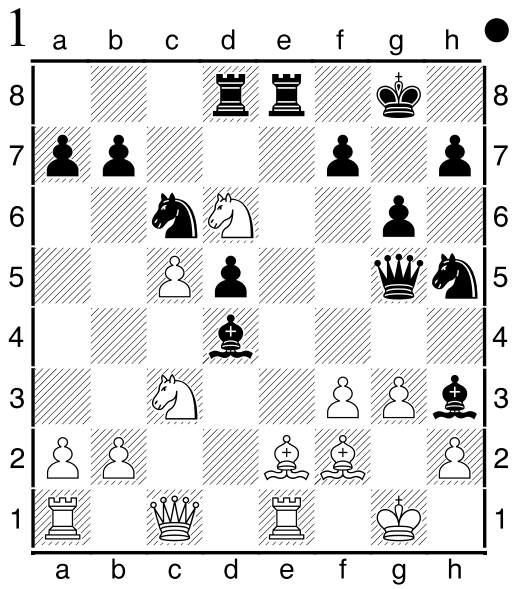


# Lesson 29

### 1. Find the Best Move

1



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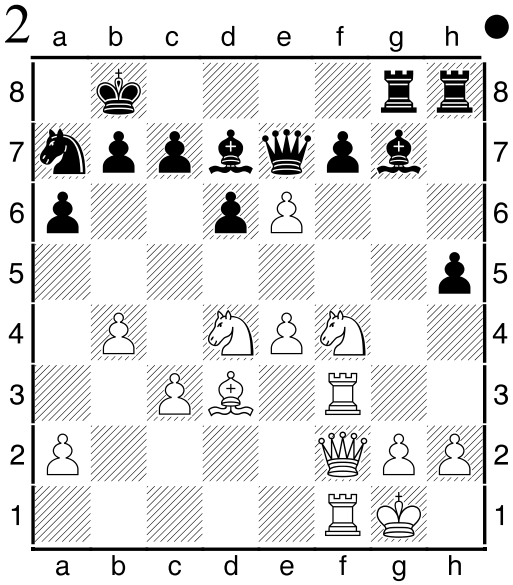


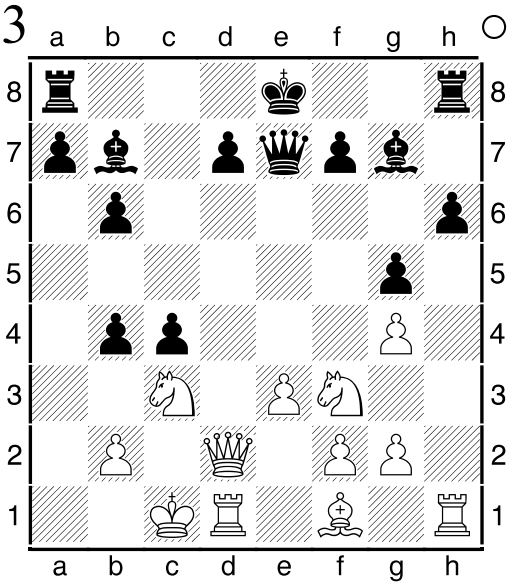
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 ♘f6 2.c4 e6 3.♘f3 b6 4.♘c3 ♗b7 5.♗g5 h6 6.♗h4 g5 7.♗g3 ♘h5 8.e3 ♘xg3 9.hxg3 ♗g7 10.♕c2 ♘c6 11.0-0-0 ♕e7 12.g4 ♘b4 13.♕d2 c5 14.d5 exd5 15.a3 dxc4 16.axb4 cxb4 17.♘b5 d5 18.♘bd4 ♗f6 19.e4** ***c3 20.bxc3 dxe4 21.♘f5 ♕c7 22.♗b5+ ♔f8 23.♘3d4 ♖c8 24.♘e2 e3 25.♕xe3 ♗xg2 26.♖hg1 ♗c6*** **27.♗xc6 ♕xc6 28.♖d6 ♕a4 29.♖xf6 ♕a1+ 30.♔d2 ♕a2+ 31.♔d1 ♖e8 32.♕d3 ♕a4+ 33.♕c2 ♕xc2+ 34.♔xc2 ♖xe2+ 35.♔b3 bxc3 36.♖d1 ♖d2 37.♖c1 c2 38.♖c6 ♔g8 39.♘xh6+ ♔h7 40.♘xf7 ♖g8 41.♖1xc2 ♖xc2 42.♔xc2 ♖g7 43.♖f6 ♔g8 44.♘e5 ♔h7 45.♖f5 1-0**

### 2.2. Evaluate the Position

3



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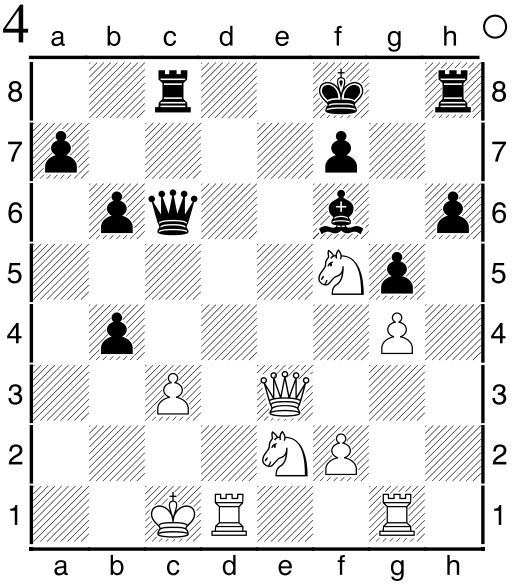
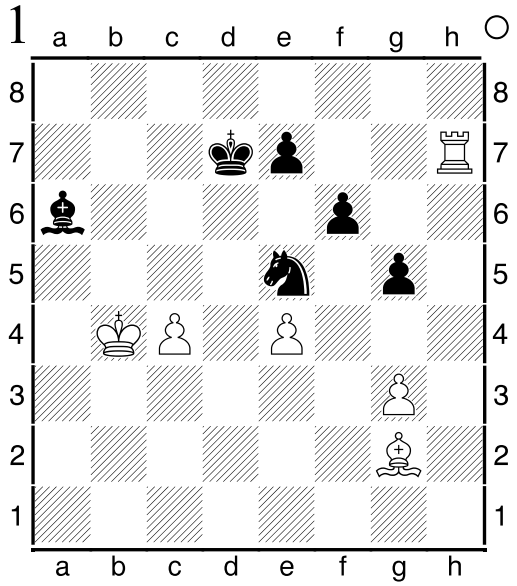


# Lesson 30

### 1. Find the Best Move

1



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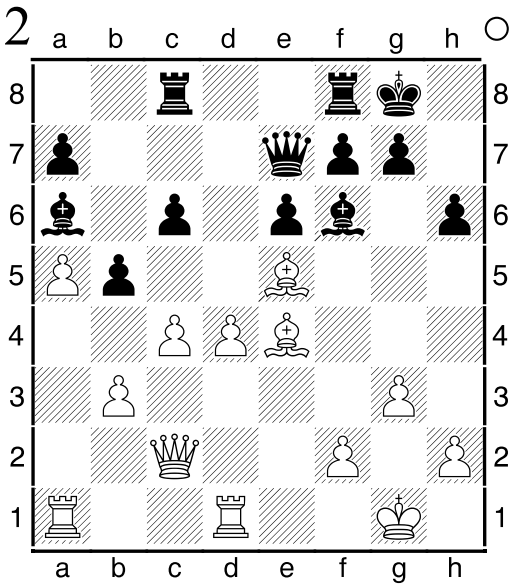


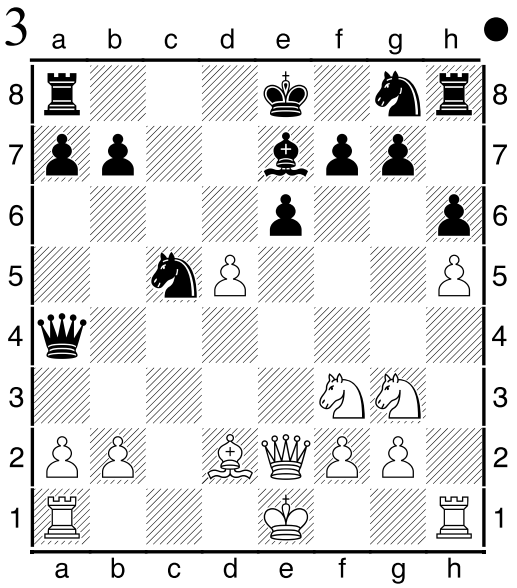
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.e4 c6 2.d4 d5 3.♘c3 dxe4 4.♘xe4 ♗f5 5.♘g3 ♗g6 6.h4 h6 7.♘f3 ♘d7 8.h5 ♗h7 9.♗d3 ♗xd3 10.♕xd3 e6 11.♗f4 ♕a5+ 12.♗d2 ♗b4 13.c3 ♗e7 14.c4 ♕a4 15.d5 cxd5 16.cxd5 ♘c5 17.♕e2 exd5 18.0-0 ♘e6 19.♘f5 ♕a6 20.♕xa6 bxa6 21.♖ac1 ♗f6 22.♗b4 ♘e7** ***23.♘d6+ ♔f8 24.♘f5 a5 25.♗a3 g6 26.hxg6 fxg6 27.♗xe7+ ♗xe7 28.♖fe1 gxf5 29.♖xe6 ♗d8 30.♖c5 ♔f7*** **31.♖ec6 ♗b6 32.♖xd5 ♖hc8 33.♘e5+ ♔e8 34.♖e6+ ♔f8 35.♖xh6 1-0**

#### 2.2. Evaluate the Position

3



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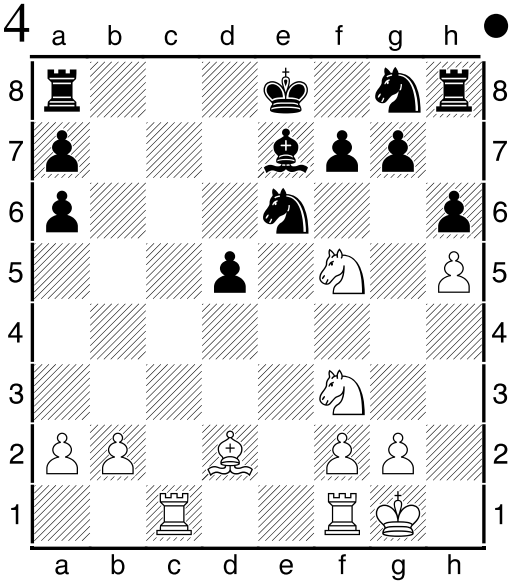
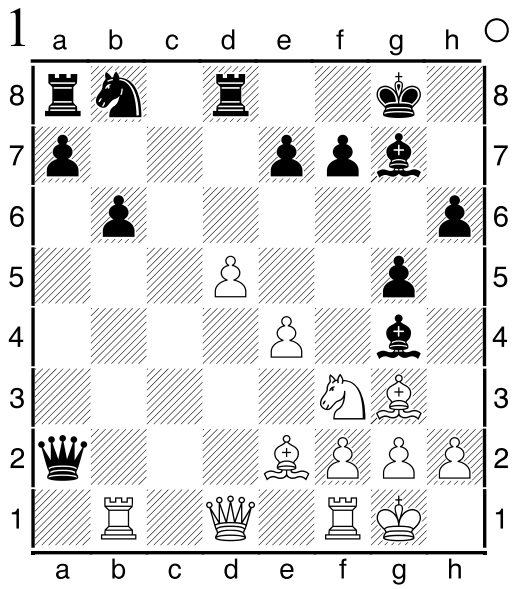
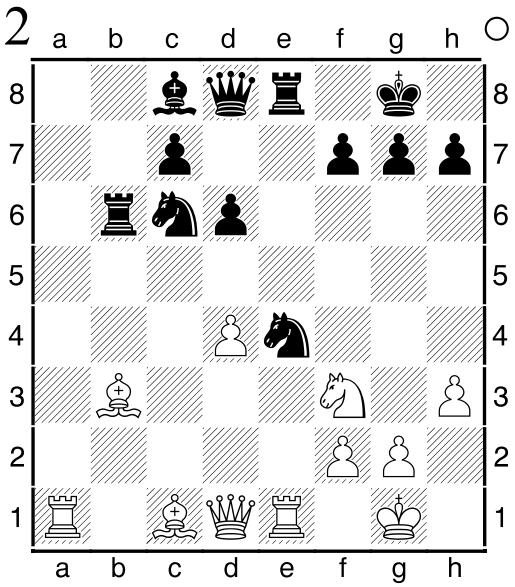


# Lesson 31

### 1. Find the Best Move





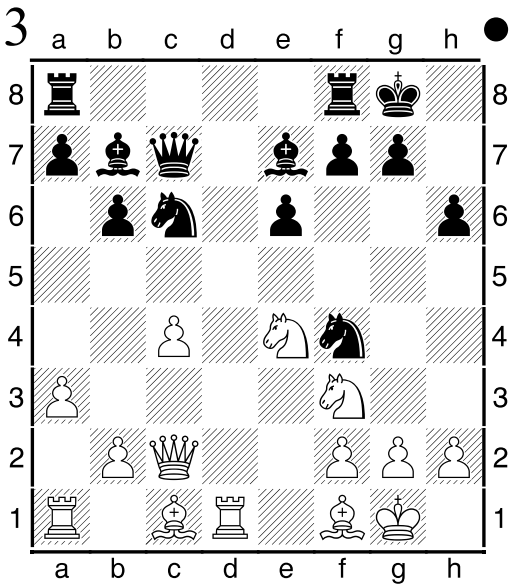
### 2. Game Analysis

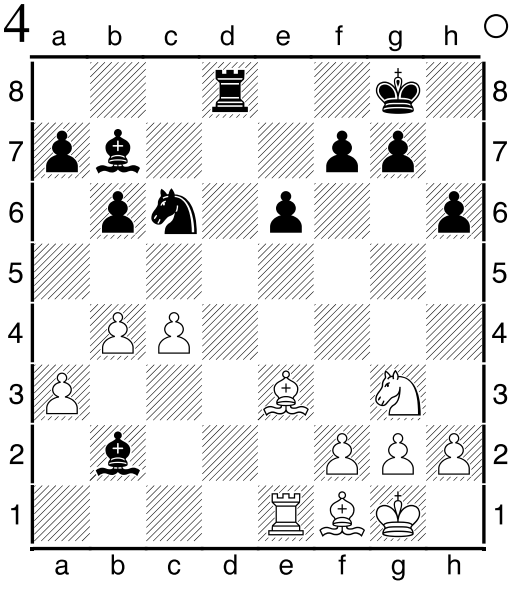
### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.c3 ♘f6 3.e5 ♘d5 4.♘f3 d6 5.exd6 e6 6.d4 ♗xd6 7.dxc5 ♗xc5 8.♗d3 0-0 9.♕c2 h6 10.0-0 ♘c6 11.♖d1 ♕c7 12.a3 b6 13.♘bd2 ♗b7 14.♘e4 ♗e7 15.c4 ♘f4 16.♗f1 ♖ad8 17.♗e3 ♘g6 18.♖xd8 ♖xd8 19.♖e1 ♘ge5 20.♘xe5 ♕xe5 21.♘g3 ♗f6 22.b4 ♕b2 23.♕xb2 ♗xb2 24.♗c1 ♗c3 *25.♖e3 ♗d4 26.♖d3 a5 27.b5 ♘e5 28.♖xd4 ♖xd4 29.♗b2 ♖xc4 30.♗xe5 ♖c2 31.f3 ♗d5* 32.♘e4 f6 33.♗d6 ♗xe4 34.fxe4 ♔f7 35.e5 fxe5 36.♗xe5 ♖a2 37.♗d6 ♔f6 38.g3 e5 39.♗c7 ♖xa3 40.♗xb6 a4 41.♗d8+ ♔f5 42.b6 ♖b3 43.♗c4 ♖b4 44.♗d5 a3 45.♗c7 ♖b5 46.♗c4 ♖b4 47.♗d5 ♖b5 48.♗c4 ♖b1+ 49.♔f2 ♔e4 50.♗d6 ♔d4 51.♗g8 ♖b2+ 52.♔f1 ♖xb6 53.♗xa3 ♔d3 54.♗c5 ♖c6 55.♗a7 e4 56.h4 ♖a6 57.♗f2 ♖f6 58.♔g2 ♔d2 59.♗c4 e3 60.♗xe3+ ♔xe3 61.♗d5 ♖d6 62.♗b7 ♖d2+ 63.♔g1 ♖b2 64.♗c6 ♔d4 65.♗f3 ♔e5 66.♔f1 ♔f5 67.♔g1 g5**

**½-½**

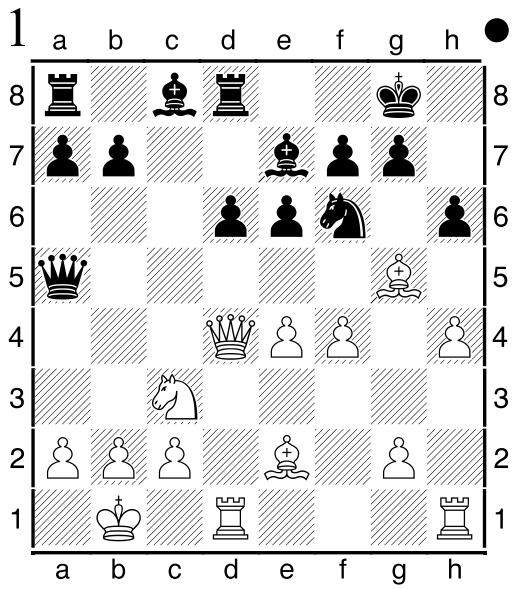
### 2.2. Evaluate the Position

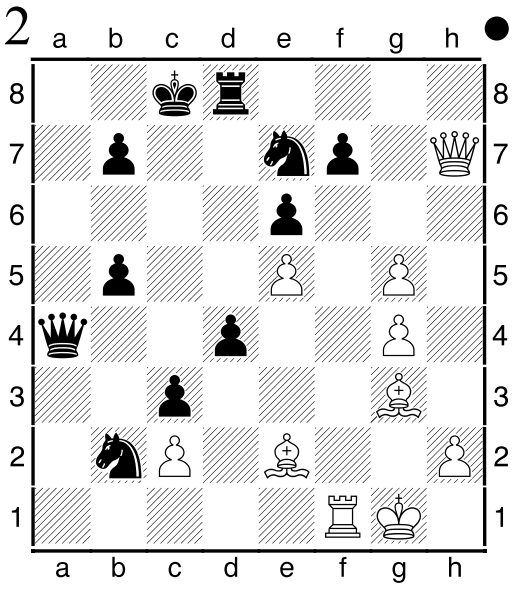




# Lesson 32

### 1. Find the Best Move



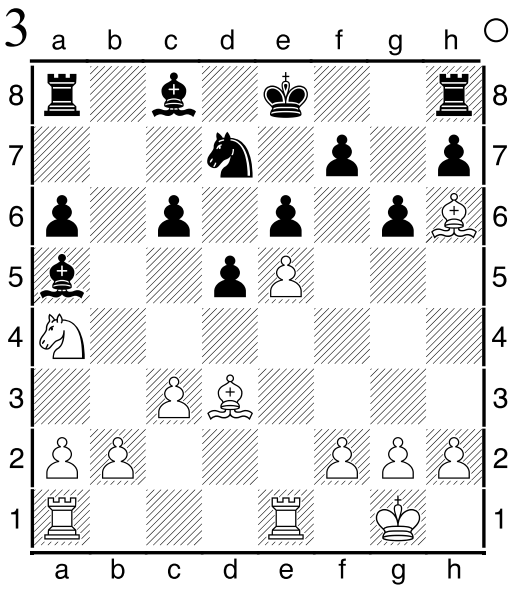


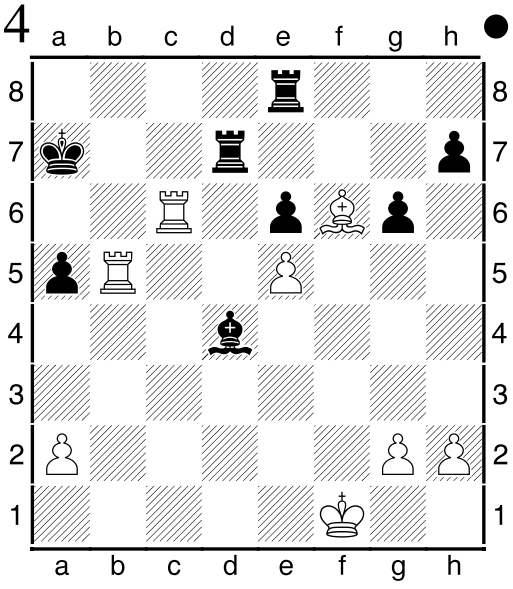
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.♘f3 e6 3.d4 cxd4 4.♘xd4 ♘c6 5.♘c3 a6 6.♘xc6 bxc6 7.♗d3 d5 8.0-0 ♘f6 9.♖e1 ♗e7 10.e5 ♘d7 11.♕g4 g6 12.♘a4 ♕a5 13.♗h6 ♕b4 14.♕xb4 ♗xb4 15.c3 ♗a5 16.b4 ♗c7 17.f4 a5 18.b5 ♘b6 19.♘xb6 ♗xb6+ 20.♔f1 cxb5 21.♗xb5+ ♗d7 22.♖ab1 ♗xb5+ 23.♖xb5 ♗c7 24.c4 dxc4 25.♖c5 *0-0-0 26.♖xc4 ♖d7 27.♗g5 ♔b7 28.♖b1+ ♗b6 29.f5 ♔a7 30.♖c6 ♗d4* 31.fxe6 fxe6 32.♗f6 ♖e8 33.♖b5 ♖d5 34.♖xe6 ♖xb5 35.♖xe8 ♖b2 36.♗h4 g5 37.♗g3 ♖xa2 38.e6 ♖a1+ 39.♔e2 ♖a3 40.♖d8 ♗c5 41.♖d5 ♖a2+ 42.♔d3 ♗b4 43.e7 ♗xe7 44.♖d7+ ♔b6 45.♖xe7 ♖xg2 46.♖xh7 a4 47.♖e7 a3 48.♖e2 ♖xe2 49.♔xe2 ♔c5 50.♔d3**
**1-0**

### 2.2. Evaluate the Position

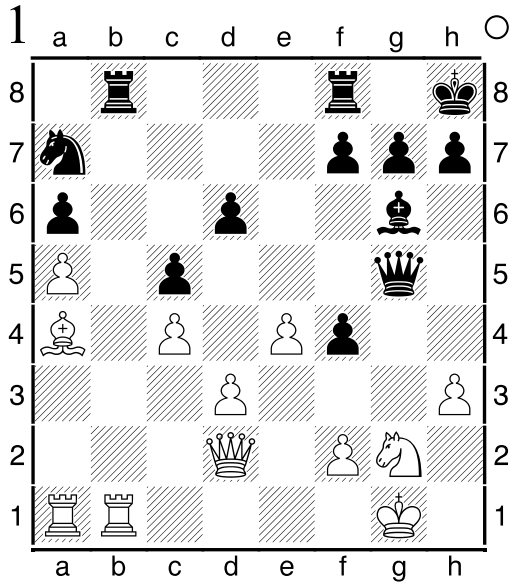




# Lesson 33

### 1. Find the Best Move

1



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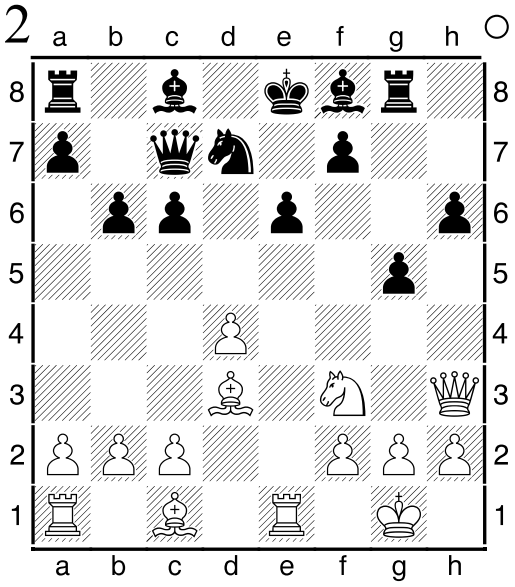


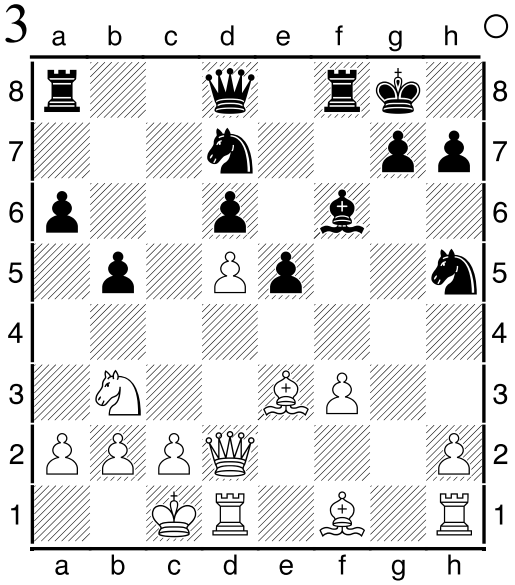
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.♘f3 d6 3.d4 cxd4 4.♘xd4 ♘f6 5.♘c3 a6 6.♗e3 e5 7.♘b3 ♗e6 8.f3 ♘bd7 9.g4 ♗e7 10.♕d2 0-0 11.g5 ♘h5 12.0-0-0 b5 13.♘d5 ♗xd5 14.exd5 f5 15.gxf6 ♗xf6 16.♘a5 ♘f4** ***17.♘c6 ♕c7 18.c4 ♘b8 19.♕a5 ♖c8 20.♔b1 bxc4 21.♕xc7 ♖xc7 22.♗xc4 ♔f8*** **23.♘a5 ♘d7 24.♖c1 ♗g5 25.h4 ♗h6 26.♗b3 ♖ac8 27.♖c6 ♘e2 28.♗xh6 gxh6 29.♗c4 ♘d4 30.♗xa6 ♘xc6 31.dxc6 ♖xc6 32.♘xc6 ♖xc6 33.♗b5 ♖c7 34.♖c1 ♘c5 35.♗c4 e4 36.b4 ♖b7 37.a3 exf3 38.♖f1 ♘a4 39.♖xf3+ ♔g7 40.♗b3 ♘b6 41.♔b2 ♖e7 42.a4 ♖e4 43.♔a3**
**1-0**

### 2.2. Evaluate the Position

3



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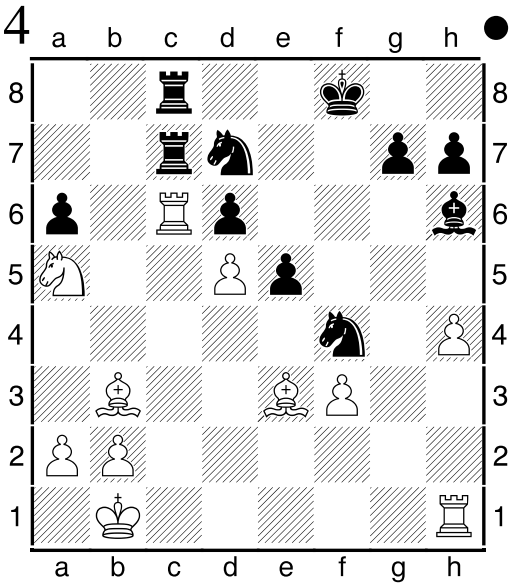
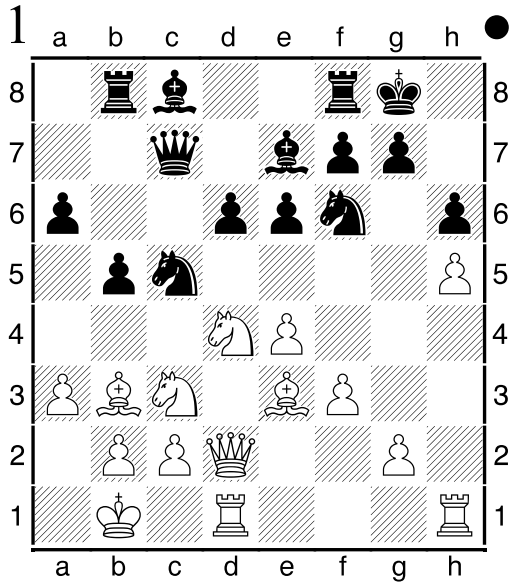


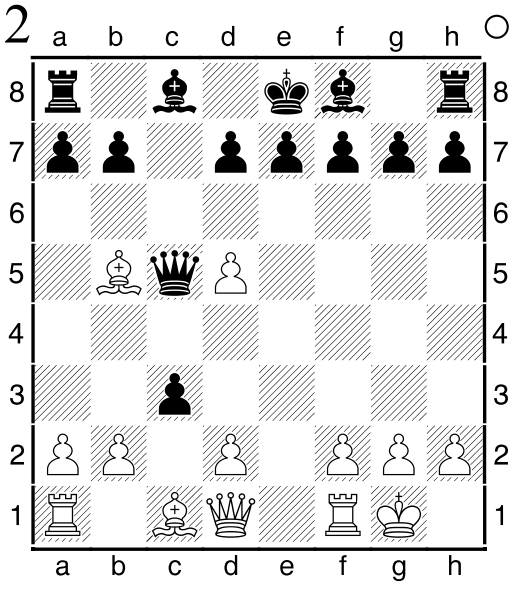
# Lesson 34

### 1. Find the Best Move

1



2



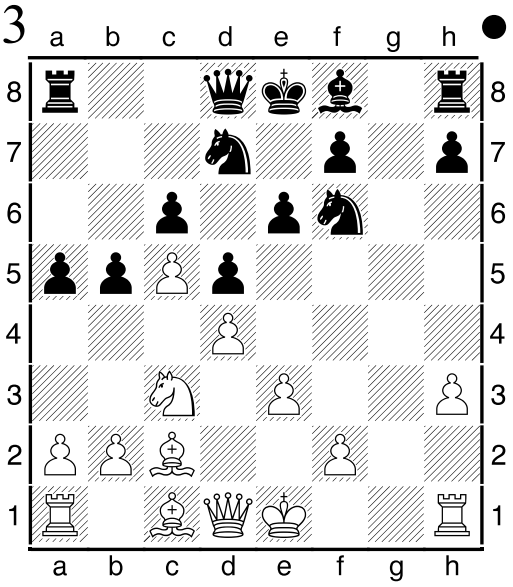
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

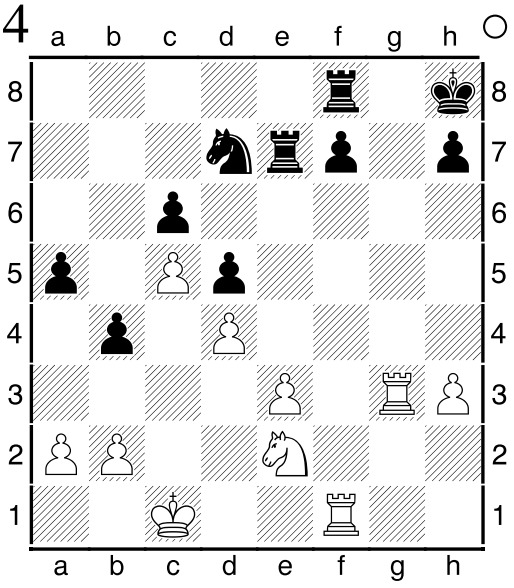
**1.d4 d5 2.c4 c6 3.♘c3 ♘f6 4.e3 a6 5.♘f3 b5 6.c5 g6 7.♗d3 ♗g4 8.h3 ♗xf3 9.gxf3 ♘bd7 10.f4 a5 11.f5 gxf5 12.♗xf5 e6 13.♗c2 e5 14.♕f3** ***♗h6 15.♗d2 exd4 16.exd4 ♕e7+ 17.♗e3 ♗xe3 18.fxe3 0-0 19.0-0-0 ♖ae8 20.♖hg1+ ♔h8 21.♖g3*** **b4 22.♘e2 ♘e4 23.♗xe4 ♕xe4 24.♕xe4 ♖xe4 25.♖f1 ♖e7 26.♔c2 ♖g8 27.♖xg8+ ♔xg8 28.♖f3 a4 29.a3 bxa3 30.bxa3 ♔g7 31.♘g3 ♔f8 32.♘f5 ♖e6 33.♔c3 ♘f6 34.♘d6 ♘e4+ 35.♘xe4 ♖xe4 36.♔b4 ♔e7 37.♔xa4 f5 38.♔a5 f4 39.exf4 ♖xd4 40.f5 ♖c4 41.♔b6 d4 42.♖f4 ♖a4 43.f6+ ♔f7 44.h4 ♖xa3 45.♖xd4 ♔xf6 46.♔xc6 h5 47.♔d6 ♖a8 48.♖f4+**
**1-0**

### 2.2. Evaluate the Position

3



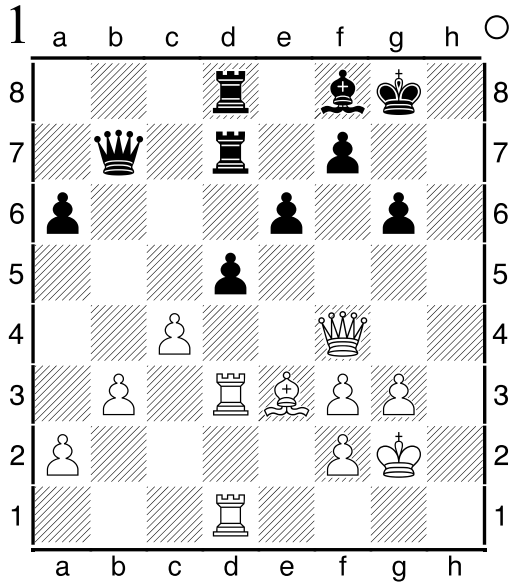
4



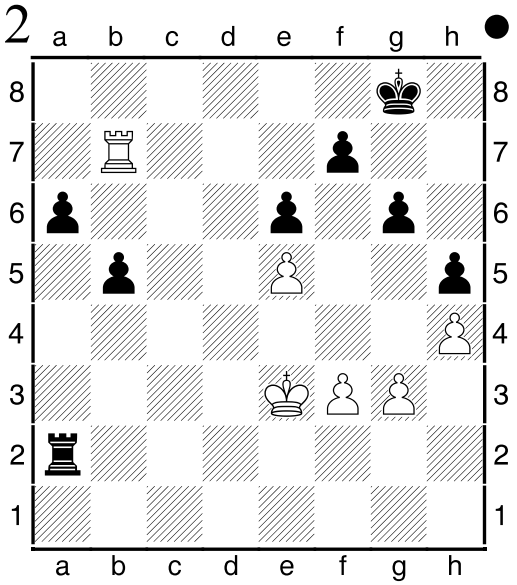
# Lesson 35

### 1. Find the Best Move

1



2



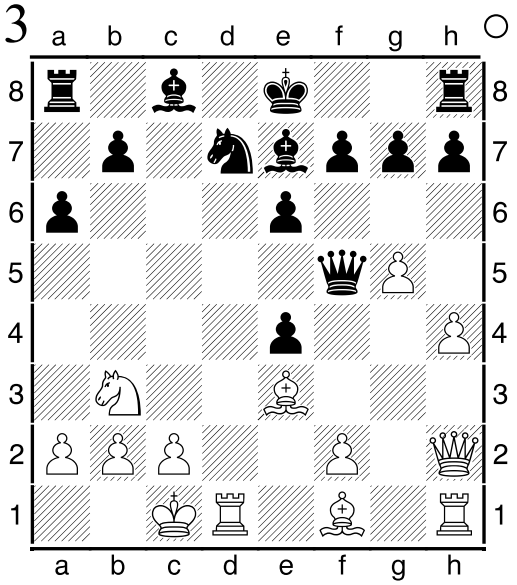
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.♘f3 d6 3.d4 cxd4 4.♘xd4 ♘f6 5.♘c3 a6 6.♗e3 e6 7.g4 d5 8.g5 ♘xe4 9.♘xe4 dxe4 10.♕g4 ♘d7 11.0-0-0 ♕a5 12.♘b3 ♕f5 13.♕g3 ♗e7 14.h4 ♕f3 15.♕h2 ♕f5 16.♗g2 0-0 17.♕c7 ♗d8 18.♕c4 ♗b6 19.♗xe4 ♗xe3+ 20.fxe3 ♕e5 21.♕d4 ♖b8 22.h5 b6 23.h6 g6 24.♘d2 b5 25.♘f3 ♕xd4 26.exd4 ♖b6 27.♖hf1 b4 28.♖de1 a5 29.♘e5 ♘xe5 30.dxe5 ♖b5 31.♗d3 ♖c5 32.♖f4 ♗b7 33.♖c4 ♖fc8 34.♖xc5 ♖xc5 35.♔d2 ♖d5 36.♖e4 ♔f8 37.c4 ♖c5 38.♖e3 ♔e7 39.b3 ♔d8 40.♗e4 ♗c8 41.♗f3 ♔c7 42.♔d3 ♔b6 43.♔e4 ♖c7 44.♖d3 ♖d7 45.♖d6+ *♔c5 46.♔f4 ♖xd6 47.exd6 ♔xd6 48.c5+ ♔xc5 49.♔e5 ♗a6 50.♔f6 ♔d6* 51.♗e4 ♗e2 52.♔xf7 ♗g4 53.♗xg6 1-0**

#### 2.2. Evaluate the Position

3



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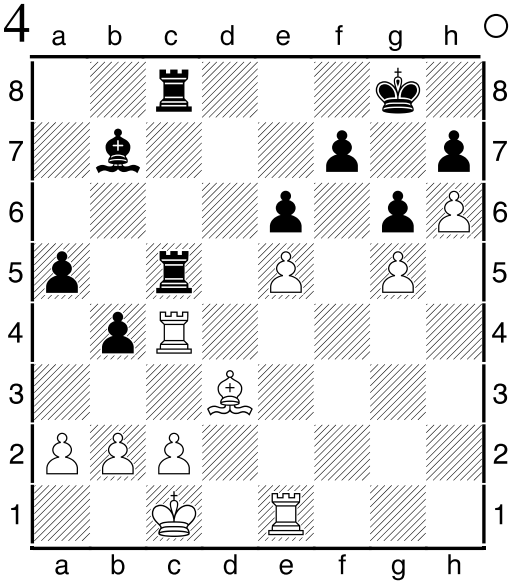
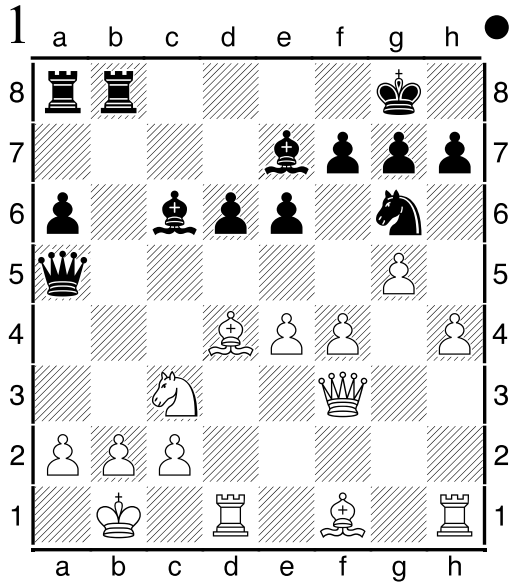


# Lesson 36

### 1. Find the Best Move

1



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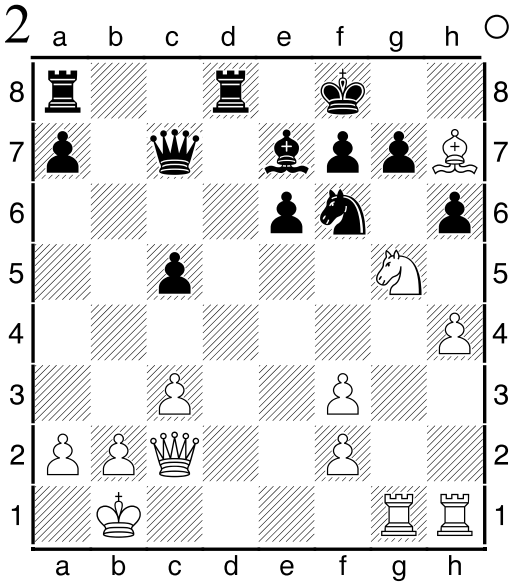


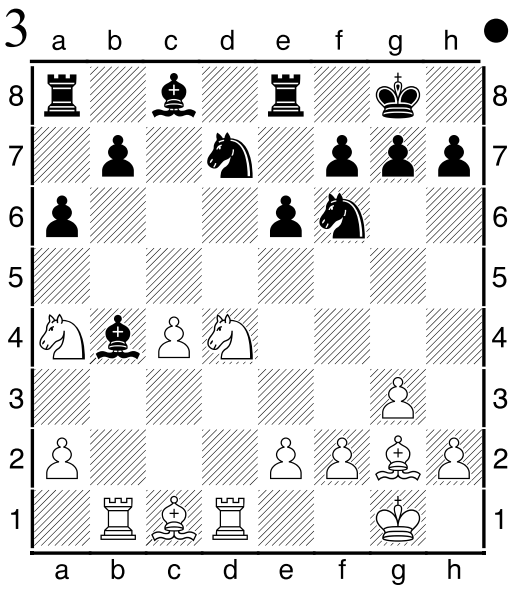
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.d4 ♘f6 2.c4 e6 3.♘c3 ♗b4 4.♘f3 d6 5.♕c2 ♘bd7 6.g3 c5 7.♗g2 0-0 8.0-0 a6 9.♖d1 cxd4 10.♘xd4 ♕c7 11.b3 d5 12.♘a4 dxc4 13.♕xc4 ♕xc4 14.bxc4 ♖e8 15.♖b1 ♗f8 16.♗d2 e5 17.♘b3 e4 18.c5 ♘d5 19.♗e1 ♘7f6 20.♘a5 ♖a7 21.e3 ♗d7 22.♘c3 ♗c6 23.♘xc6 bxc6 24.♘xd5** ***♘xd5 25.♗a5 g6 26.♗f1 ♖aa8 27.♖bc1 ♗h6 28.♖c2 ♖ab8* 29.♗c4 ♘b4 30.♗xb4 ♖xb4 31.♖d7 ♖f8 32.♗xa6 ♖fb8 33.♗c4 ♖4b7 34.♗xf7+ ♔f8 35.♗e6 ♗g5 36.♖d4 ♖e7 37.♗b3 ♗f6 38.♖d6 ♔g7 39.♖xc6**
**1-0**

### 2.2. Evaluate the Position

3



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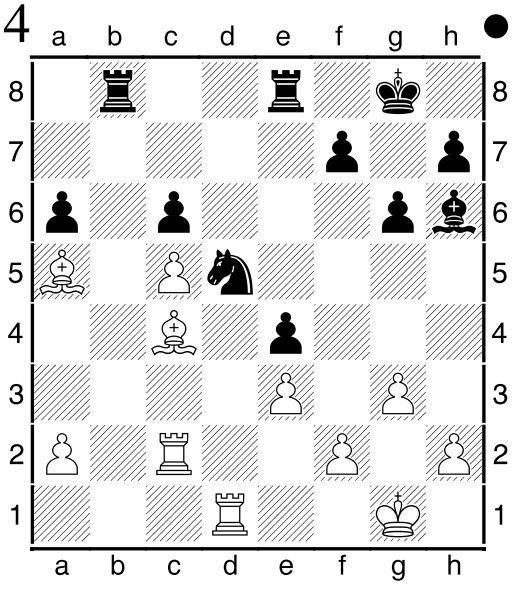
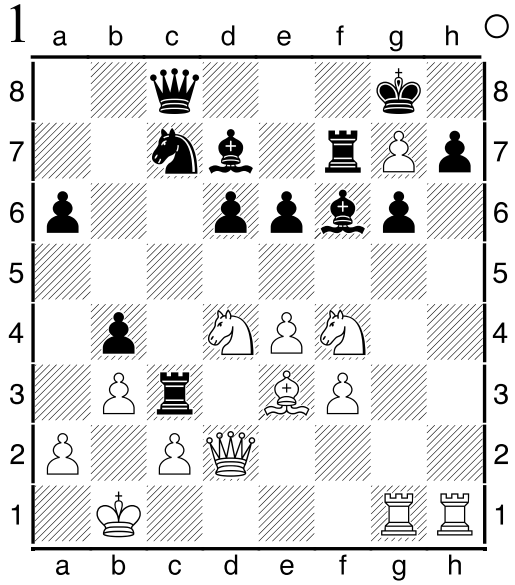


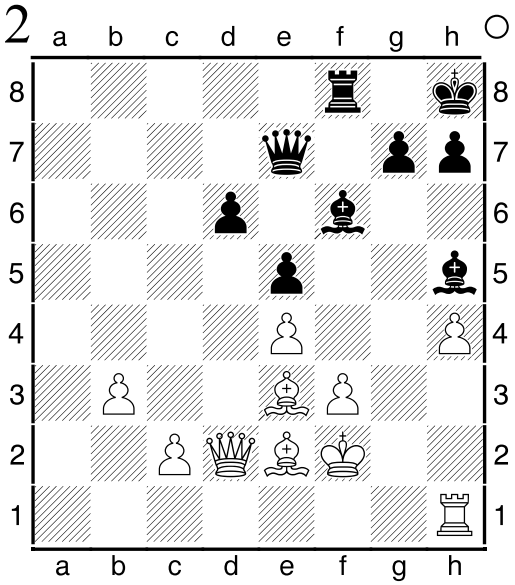
# Lesson 37

### 1. Find the Best Move

1



2



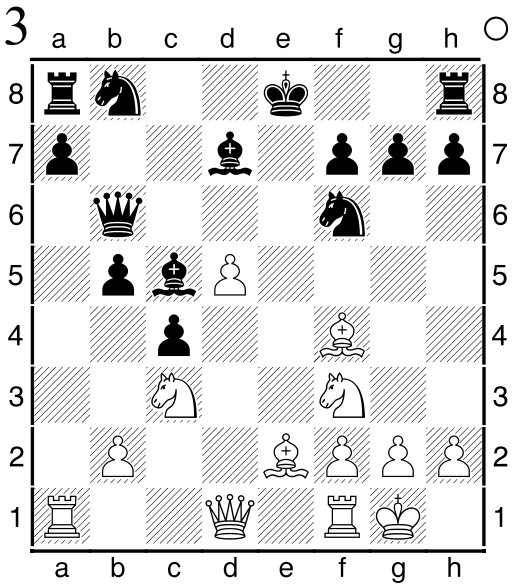
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.d4 d5 2.c4 dxc4 3.e4 b5 4.a4 c6 5.axb5 cxb5 6.♘c3 ♗d7 7.♘f3 e6 8.♗e2 ♘f6 9.0-0 ♗e7 10.d5 exd5 11.exd5 ♕b6 12.♗f4 ♗c5 13.♗xc4 bxc4 14.♕e2+ ♔f8 15.♘e5 ♗f5 16.♘a4 ♕b5 17.♘xc5 ♕xc5 18.♘xc4 ♕d4 19.♗e5** ***♗d3 20.♕d2 ♕xd5 21.♖fd1 ♕xc4 22.♖ac1 ♕a6 23.♗xf6 ♘d7 24.♗c3 ♗b5 25.♕g5 ♘f6 26.♕c5+ ♔g8*** **27.♗xf6 h6 28.♗c3 ♖e8 29.♖d6 ♕b7 30.♕f5 ♕e7 31.♕xb5 1-0**

#### 2.2. Evaluate the Position

3



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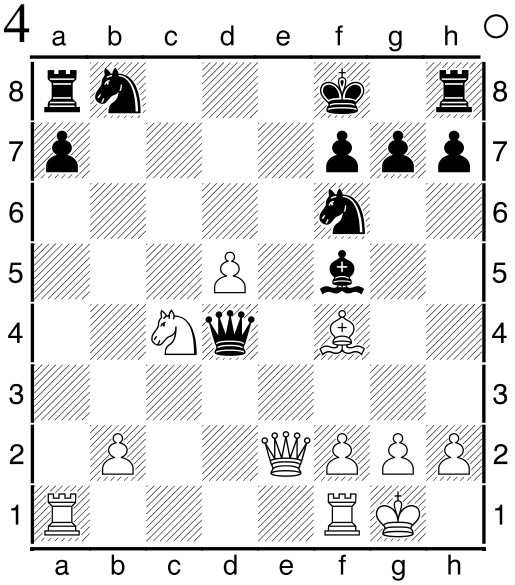
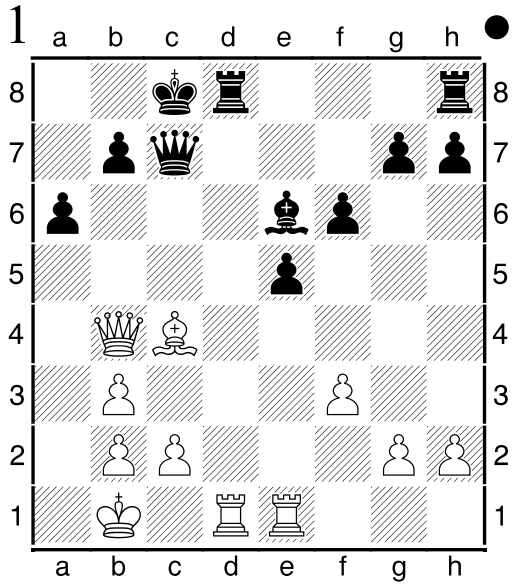


# Lesson 38

### 1. Find the Best Move

1



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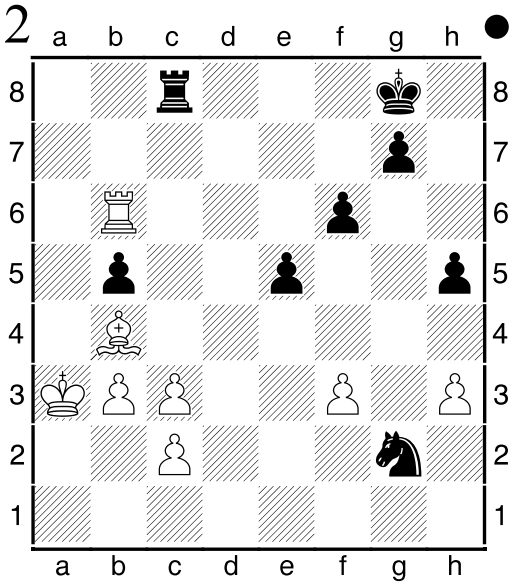


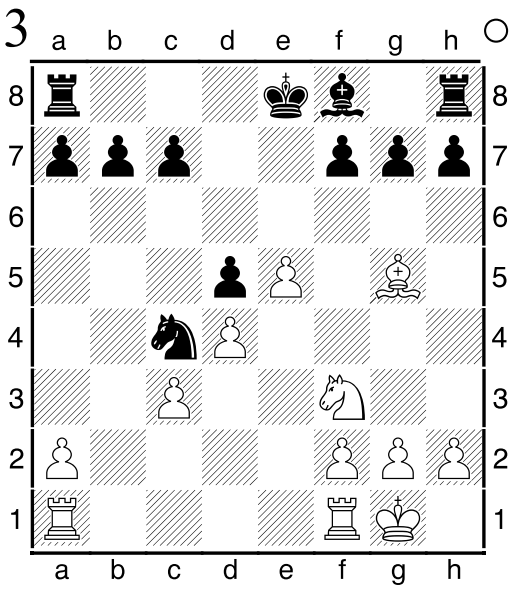
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 d5 2.c4 dxc4 3.e4 ♘f6 4.e5 ♘d5 5.♗xc4 ♘b6 6.♗d3 ♘c6 7.♗e3 ♗e6 8.♘c3 ♗c4 9.♗xc4 ♘xc4 10.♕b3 ♘6a5 11.♕c2 e6 12.♘f3 ♘c6 13.0-0 ♘b4 14.♕e4 ♘d5 15.♗g5 ♘xc3 16.bxc3 ♕d5 17.♕xd5 exd5 18.♘d2 ♘xd2 19.♗xd2 f5 20.h3 ♗e7 21.g4 ♖f8 22.♔g2 ♔d7 23.♖ab1 b6 24.a4 h5 25.gxh5 ♖h8 26.h6 g5** ***27.h4 g4 28.f3*** **♖ag8** ***29.fxg4*** **♖xg4+** ***30.♔f3*** **♖hg8** ***31.♖g1*** **♗xh4** ***32.♖xg4*** **fxg4+** ***33.♔g2*** **♔e6 34.♖h1 ♗e7 35.♔g3 ♔f5 36.h7 ♖h8 37.♖h5+ ♔g6 38.♔xg4 ♗f8 39.e6**
**1-0**

### 2.2. Evaluate the Position

3



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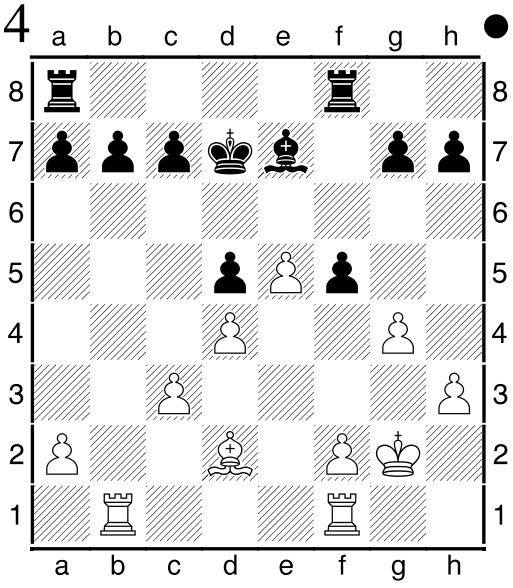
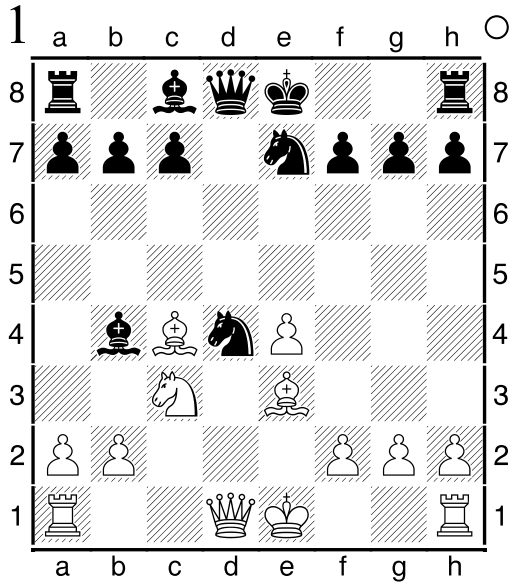


# Lesson 39

### 1. Find the Best Move

1



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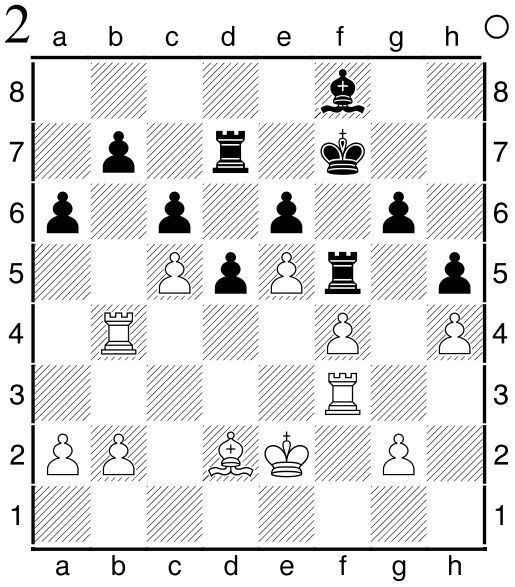


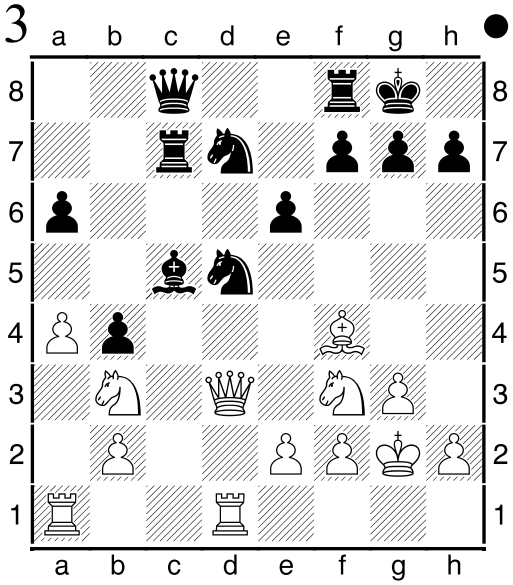
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 ♘f6 2.c4 e6 3.g3 d5 4.♗g2 ♗e7 5.♘f3 0-0 6.♕c2 dxc4 7.♕xc4 a6 8.♕c2 b5 9.♘e5 ♖a7 10.0-0 ♗b7 11.♖d1 ♗xg2 12.♔xg2 ♕c8 13.a4 b4 14.♘d2 c5 15.dxc5 ♖c7 16.♘b3 ♗xc5 17.♕d3 ♘bd7 18.♗f4 ♘d5 19.♘f3 ♘xf4+ 20.gxf4 ♘f6 21.♖ac1 ♘d5 22.e3 ♗e7 23.♖xc7 ♕xc7 24.♘bd4 ♕b7 25.♖c1 ♖c8 26.♖xc8+ ♕xc8 27.f5 ♗f6 28.fxe6 fxe6 29.♕e4 ♕e8 30.b3 ♘c7 31.♘c6 ♘d5 32.♘fd4 ♗xd4 *33.♘xd4 ♘c3 34.♕g4 h5 35.♕g5 ♕f7 36.f3 ♘d5 37.e4 ♘f4+ 38.♔g3 ♕d7* 39.♕xf4 ♕xd4 40.♔h4 g6 41.♔g5 ♕g1+ 42.♔h6 ♕a7 43.♕f6**
**1-0**

### 2.2. Evaluate the Position

3



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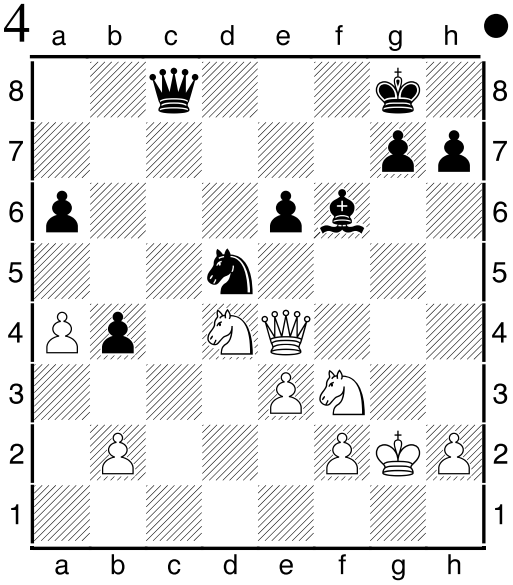
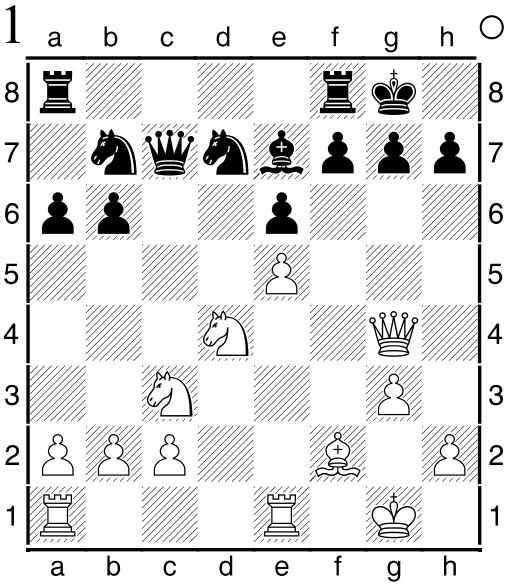


# Lesson 40

### 1. Find the Best Move

1



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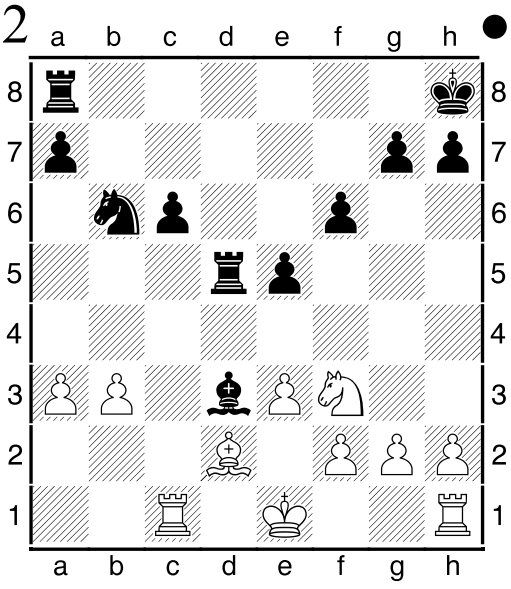


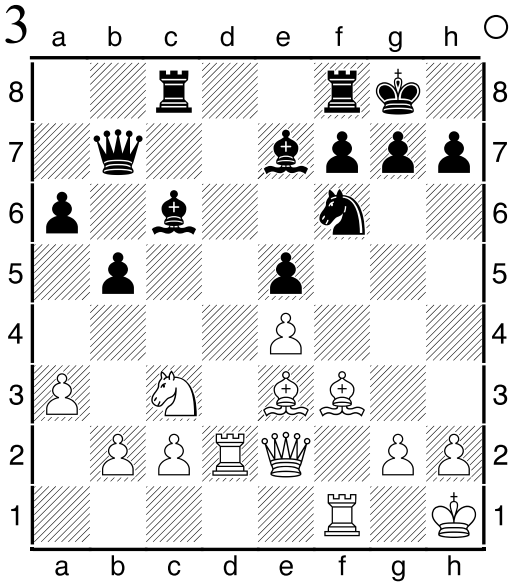
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.♘f3 e6 3.♘c3 ♘c6 4.d4 cxd4 5.♘xd4 d6 6.♗e3 ♘f6 7.♗e2 ♗e7 8.0-0 0-0 9.f4 ♗d7 10.♗f3 ♘xd4 11.♗xd4 ♗c6 12.♕e2 a6 13.♖ad1 ♕c7 14.♔h1 e5 15.♗e3 b5 16.a3 ♖ac8 17.♖d2 ♕b7 18.fxe5 dxe5 19.♗g5 ♘e8 20.♗xe7 ♕xe7 21.♕e3 ♘f6 22.♖fd1 ♗b7 23.h3 h6 24.♖d6 ♖c4 25.♖1d2 ♖fc8 26.♔h2 ♖4c6 27.♖xc6 ♗xc6 28.♕b6 ♗b7 29.♔h1 ♕c7 30.♕e3 *♔h7 31.♔g1 g6 32.♔f2 ♔g7 33.♕d3 b4 34.axb4* ♕*b6+* 35.♕e3 ♕xb4 36.♔g3 ♕xb2 37.♘d1 ♕c1 38.♖d6 ♖xc2 39.♖b6 ♕xe3 40.♘xe3 ♖c7 41.♔h2 ♗xe4 42.♗xe4 ♘xe4 43.♖xa6 h5**
**0-1**

### 2.2. Evaluate the Position

3



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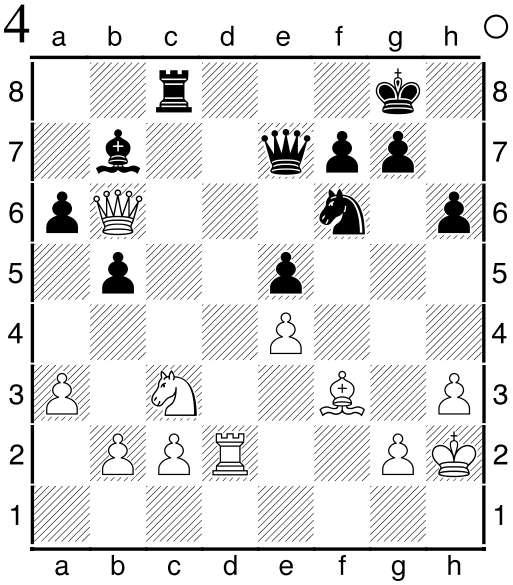
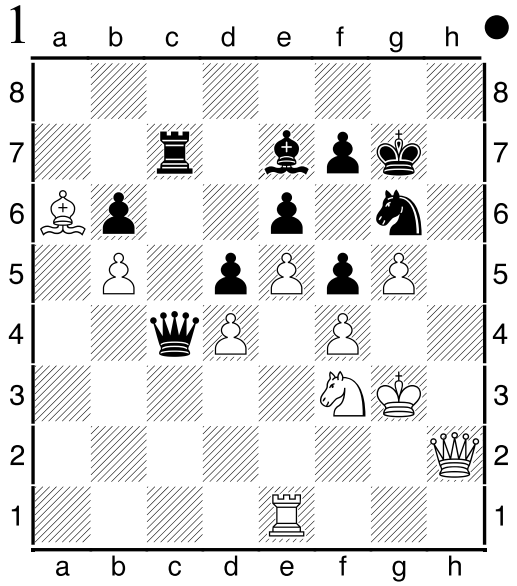


# Lesson 41

### 1. Find the Best Move

1



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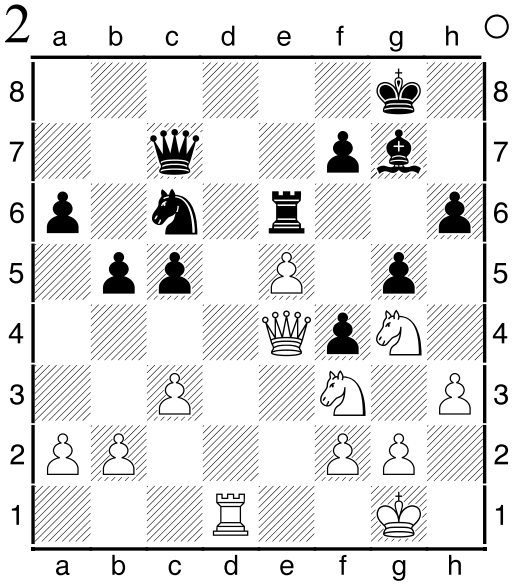


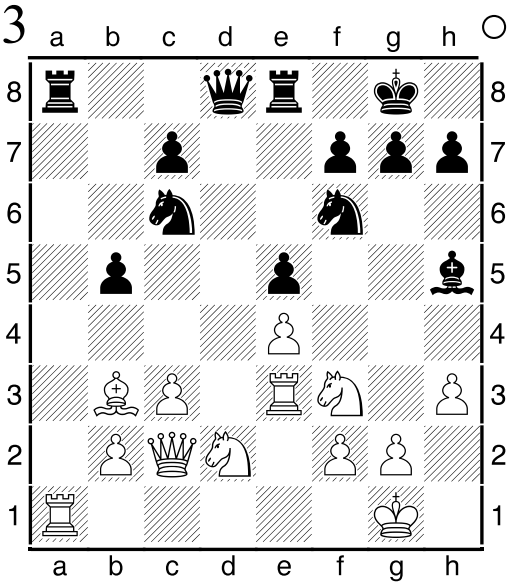
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

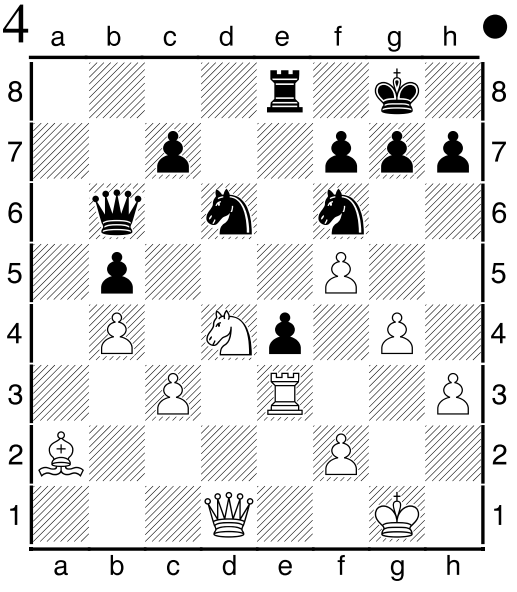
**1.e4 e5 2.♘f3 ♘c6 3.♗b5 a6 4.♗a4 ♘f6 5.0-0 b5 6.♗b3 ♗c5 7.c3 d6 8.a4 ♖b8 9.d4 ♗b6 10.♗e3 0-0 11.♘bd2 ♗g4 12.♕c2 ♖e8 13.axb5 axb5 14.♖fe1 ♗h5 15.dxe5 dxe5 16.h3 ♗xe3 17.♖xe3 ♖a8 18.♖d1 ♕b8 19.♗d5 ♕b6 20.b4 ♖ad8 21.♗a2 ♘a7 22.♘f1 ♖xd1 23.♕xd1 ♗g6 24.♘g3 ♘c8 25.♘f5 ♗xf5 26.exf5 e4 27.♘d4 ♘d6 28.g4 c5 29.bxc5 *♕xc5 30.♘b3 ♕e5 31.♕d4 ♘d5 32.♖e2 ♘xc3 33.♖c2 e3 34.♕xe5 ♖xe5* 35.fxe3 ♖xe3 36.♘c5 ♔f8 37.♔g2 ♔e7 38.♗b3 h5 39.gxh5 ♘xf5 40.♖d2 ♘d6 41.♖d3 ♖xd3 42.♘xd3 ♘f5 43.♘b4 ♘d4 44.♘d5+ ♘xd5 45.♗xd5 b4**
**0-1**

### 2.2. Evaluate the Position

3



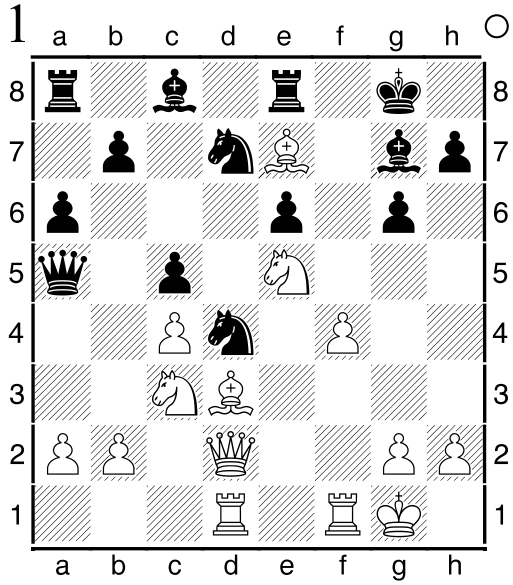
4



# Lesson 42

### 1. Find the Best Move

1



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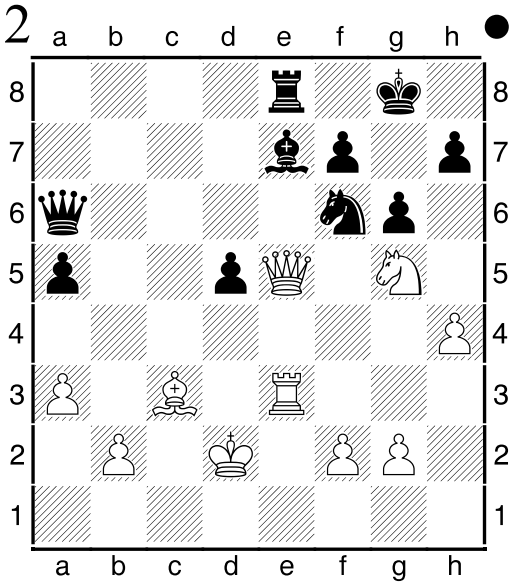


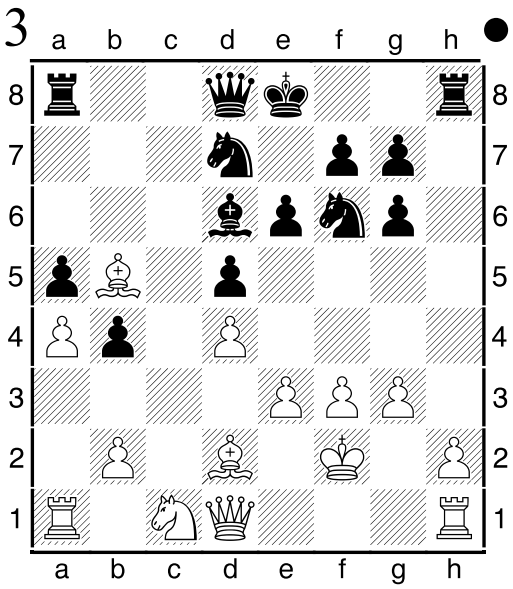
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.d4 d5 2.c4 c6 3.♘f3 ♘f6 4.e3 ♗f5 5.♘c3 e6 6.♘h4 ♗e4 7.f3 ♗g6 8.g3 a6 9.♘xg6 hxg6 10.♔f2 b5 11.cxd5 cxd5 12.♗d2 ♗d6 13.a4 b4 14.♘a2 a5 15.♗b5+ ♘bd7 16.♘c1 0-0 17.♘b3 e5 18.♖c1 g5 19.♔g2 e4 20.f4 gxf4 21.exf4 ♘b6 22.♗e3 ♘c4 23.♕e2 *♘xe3+ 24.♕xe3 g6 25.♖hf1 ♔g7 26.h3 ♖h8 27.f5 ♘h5 28.g4 ♕h4 29.gxh5 ♖xh5 30.f6+ ♔h7* 31.♔h1 ♗g3 32.♗d7 ♖d8 33.♖g1 ♗f4 34.♖g4 ♗xe3 35.♖xh4 ♖xh4 36.♖c7 ♗f4 37.♖b7 ♖xd7 0-1**

#### 2.2. Evaluate the Position

3



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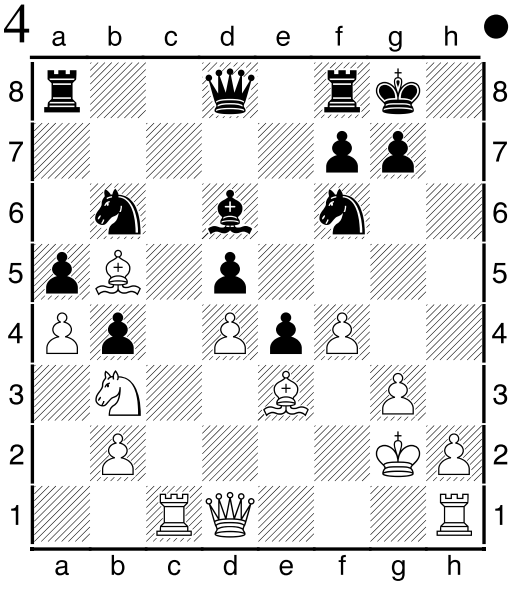
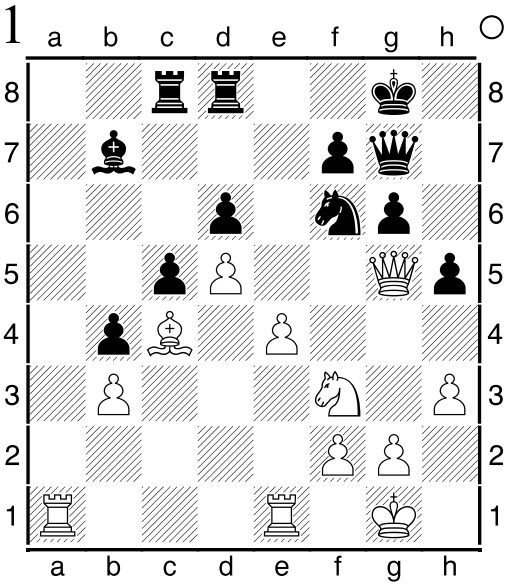


# Lesson 43

### 1. Find the Best Move

1



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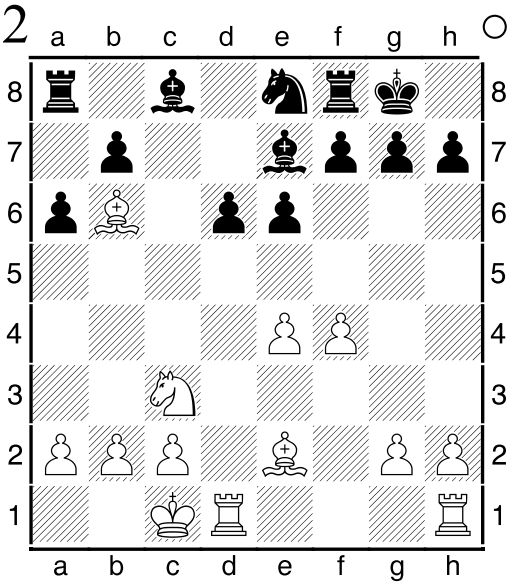


### 2. Game Analysis

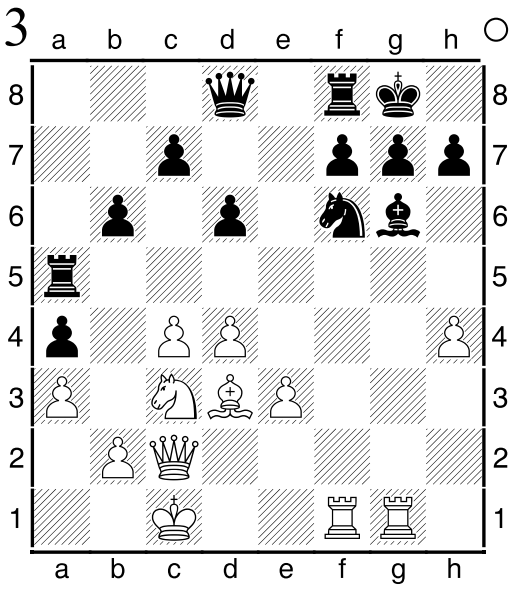
### 2.1. Find Not the Best Moves (italics)

**1.d4 ♘f6 2.c4 e6 3.♘c3 ♗b4 4.♕c2 0-0 5.a3 ♗xc3+ 6.♕xc3 b6 7.♗g5 ♗b7 8.e3 d6 9.♘e2 ♘bd7 10.♕d3 a5 11.♘c3 a4 12.♗e2 ♖a5 13.h4 ♕a8 14.♗xf6 ♘xf6 15.f3 e5 16.0-0-0 e4 17.♕c2 exf3 18.gxf3 ♗xf3 19.♖hg1 ♗e4 20.♗d3 ♗g6 21.♖df1 ♕d8 22.♕g2 ♕e7 23.♖f3 ♔h8 24.e4 ♖h5 25.♖f4 c5 26.d5 ♖e5 27.♖f5 ♘h5 28.♖xe5 dxe5 29.♕g4 ♘f4 30.♗c2 f6 31.♖e1 ♖a8 32.♔d2 ♗h5 33.♕g3 ♗e8 34.♖g1 ♗d7 35.♗d1 g6 36.♗g4 ♔g7 37.♗xd7 ♕xd7 38.♖f1 ♖f8 39.♖e1 h6 40.♔c2 g5 41.♖h1 ♔g6 42.♖h2 h5 43.♔b1 ♔h6 44.♘d1 ♕h7 *45.♘c3 ♕g6 46.♔a2 ♖a8 47.♖d2 gxh4 48.♕xh4 ♕g5 49.♕h1 ♕g4 50.♖h2 ♔g6 51.d6 ♔f7 52.♘d5* ♖h8 53.♘e3 ♕e6 54.♘f5 ♕xc4+ 55.♔a1 ♔e8 56.d7+ ♔xd7 57.♕d1+ ♔c6 58.♕d6+ ♔b5 59.♕d7+ ♔a5 60.♘d6 ♕f1+ 61.♔a2 ♖a8 62.♖c2 ♕d3 63.♖c3 ♕e2 64.♖c4**

**1-0**

### 2.2. Evaluate the Position

3



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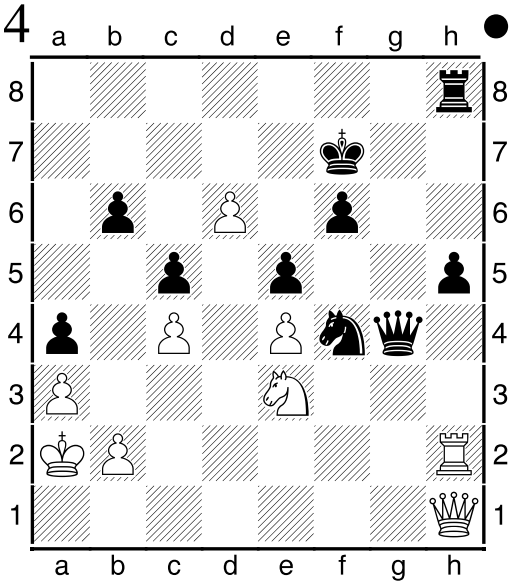
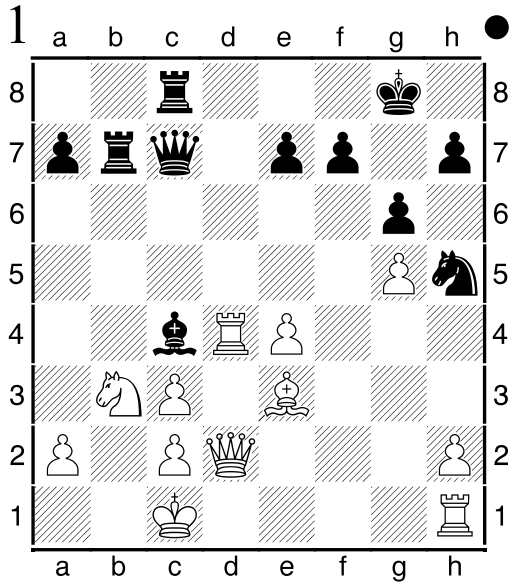


# Lesson 44

### 1. Find the Best Move

1



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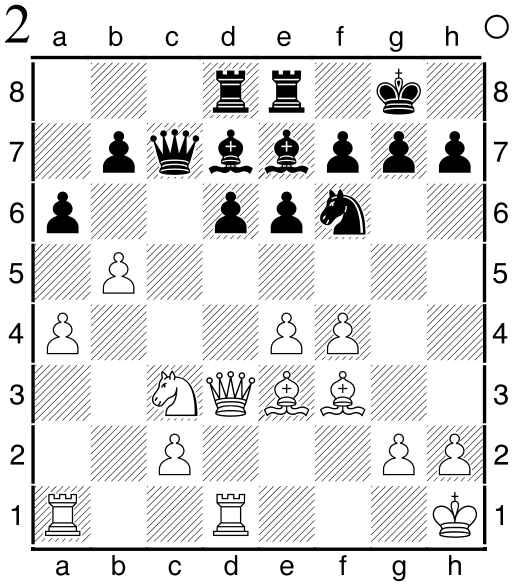


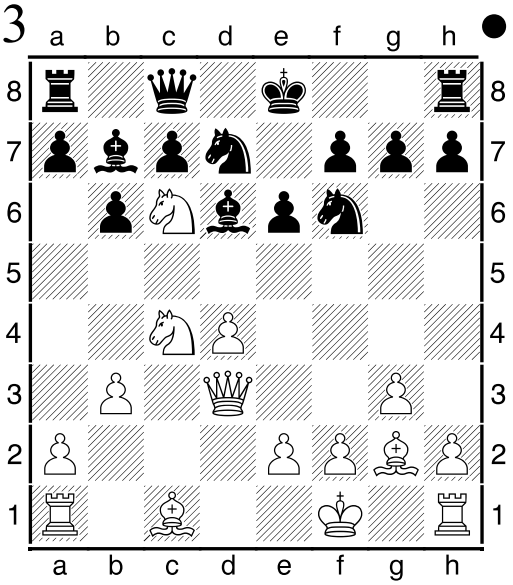
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 ♘f6 2.c4 e6 3.♘f3 b6 4.g3 ♗a6 5.b3 d5 6.♗g2 dxc4 7.♘e5 ♗b4+ 8.♔f1 ♗d6 9.♘d2 ♘bd7 10.♘c6 ♕c8 11.♘xc4 ♗b7 12.♕d3 ♘b8 *13.♘6e5 0-0 14.♗b2 ♗xg2+ 15.♔xg2 ♕b7+ 16.♕f3 ♘e4 17.♖ac1 f6 18.♘d2 fxe5 19.♕xe4 ♕xe4+ 20.♘xe4 exd4 21.♗xd4 ♘a6* 22.♖hd1 ♖fd8 23.♘xd6 cxd6 24.♗e3 ♔f7 25.♖c6 d5 26.♖d4 ♖d7 27.♖f4+ ♔e7 28.♖g4 ♔f7 29.♖f4+ ♔e7 30.♖g4 ♔f7 31.♗d4 ♖g8 32.♖c8 e5 33.♖xg8 ♔xg8 34.♗xe5 ♘c5 35.♖d4 ♔f7 36.♖d2 g5 37.f3 h5 38.b4 ♔e6 39.♗d4 ♘a6 40.a3 ♘c7 41.♗e3 g4 42.a4 ♘e8 43.♖d4 ♖g7 44.♗f4 ♘f6 45.♖d3 ♖d7 46.♖e3+ ♔f7 47.♗e5 ♘g8 48.h3 gxh3+ 49.♔xh3 ♘e7 50.b5 a6 51.♖b3 axb5 52.♖xb5 ♖a7 53.♖xb6 ♖xa4 54.♖f6+ ♔e8 55.♗d6 ♘c8 56.♗f4 ♖a2 57.e3 ♘e7 58.♗g5 ♘c8 59.♖h6 ♖f2 60.♖h8+ ♔d7 61.♖d8+ ♔c7 62.♖xd5 1-0**

### 2.2. Evaluate the Position

3



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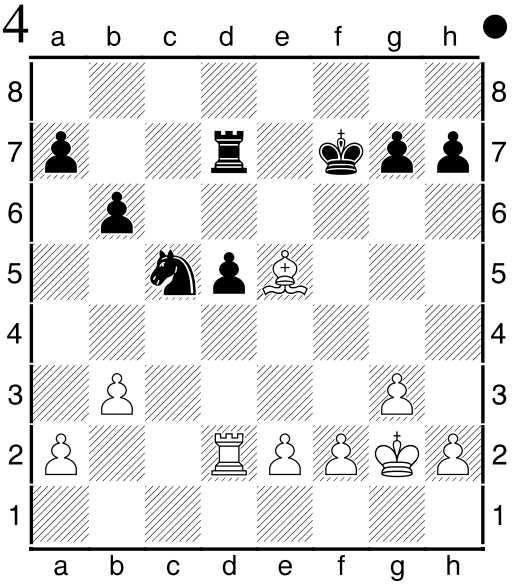
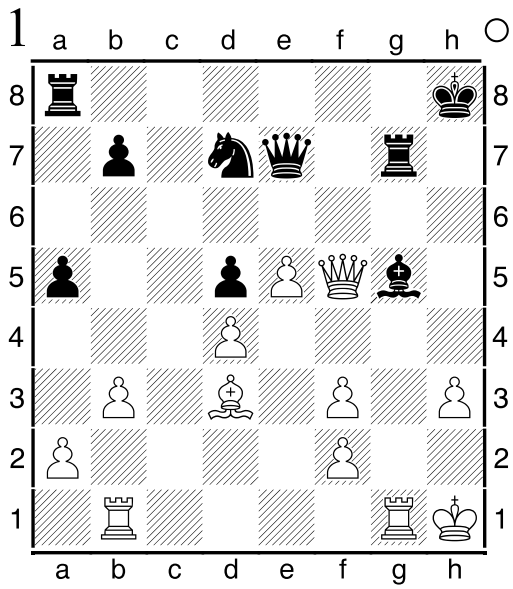


# Lesson 45

### 1. Find the Best Move

1



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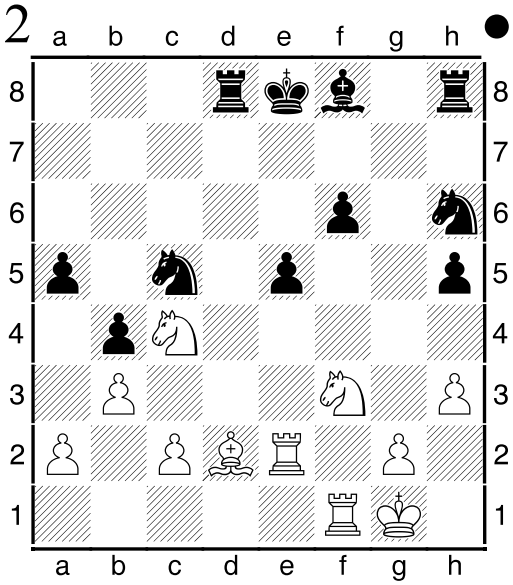


### 2. Game Analysis

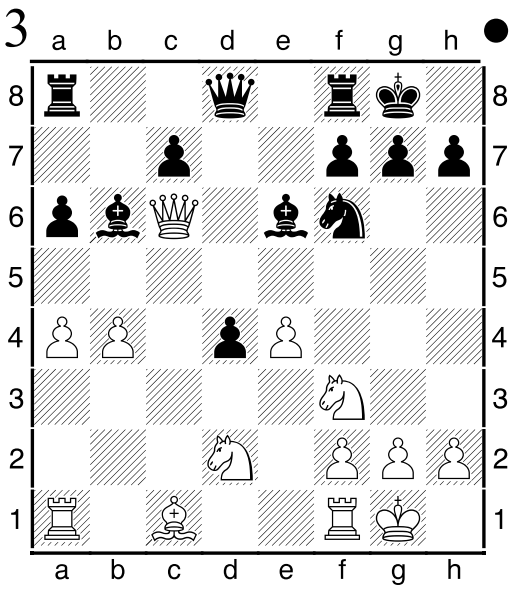
### 2.1. Find Not the Best Moves (italics)

**1.d4 d5 2.c4 dxc4 3.e4 e5 4.♘f3 exd4 5.♗xc4 ♘c6 6.0-0 ♗e6 7.♗b5 ♗c5 8.b4 ♗b6 9.a4 a6 10.♗xc6+ bxc6 11.♘bd2 ♘f6 12.♕c2 0-0 13.♕xc6 ♖e8 14.♗b2 ♗d7 15.♕c2 ♕e7 16.♘xd4 ♕xb4 17.♗c3 ♕c5 18.a5 ♗a7 19.♖ac1 ♖ac8 20.♖fe1 ♕h5 21.♘f1 ♘g4 22.f3 ♘e5 *23.♔h1 g6 24.♘e3 c6 25.f4 ♘g4 26.♘xg4 ♗xg4***

***27.♗a1 ♗b8 28.♖f1 ♕h6* 29.♕c3 f6 30.♕b3+ ♔g7 31.e5 c5 32.♕b7+ ♖c7 33.♕b6 ♖f7 34.♘c6 ♗c7 35.♕xc5 ♕h4 36.exf6+ ♔h6 37.♘e7 ♗d8 38.♕c4 ♖ff8 39.♘g8+ ♔h5 40.f7 ♖e7 41.♗f6**
**1-0**

### 2.2. Evaluate the Position

3



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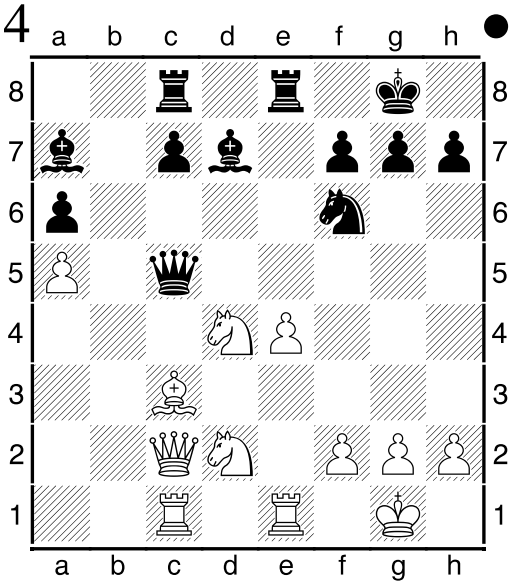
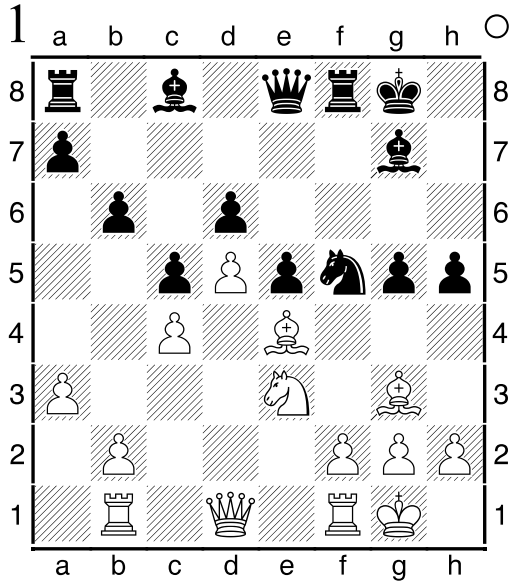


# Lesson 46

### 1. Find the Best Move

1



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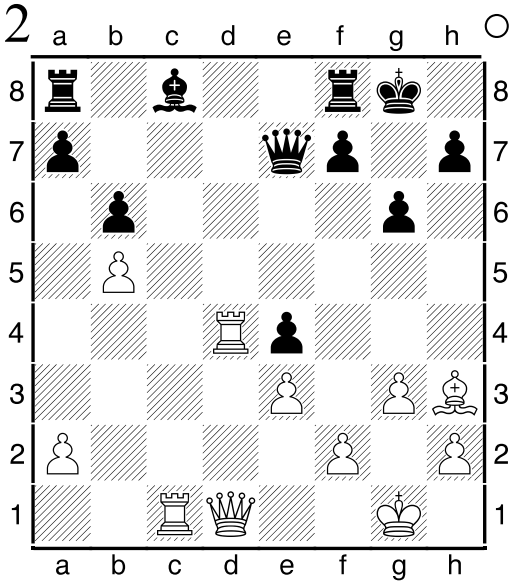


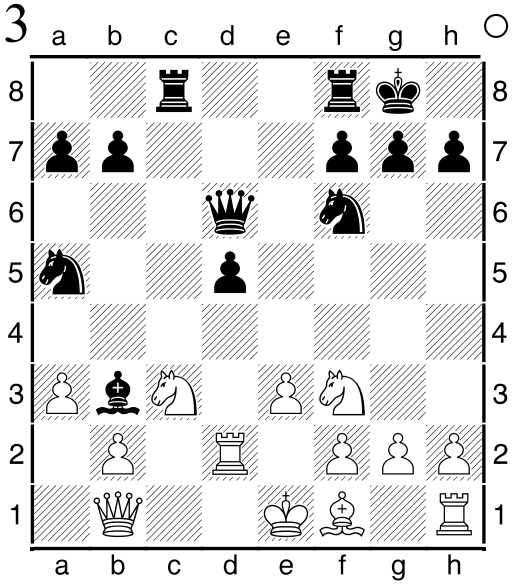
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 d5 2.c4 e6 3.♘c3 ♗e7 4.cxd5 exd5 5.♗f4 ♘f6 6.e3 ♗f5 7.♕b3 ♘c6 8.a3 ♘a5 9.♕a2 0-0 10.♘f3 c5 11.dxc5 ♗xc5 12.♖d1 ♗c2 13.♖d2 ♗b3 14.♕b1 ♖c8 15.♗e5 ♗d6 16.♗xd6 ♕xd6 17.♗e2 ♗c4 18.0-0 ♘b3 19.♖dd1 ♕a6 20.♖fe1 ♘c5 21.♘d4 ♖fe8 22.h3 ♘ce4 23.♘xe4 dxe4 24.♗xc4 ♖xc4 25.♘f5 ♖c6 26.♖d4 g6 27.♘g3 ♕a5 28.♖c1 ♖xc1+ 29.♕xc1 ♕e5 30.♕c2 ♔g7 31.♕b3 b6 32.♘e2 h5 33.♘c3 h4 34.♕b5 ♕xb5 35.♘xb5 a6 36.♘c3 ♖e6 37.a4 g5 38.♔f1 ♔g6 39.♖c4 *♖e5 40.♖c6 ♖e6 41.♖c7 a5 42.♔e2 ♔g7 43.♘b5 ♔g6 44.♖c8 ♘d5 45.♖d8 ♘b4 46.b3 ♖c6 47.♘d4* ♖c1 48.f3 exf3+ 49.♔xf3 ♖f1+ 50.♔e2 ♖g1 51.♔f2 ♖b1 52.♖d6+ f6 53.e4 ♘d3+ 54.♔e3 ♘c5 55.e5 ♖e1+ 56.♘e2 ♘xb3 57.♖xb6 ♘c1 58.♖xf6+ ♔g7 59.♖f2 ♔g6 60.e6 ♖xe2+ 61.♖xe2 ♘xe2 62.♔xe2 ♔f6 63.♔d3 ♔xe6 64.♔c4 g4 65.♔b5 gxh3 66.gxh3 ♔d5 67.♔xa5 ♔c5 68.♔a6 ♔c6 69.♔a5 ♔c5 70.♔a6 ♔c6 71.a5 ♔c7 72.♔b5 ♔b7 73.♔c5 ♔a6 74.♔b4 ♔b7 75.♔c3 ♔a6 76.♔d4 ♔xa5 77.♔e4 ♔b6 78.♔f4 ♔c7 79.♔g4 ♔d8 80.♔xh4 ♔e7 81.♔g5 ♔f7 82.♔f5** ½-½

### 2.2. Evaluate the Position

3



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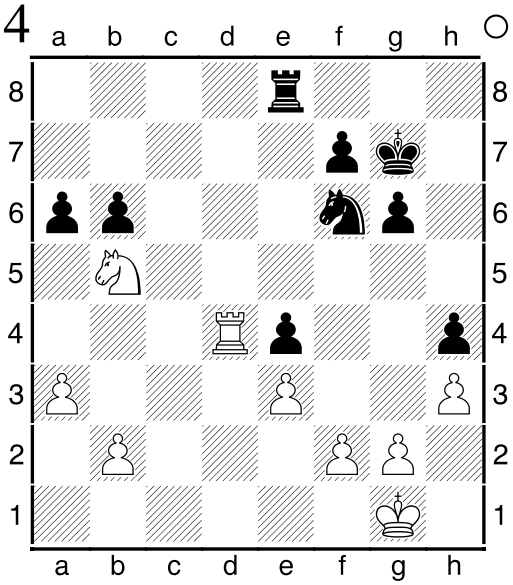
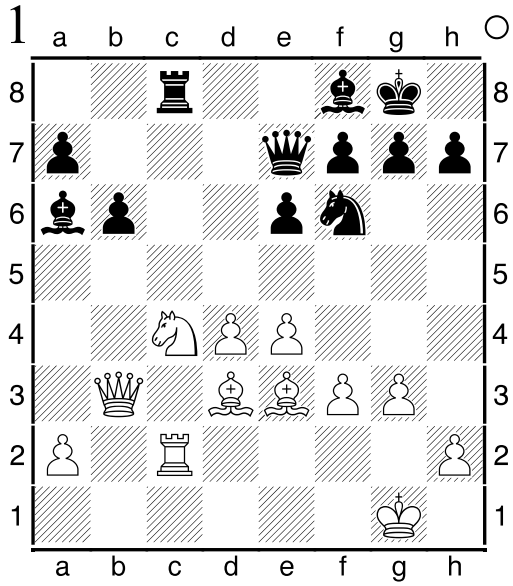


# Lesson 47

### 1. Find the Best Move

1



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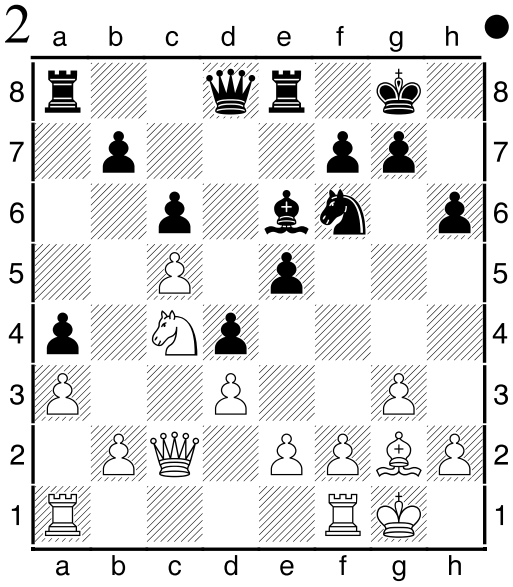


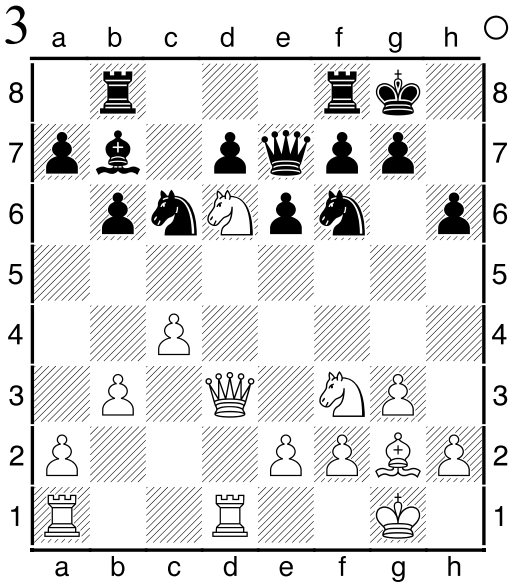
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 ♘f6 2.c4 e6 3.♘c3 ♗b4 4.♘f3 c5 5.g3 b6 6.♗g2 ♗b7 7.0-0 cxd4 8.♕xd4 0-0 9.♖d1 h6 10.b3 ♘c6 11.♕d3 ♕e7 12.♗b2 ♗a3 13.♗xa3 ♕xa3 14.♘b5 ♕e7 15.♘d6 ♖ab8 16.a3 ♗a8 17.b4 ♖fd8 18.b5 ♘a5 19.♘e5 ♗xg2 20.♔xg2 ♖f8 21.♕f3 ♕d8 22.♖d4 ♕c7 23.♖ad1 ♘b7 24.♘xb7 ♖xb7 25.♖d6 ♕c8 26.♖1d4 ♖c7 27.♕d3 ♖d8 28.f3 a6 *29.a4 axb5 30.axb5 ♖b7 31.g4 ♕c5 32.♘xd7 ♖bxd7 33.♖xd7 ♖xd7 34.♖xd7 ♘xd7* 35.♕xd7 ♕xc4 36.♔f2 ♕c5+ 37.e3 ♕c2+ 38.♔g3 ♕c5 39.♔f2 ♕c2+ 40.♔g3 ♕c5 41.♔f2 ½-½**

### 2.2. Evaluate the Position

3



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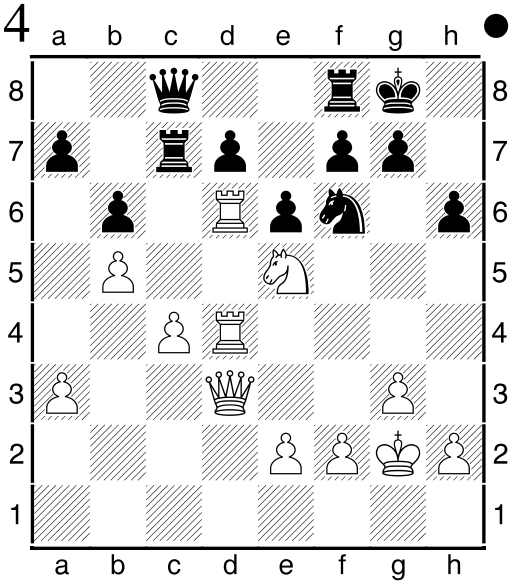
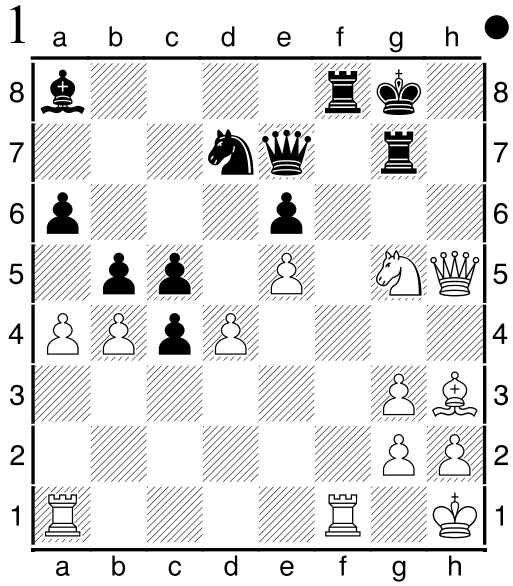


# Lesson 48

### 1. Find the Best Move

1



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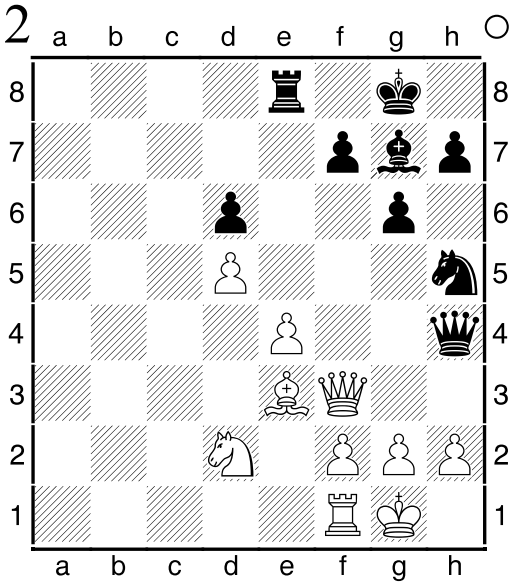


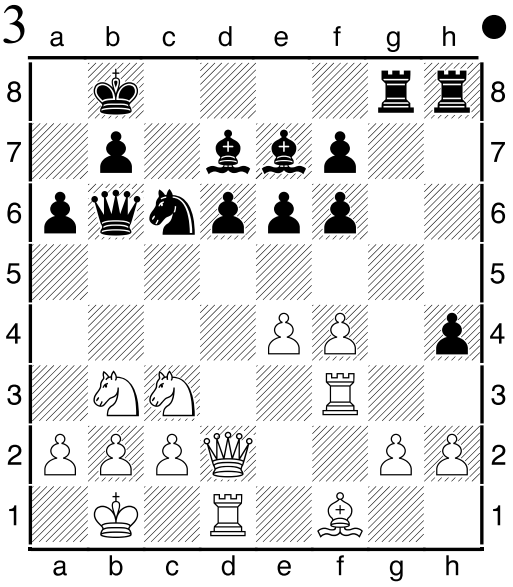
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.♘f3 d6 3.d4 cxd4 4.♘xd4 ♘f6 5.♘c3 a6 6.♗g5 e6 7.f4 ♕b6 8.♕d2 ♘c6 9.♗xf6 gxf6 10.♘b3 ♗d7 11.0-0-0 0-0-0 12.♗e2 h5 13.♖hf1 ♗e7 14.♖f3 ♖dg8 15.♗f1 ♔b8 16.♔b1 h4 17.♕e1 ♖g4 18.a3 ♕c7 19.♘e2 ♖h5 20.h3 *♖g8 21.f5 ♖hh8 22.♘f4 ♗f8 23.♕f2 ♖g5 24.fxe6 fxe6 25.♖c3 ♖h6 26.♘d4 ♖e5 27.♘d3 ♖xe4 28.♘b4 ♖xd4 29.♖xd4 ♕a5 30.♖xh4 f5 31.♖xh6 ♗xh6 32.♖b3 ♘xb4 33.♖xb4 ♗c6 34.g4 fxg4 35.♖xg4 ♕e5 36.♖g8+ ♔c7 37.♗d3 ♗e3 38.♕g3 ♕c5 39.b4 ♕d4 40.♕g7+ ♕xg7 41.♖xg7+ ♔d8 42.h4 e5 43.h5 e4 44.♗e2 ♗f4 45.♖g6*
**1-0**

### 2.2. Evaluate the Position

3



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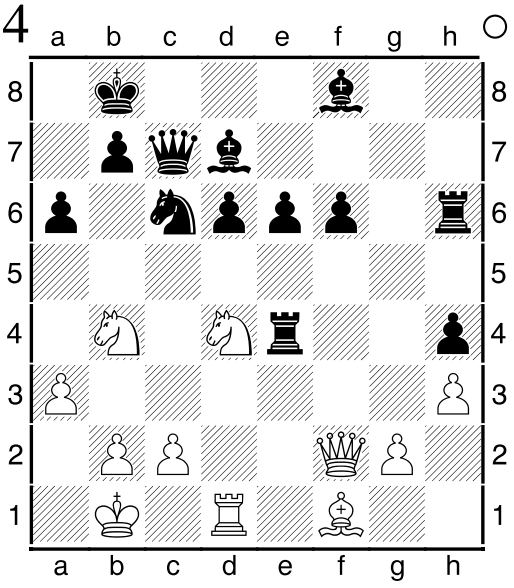
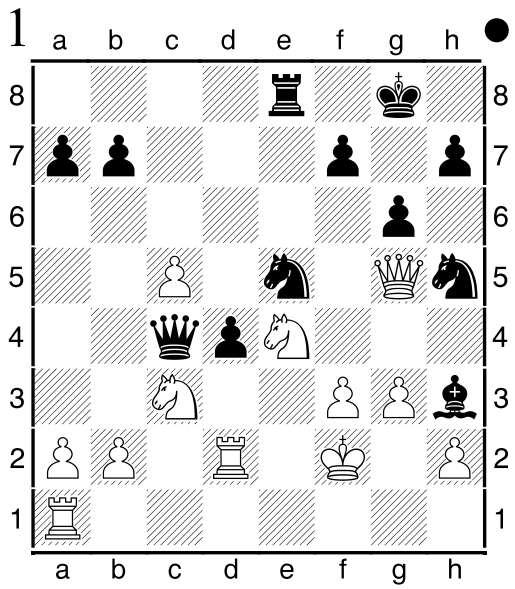
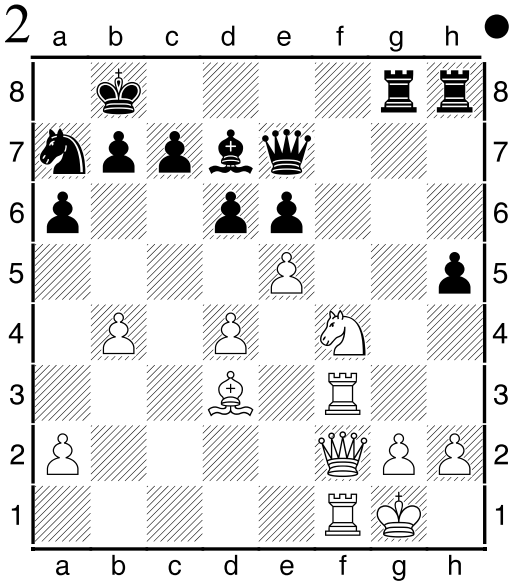


# Lesson 49

### 1. Find the Best Move



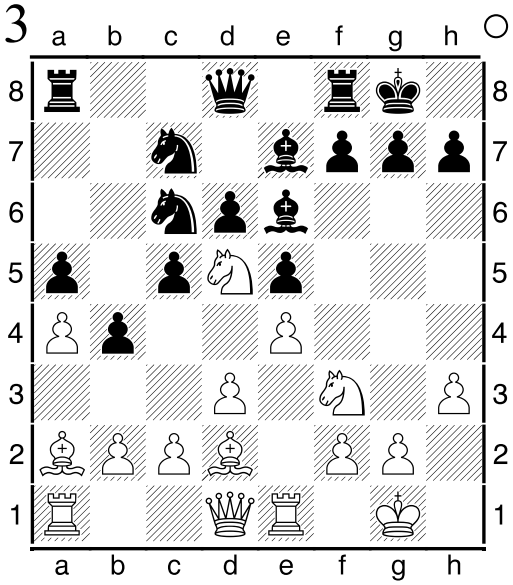


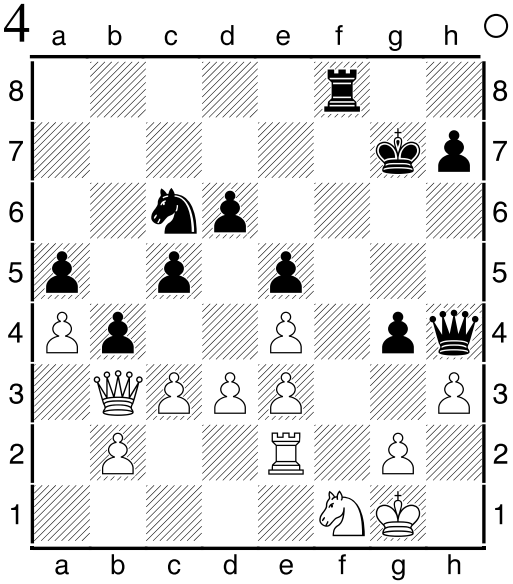
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.e4 e5 2.♘f3 ♘c6 3.♗b5 a6 4.♗a4 ♘f6 5.0-0 ♗e7 6.♖e1 b5 7.♗b3 0-0 8.h3 ♗b7 9.d3 d6 10.a3 ♘a5 11.♗a2 c5 12.♘bd2 ♘c6 13.♘f1 ♗c8 14.♗g5 ♘e8 15.♗d2 ♘c7 16.♘e3 ♗e6 17.♘d5 a5 18.a4 b4 19.c3 ♖b8 20.♗e3 ♗f6 21.♘d2 ♖b7 22.♗c4 ♗g5** ***23.♘xc7 ♖xc7 24.♗xe6 ♗xe3 25.♗xf7+ ♖cxf7 26.fxe3 ♕h4 27.♖e2 g5 28.♕b3 ♔g7 29.♖f1 ♖xf1+*** **30.♘xf1 g4 31.♕e6 bxc3 32.bxc3 c4 33.♕xc4 gxh3 34.gxh3 ♘e7 35.♕c7 ♔h8 36.♕xd6 ♘g6 37.♕e6 ♕d8 38.d4 exd4 39.cxd4 ♖f6 40.♕d5 ♕f8 41.♘g3 ♘h4 42.♕h5 ♕e7 43.♖f2 ♖g6 44.♔h2**
**1-0**

### 2.2. Evaluate the Position

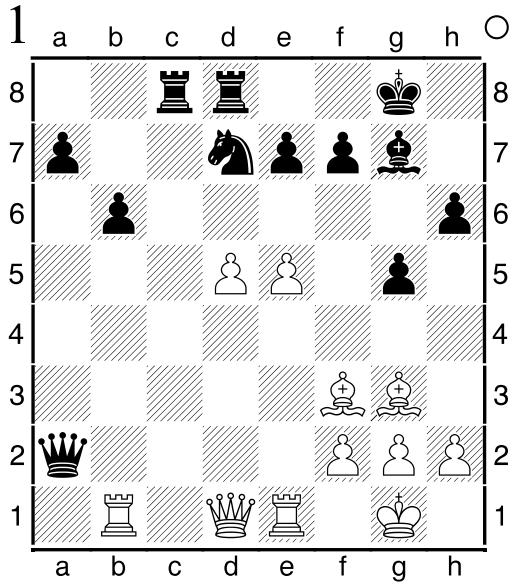




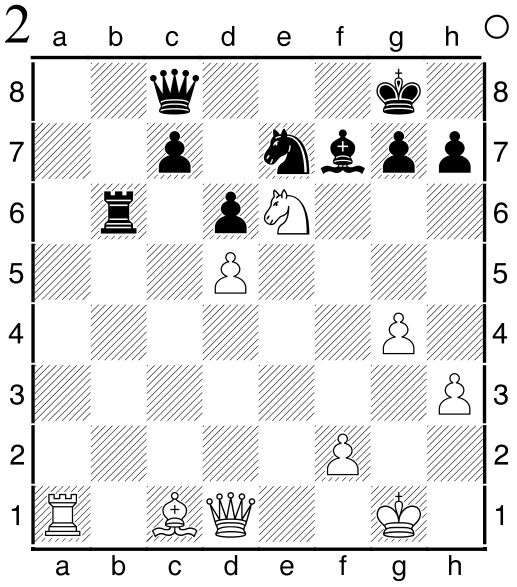
# Lesson 50

### 1. Find the Best Move

1



2



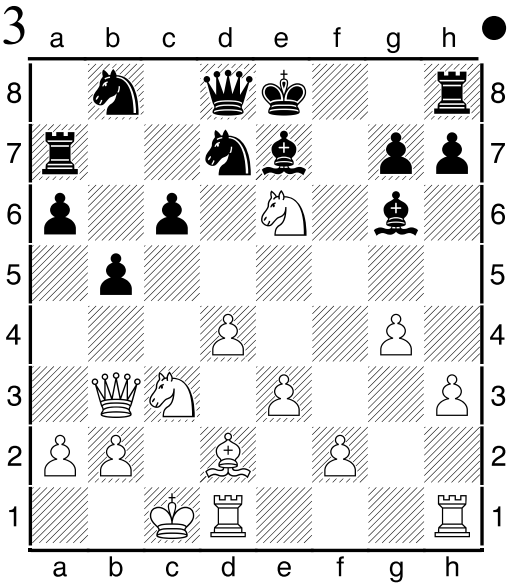
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 d5 2.c4 c6 3.♘f3 ♘f6 4.e3 ♗f5 5.♘c3 a6 6.♗d2 e6 7.♘h4 ♗g4 8.♕b3 ♖a7 9.h3 ♗h5 10.g4 ♘fd7 11.♘g2 ♗g6 12.♘f4 ♗e7 13.0-0-0 dxc4 14.♗xc4 b5 15.♗xe6 fxe6 16.♘xe6 ♗f7 17.♘xg7+ ♔f8 18.♘e6+ ♔g8 19.♘xd8 ♗xb3 20.axb3 ♗xd8 21.e4 ♘f6 22.f3 ♘bd7 23.♔c2 ♔f7 24.♗e3 ♗b6 25.h4 ♖d8 26.h5 ♘f8 27.g5 ♘e8 28.♖d3 ♖ad7 29.♖hd1 ♔g8 30.♘e2 ♖f7 31.f4 ♘g7 32.h6 ♘e8 33.♖c3 ♖c8 34.♔d3 *♘g6 35.f5 ♘e7 36.f6 ♘g6 37.e5 ♖d7 38.e6 ♖d5 39.f7+ ♔f8 40.fxe8♕+ ♔xe8* 41.♖f1 ♖d6 42.♘f4 ♘xf4+ 43.♖xf4 ♖xe6 44.♖e4 ♖xe4 45.♔xe4 ♔d7 46.♗f4 ♖g8 47.d5 cxd5+ 48.♔xd5 ♗d8 49.♖c6 ♖f8 50.♗e5 ♗xg5 51.♖c7+ ♔d8 52.♖xh7 ♖f3 53.♔e6**
**1-0**

### 2.2. Evaluate the Position

3



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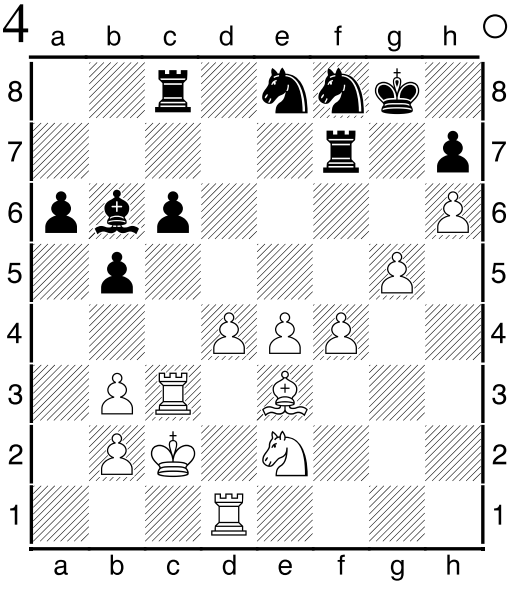
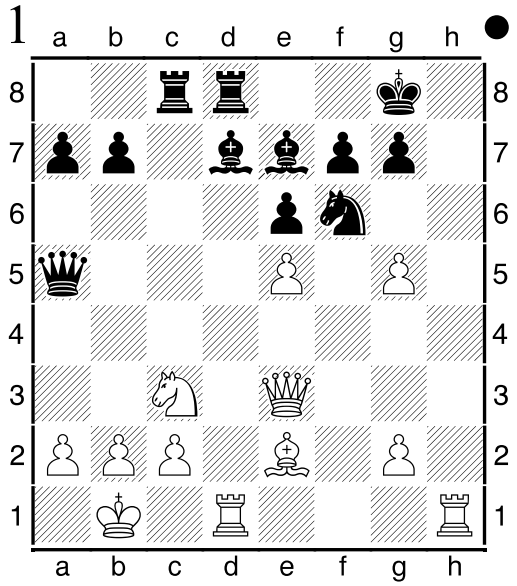


# Lesson 51

### 1. Find the Best Move

1



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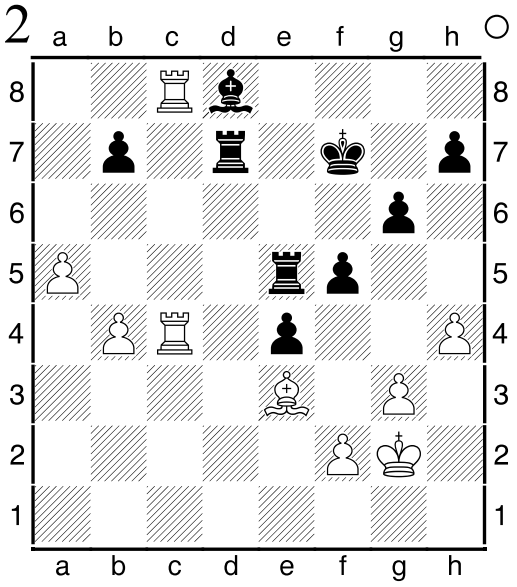


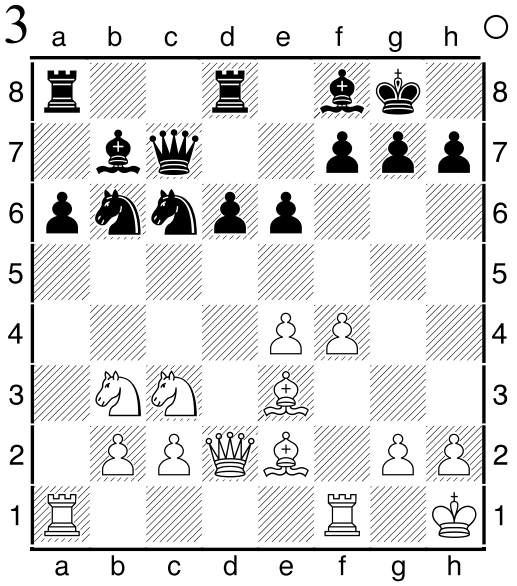
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.♘f3 d6 3.d4 cxd4 4.♘xd4 ♘f6 5.♘c3 a6 6.♗e2 e6 7.a4 ♘c6 8.0-0 ♗e7 9.♗e3 0-0 10.f4 ♕c7 11.♔h1 ♖e8 12.♗f3 ♗f8 13.♘b3 ♘d7 14.a5 b5 15.axb6 ♘xb6 16.♗e2 ♗b7 17.♕d2 ♖ed8 18.♖fd1 d5 19.♗xb6 ♕xb6 20.exd5 ♘b4 21.♘a4 ♕c7 22.c4 ♖ab8 23.♘d4 exd5 24.c5 ♘c6 25.♘xc6 ♗xc6 26.b4 a5 27.bxa5 ♗xa4 28.♖xa4 ♗xc5 29.♕c2 ♕e7 30.♗d3 h6 31.♖aa1 *♗a7 32.♖e1 ♕d6 33.g3 ♖e8 34.a6 ♕b4 35.♖xe8+ ♖xe8 36.♔g2 ♕d4* 37.♖d1 ♕e3 38.♕d2 ♕d4 39.♗h7+ ½-½**

#### 2.2. Evaluate the Position

3



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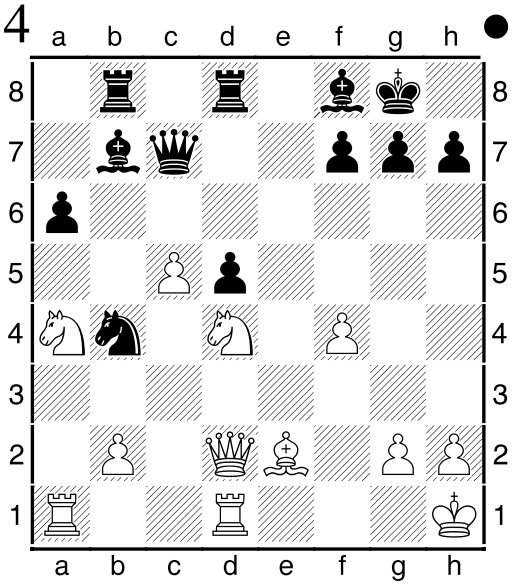
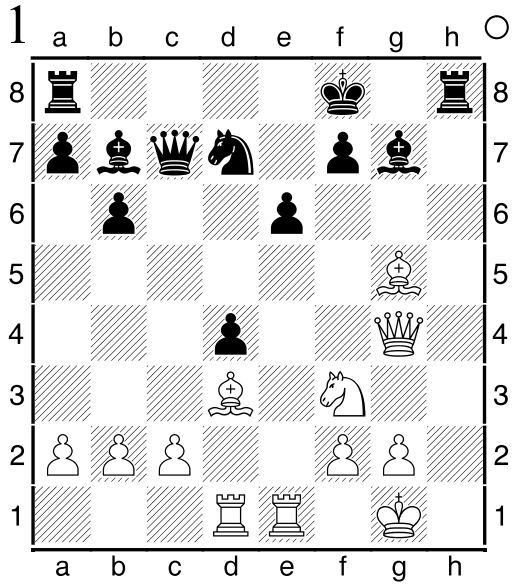


# Lesson 52

### 1. Find the Best Move

1



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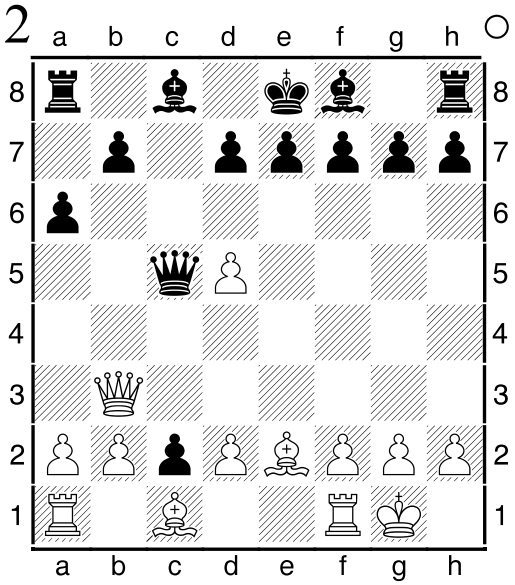


### 2. Game Analysis

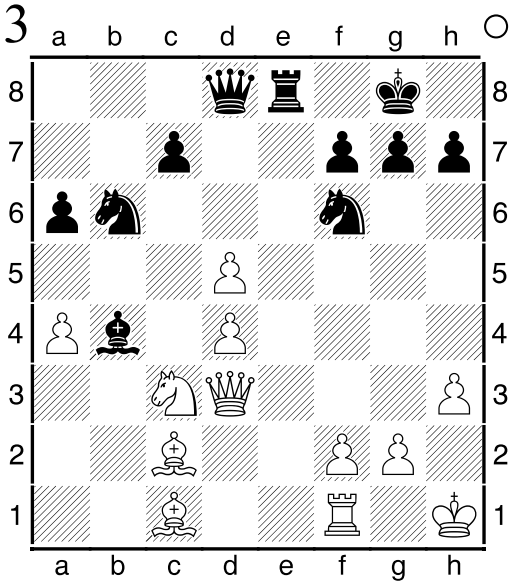
### 2.1. Find Not the Best Moves (italics)

**1.e4 e5 2.♘f3 ♘c6 3.♗b5 a6 4.♗a4 ♘f6 5.0-0 ♗c5 6.c3 b5 7.♗b3 d6 8.a4 ♗g4 9.h3 ♗xf3 10.♕xf3 ♘a5 11.♗c2 b4 *12.d3 ♖b8 13.♘d2 0-0 14.♔h1 d5 15.d4 bxc3 16.bxc3 ♗d6 17.exd5 exd4 18.cxd4 ♖e8 19.♖b1 ♖xb1 20.♘xb1 ♗b4 21.♘c3 ♘c4 22.♕d3* ♘b6 23.♘a2 ♗a5 24.♗g5 ♘bxd5 25.♕xa6 ♕a8 26.♕xa8 ♖xa8 27.♖b1 ♗b6 28.♗xf6 ♘xf6 29.♘b4 ♗xd4 30.♔g1 g6 31.♘c6 ♗c5 32.a5 ♘d7 33.♔f1 ♔g7 34.♗e4 ♗d6 35.♘e5 ♖e8 36.♘xd7 ♖xe4 37.♖a1 ♖e7 38.♘b8 c5 39.♘c6 ♖c7 40.a6 ♖xc6 41.a7 ♖c8 42.a8♕ ♖xa8 43.♖xa8 ♔f6 44.♔e2 h5 45.♔d3 ♗e5 46.♔e4 ♗d4 47.f4 ♔g7 48.♖a7 ♔f6 49.g4 hxg4 50.hxg4 ♔e6 51.♖a6+ ♔e7 52.♔d5 ♔f8 53.♔d6 ♗e3 54.♖a4 ♔g7 55.♔e7 ♗d2 56.♖e4 ♗c1 57.♔d6 ♗a3 58.♖c4 ♔f6 59.♖c2 ♗b4 60.♔d7 ♗a3 61.♔e8 ♗b4 62.♖e2 ♗a5 63.♖e7 c4 64.g5+ ♔g7 65.♖xf7+ ♔g8 66.♖f6**

**1-0**

### 2.2. Evaluate the Position

3



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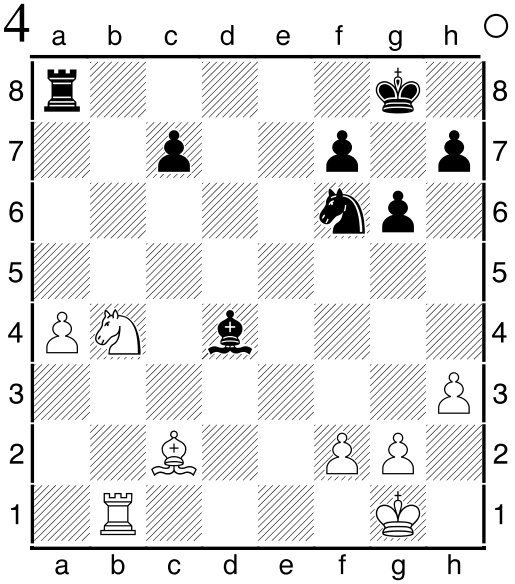
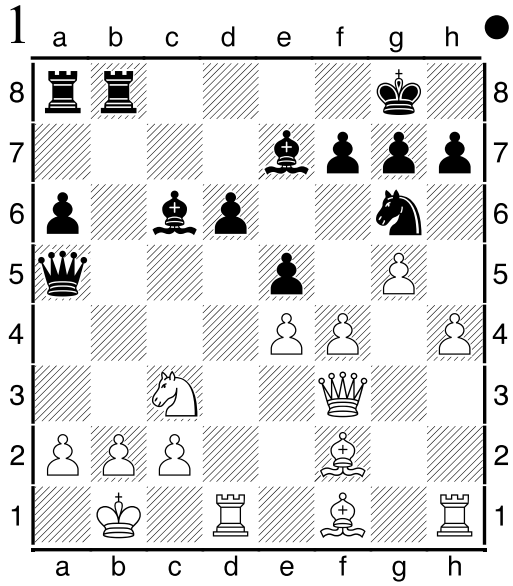


# Lesson 53

### 1. Find the Best Move

1



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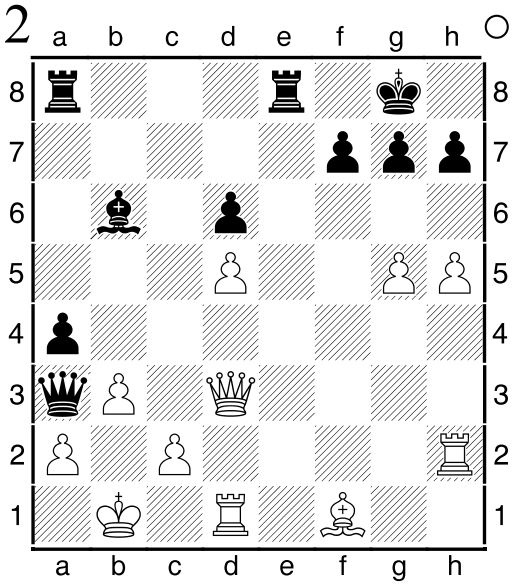


### 2. Game Analysis

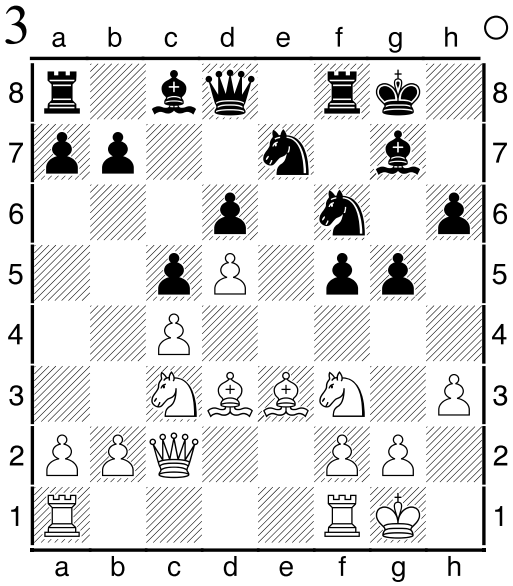
#### 2.1. Find Not the Best Moves (italics)

**1.d4 g6 2.c4 ♗g7 3.e4 c5 4.d5 d6 5.♘c3 e6 6.♘f3 ♘e7 7.h3 0-0 8.♗d3 ♘d7 9.♗g5 h6 10.♗e3 exd5 11.exd5 f5 12.♕c2 ♘f6 13.0-0 g5 14.♖ae1 ♔h8 15.♗d2 ♗d7 16.b3** ***♘h5 17.a4 ♘g6 18.♘b5 ♗c8 19.♗c3 a6 20.♗xg7+ ♔xg7 21.♘c3 ♘hf4 22.♘e2 ♕f6*** **23.♘xf4 ♘xf4 24.♖e3 ♗d7 25.♖fe1 ♖f7 26.♗f1 g4 27.hxg4 fxg4 28.♘d2 ♖af8 29.♘e4 ♕g6 30.b4 ♗f5 31.bxc5 ♗xe4 32.♕xe4 dxc5 33.g3 ♕xe4 34.♖xe4 ♘g6 35.♖xg4 h5 36.♖g5 ♖f5 37.♖xg6+ ♔xg6 38.♗d3 ♔g5 39.f4+ ♔g4 40.♔g2 ♖5f7 41.♖h1**

**1-0**

#### 2.2. Evaluate the Position

3



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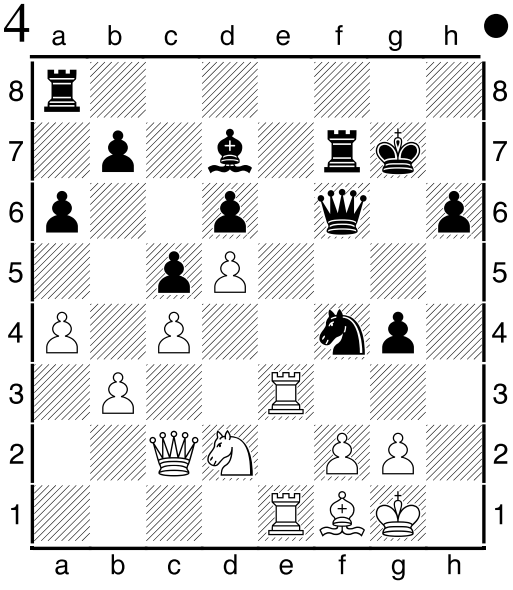
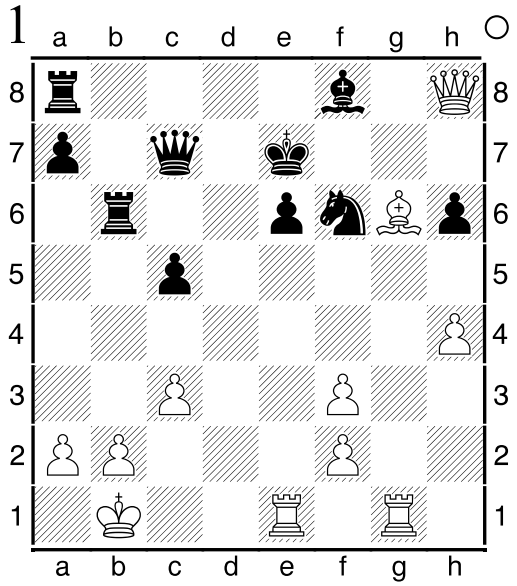


# Lesson 54

### 1. Find the Best Move

1



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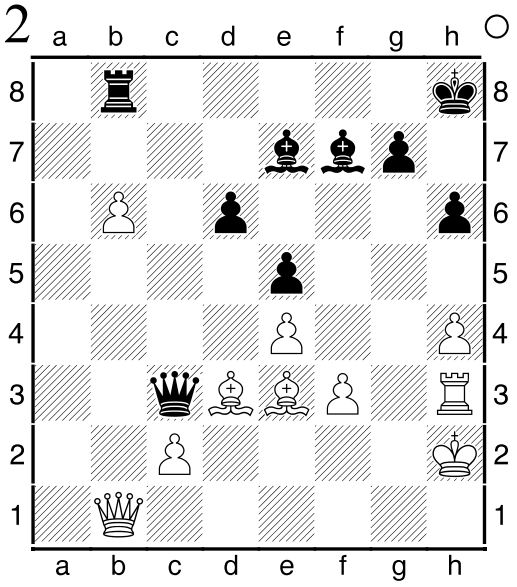


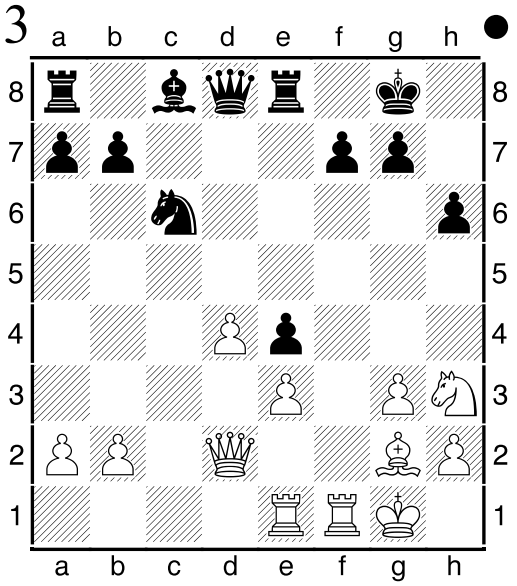
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.c4 e5 2.g3 ♘f6 3.♗g2 c6 4.d4 ♗b4+ 5.♗d2 ♗xd2+ 6.♕xd2 e4 7.♘c3 d5 8.cxd5 cxd5 9.f3 exf3 10.♘xf3 0-0 11.0-0 ♘c6 12.♖ae1 ♖e8 13.♘g5 h6 14.♘h3 ♘e4 15.♘xe4 dxe4 16.e3 ♗xh3 17.♗xh3 ♘e5 18.♗g2** ***♘c4 19.♕b4 ♘d6 20.♖c1 ♕b6 21.♕a3 ♖ac8 22.♗h3 ♖xc1 23.♖xc1 g6 24.♖c5 ♔g7 25.b3 ♖d8*** **26.♕a5 ♕xa5 27.♖xa5 a6 28.♖c5 f5 29.g4 ♔f6 30.♔f2 ♖c8 31.gxf5 gxf5 32.b4 b6 33.♖d5 ♔e6 34.♖e5+ ♔f6 35.♖d5 ♔e6**
**½-½**

#### 2.2. Evaluate the Position

3



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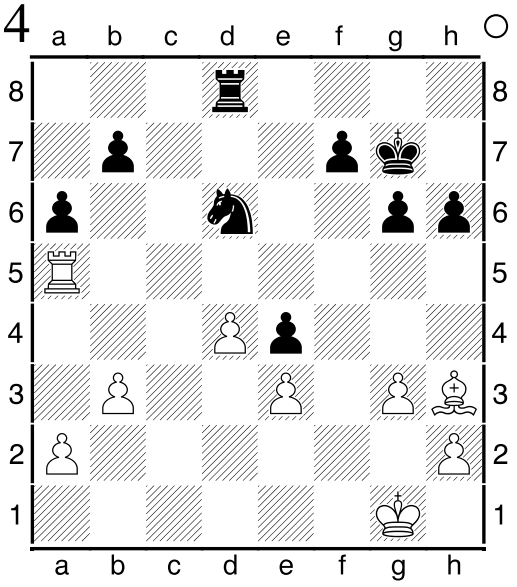
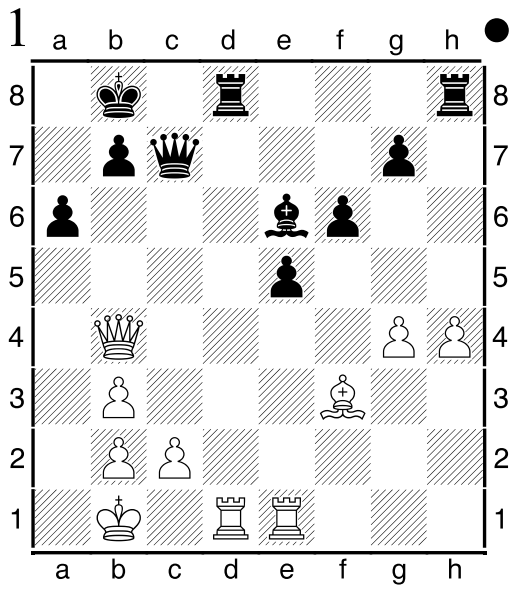
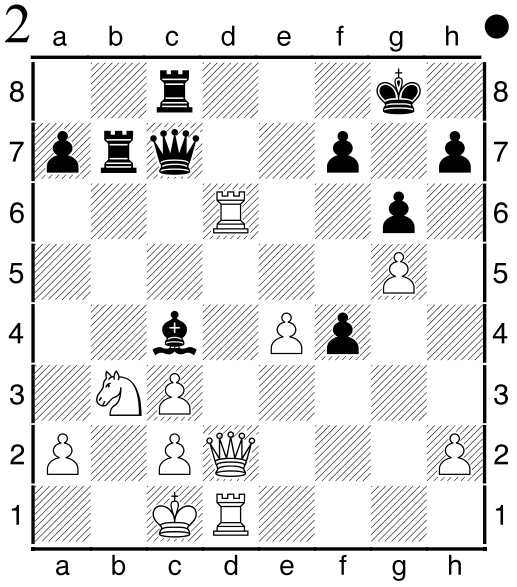


# Lesson 55

### 1. Find the Best Move





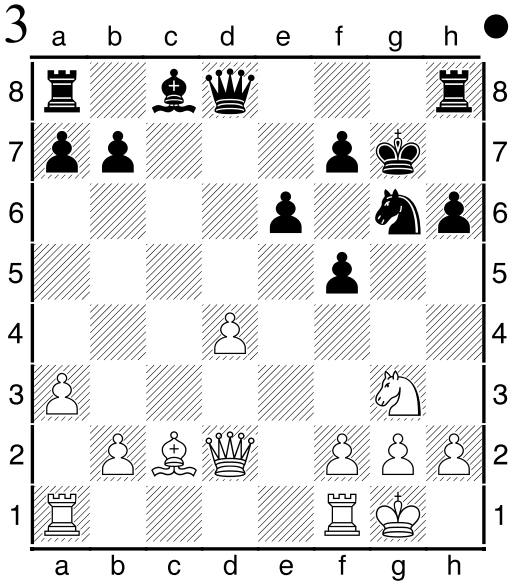
### 2. Game Analysis

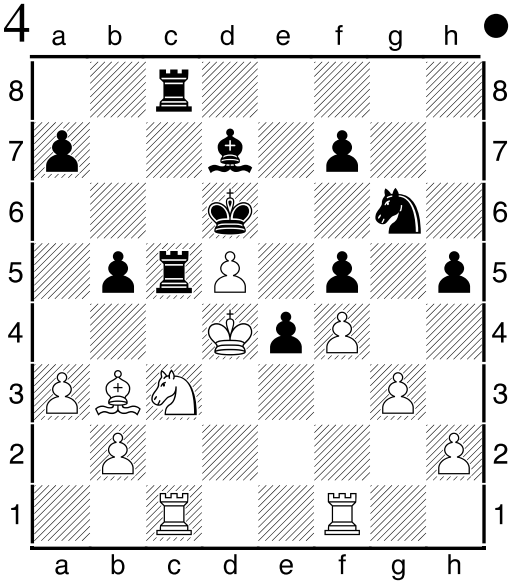
### 2.1. Find Not the Best Moves (italics)

**1.e4 c6 2.c4 d5 3.cxd5 cxd5 4.exd5 ♘f6 5.♘c3 ♘xd5 6.d4 e6 7.♗d3 ♘c6 8.♘f3 ♗b4 9.♗d2 0-0 10.0-0 ♘f6 11.♗g5 h6 12.♗h4 ♗e7 13.a3 ♘h5 14.♗xe7 ♘xe7 15.♘e5 ♘f6 16.♘e4 ♘fd5 17.♗c2 ♘f5 18.♘g3 ♘h4 19.♕d3 g6 20.♕d2 ♔g7 21.♘g4 ♖h8 22.♘e3 ♘f4 23.♘ef5+ gxf5 24.♕xf4 ♘g6 25.♕d2 h5 26.♘e2 ♕d6 27.♖ad1 ♗d7 28.d5 e5 29.f4 e4 30.♕c3+ *♕f6 31.♕xf6+ ♔xf6 32.♘c3 ♖ac8 33.♗b3 ♖c5 34.♔f2 ♖hc8 35.g3 b5 36.♖c1* ♔e7 37.♔e3 ♔d6 38.♔d4 a5 39.♘e2 a4 40.♖xc5 ♖xc5 41.♗d1 ♖xd5+ 42.♔c3 ♖d3+ 43.♔c2 h4 44.♘c1 ♖d5 45.♗h5 hxg3 46.hxg3 ♗e6 47.♖d1 ♖xd1 48.♗xd1 ♘e7 49.♔c3 ♘d5+ 50.♔d4 ♘b6 51.♘e2 ♘a8 52.♘c3 ♘c7 53.g4 fxg4 54.♘xe4+ ♔e7 55.♘g3 ♗d7 56.f5 ♔f6 57.♗xg4 ♔g5 58.♗h5 ♔h4 59.♗xf7 ♔xg3 60.♔e5 ♘e8 61.f6 ♔f2 62.♗g6 ♘xf6 63.♔xf6 ♔e3 64.♔e5 ♔d2 65.♔d4 ♔c1 66.♔c3**

**½-½**

### 2.2. Evaluate the Position

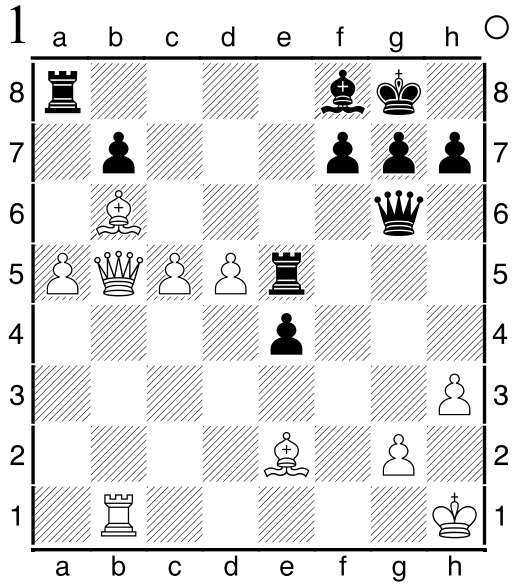




# Lesson 56

### 1. Find the Best Move

1



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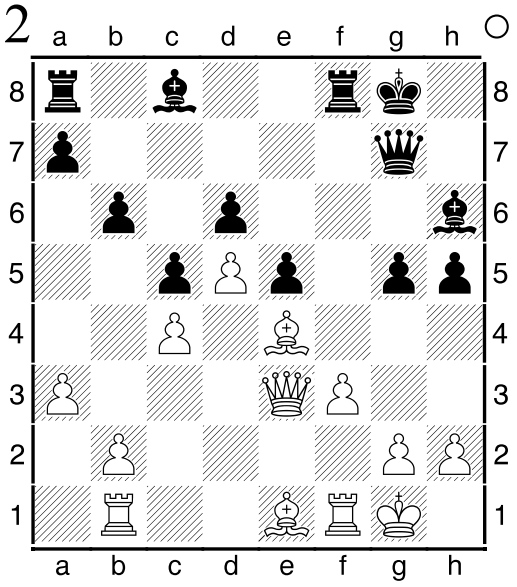


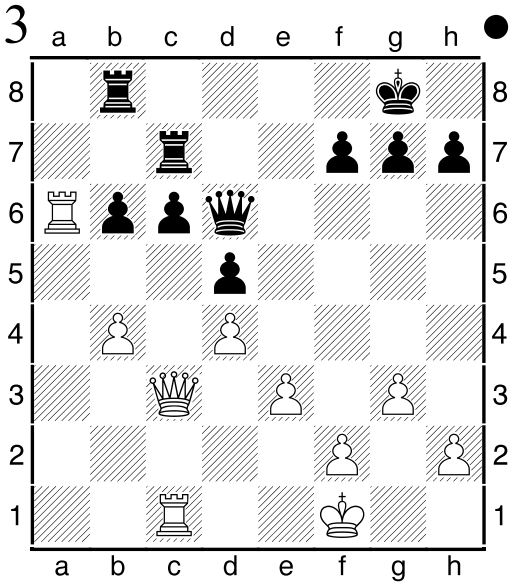
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.d4 ♘f6 2.c4 e6 3.♘c3 ♗b4 4.e3 0-0 5.♘ge2 d5 6.a3 ♗e7 7.cxd5 ♘xd5 8.♗d2 ♘d7 9.g3 b6 10.♘xd5 exd5 11.♗g2 ♘f6 12.0-0 ♘e4 13.♖c1 ♗b7 14.♕c2 ♖c8 15.♖fd1 ♗d6 16.♗b4 ♕f6** ***17.♘c3 ♘xc3 18.♕xc3 c6 19.♗xd6 ♕xd6 20.b4 ♖c7 21.a4 ♗c8 22.a5 ♗a6 23.♖a1 ♗b5 24.♖dc1 ♖e8*** **25.axb6 axb6 26.♗f1 ♗xf1 27.♔xf1 ♖b8 28.♖a6 ♕d7 29.♔g1 h6 30.♕a3 ♖cc8 31.h4 ♕f5 32.♖a7 g5 33.h5 ♕f3 34.♕d3 ♔h8 35.♕a6 ♔g7 36.b5 c5 37.dxc5 bxc5 38.♕g6+**
**1-0**

#### 2.2. Evaluate the Position

3



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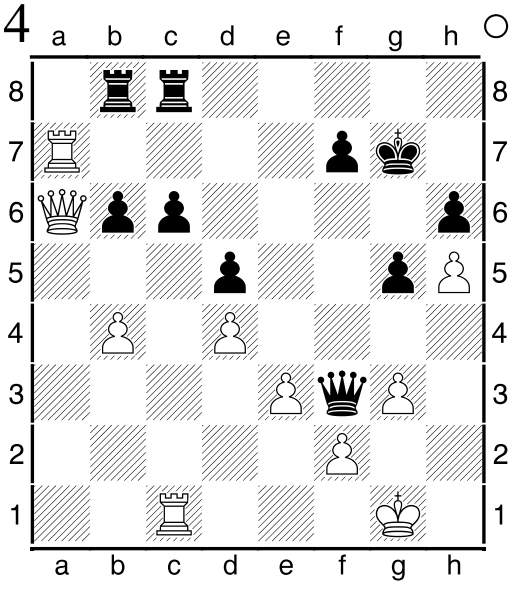
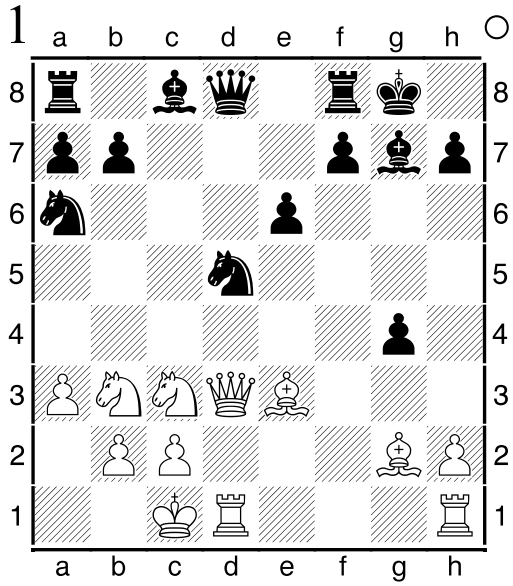


# Lesson 57

### 1. Find the Best Move

1



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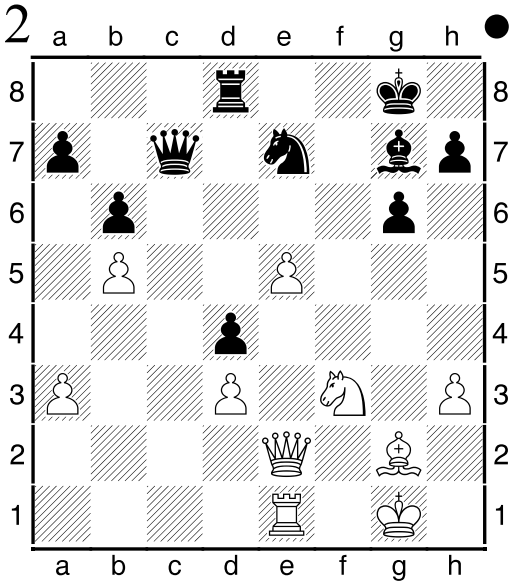


### 2. Game Analysis

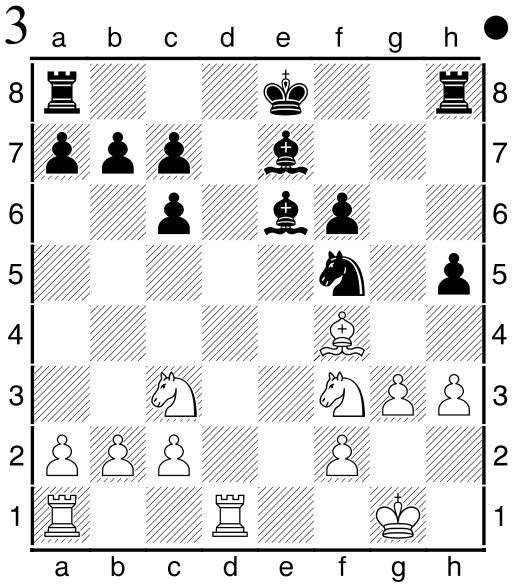
### 2.1. Find Not the Best Moves (italics)

**1.e4 e5 2.♘f3 ♘c6 3.♗b5 ♘f6 4.0-0 ♘xe4 5.d4 ♘d6 6.♗xc6 dxc6 7.dxe5 ♘f5 8.♕xd8+ ♔xd8 9.♘c3 ♔e8 10.h3 h5 11.♗g5 ♗e6 12.♖fd1 ♗e7 13.g3 f6 14.exf6 gxf6 15.♗f4 *♖c8 16.♔h2 ♔f7 17.♖d2 ♖cd8 18.♖xd8 ♗xd8 19.♖d1 ♖e8 20.♘d4 ♘xd4 21.♖xd4 ♗f5 22.♖d2 ♗e7 23.♘d1 ♖d8 24.♖xd8 ♗xd8 25.♘e3 ♗e4 26.g4 hxg4 27.hxg4 ♗e7 28.♗xc7 ♗c5 29.c3 ♗xe3 30.fxe3 ♔e6 31.♔g3 a6 32.♔f4 ♗c2 33.e4 ♗d1 34.a3 ♗e2 35.♗b6 ♗d1 36.♗d4 ♗e2 37.♗e3 ♗d1 38.♗d4 ♗e2 39.♗e3 ♗d1***

**½-½**

### 2.2. Evaluate the Position

3



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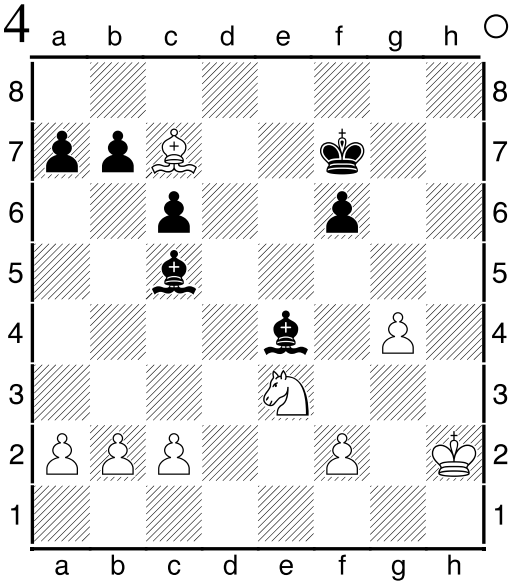
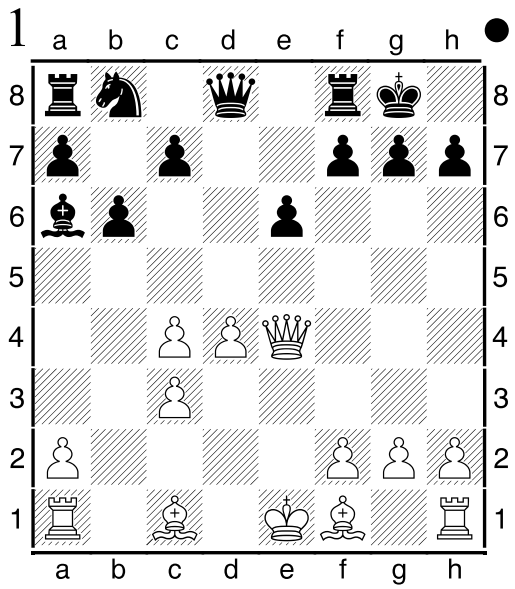
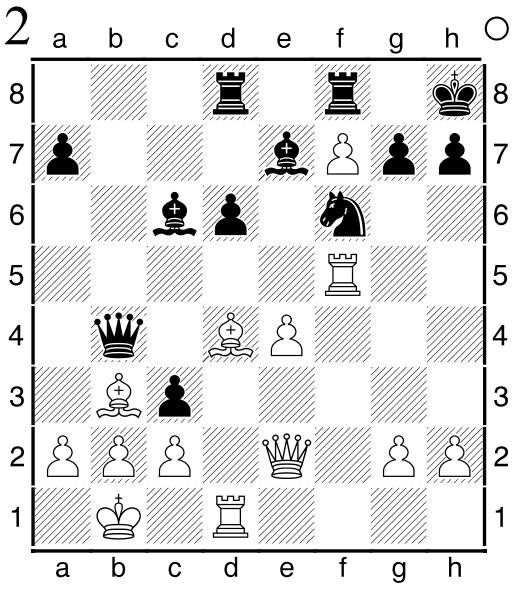


# Lesson 58

### 1. Find the Best Move



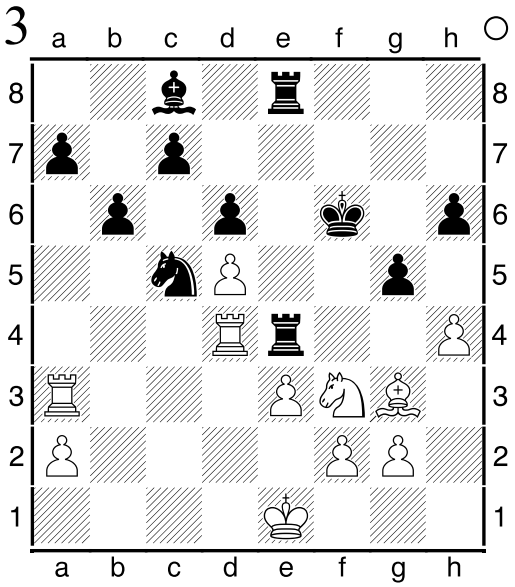


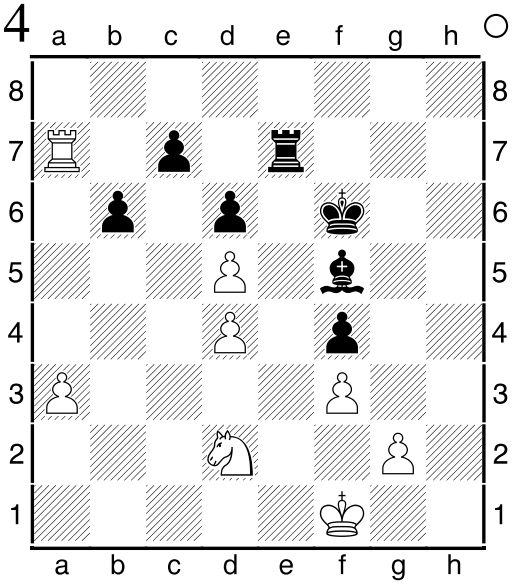
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.d4 ♘f6 2.c4 e6 3.♘c3 ♗b4 4.♘f3 b6 5.♗g5 h6 6.♗h4 g5 7.♗g3 ♘e4 8.♕c2 ♗b7 9.e3 d6 10.♗d3 ♗xc3+ 11.bxc3 f5 12.d5 ♘a6 13.h4 ♕f6 14.♗xe4 fxe4 15.♕xe4 ♕xc3+ 16.♔e2 ♘c5 17.♕g6+ ♔e7 18.♖ac1 ♕f6 19.♕xf6+ ♔xf6 20.♖hd1 exd5 21.cxd5 ♗a6+ 22.♔e1 ♖ae8 23.♖c3 ♖e4 24.♖d4 ♖he8 25.♖a3 ♗c8 *26.hxg5+ hxg5 27.♖xa7 ♖8e7 28.♔f1 ♗g4 29.♘d2 ♖xd4 30.exd4 ♘d3 31.f3 ♗f5 32.a3 ♘f4 33.♗xf4 gxf4* 34.♘e4+ ♗xe4 35.fxe4 ♖xe4 36.♖xc7 ♖xd4 37.♖c6 ♔e5 38.♖xb6 ♖d1+ 39.♔e2 ♖a1 40.♖b3 ♔xd5 41.g3**
**½-½**

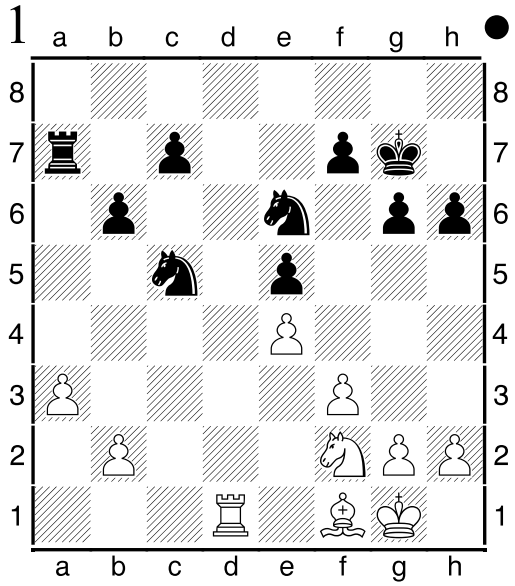
### 2.2. Evaluate the Position

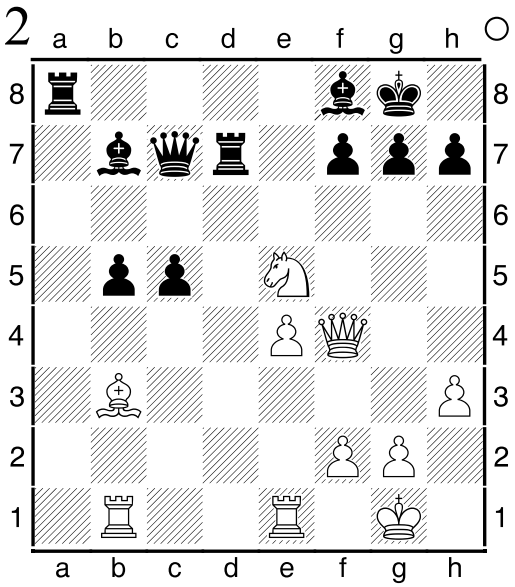




# Lesson 59

### 1. Find the Best Move



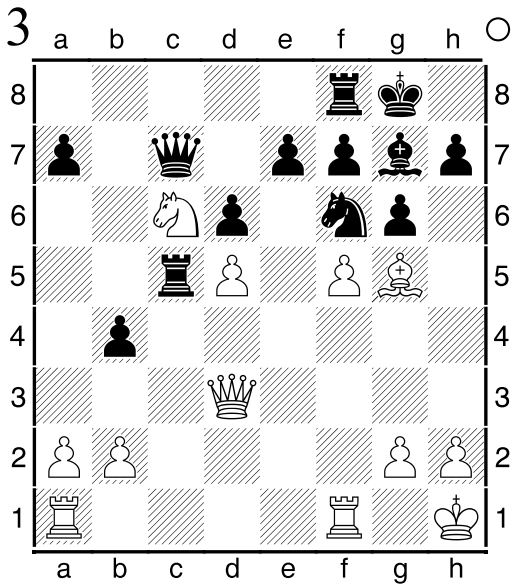


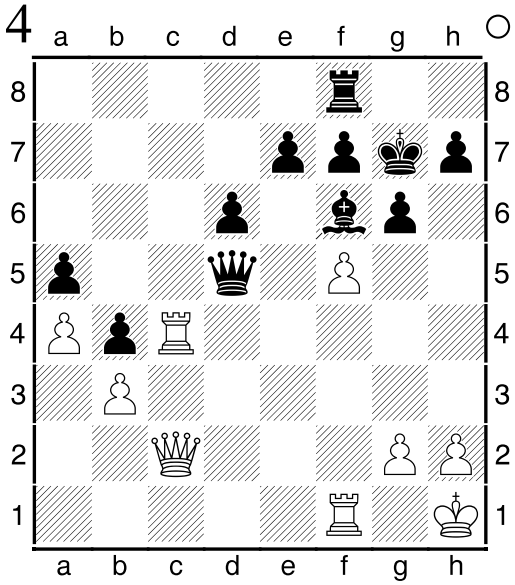
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.♘f3 ♘c6 3.♘c3 g6 4.d4 cxd4 5.♘xd4 ♗g7 6.♘b3 ♘f6 7.♗e2 d6 8.0-0 0-0 9.♗g5 ♗e6 10.♔h1 ♖c8 11.f4 ♘a5 12.f5 ♗c4 13.♗d3 b5 14.♕f3 b4 15.♘d5 ♗xd5 16.exd5 ♘c4 17.♗xc4 ♖xc4 18.♕d3 ♕c7 19.♘a5 ♖xc2 20.♘c6 ♖c5 *21.♗xf6 ♗xf6 22.♖ae1 ♖xc6 23.dxc6 ♕xc6 24.♖c1 ♕a4 25.♕b3 ♕b5 26.a4 ♕b7 27.♖c4 a5 28.♕c2 ♔g7 29.b3 ♕d5* 30.♖c7 ♖e8 31.♕c4 ♕e5 32.♕d3 ♖b8 33.g3 h5 34.fxg6 fxg6 35.♖c4 ♖f8**
**½-½**

#### 2.2. Evaluate the Position

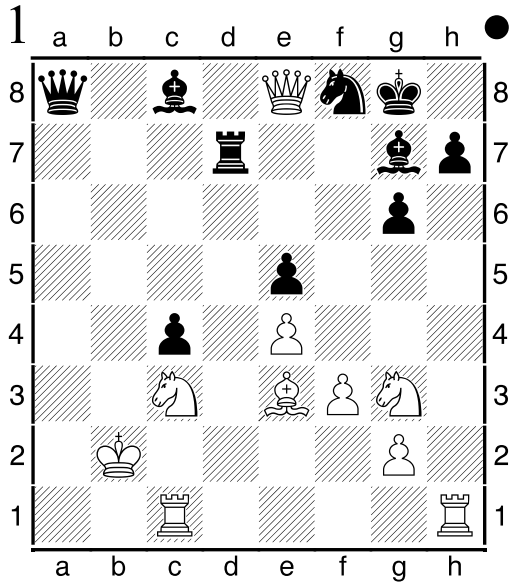




# Lesson 60

### 1. Find the Best Move

1



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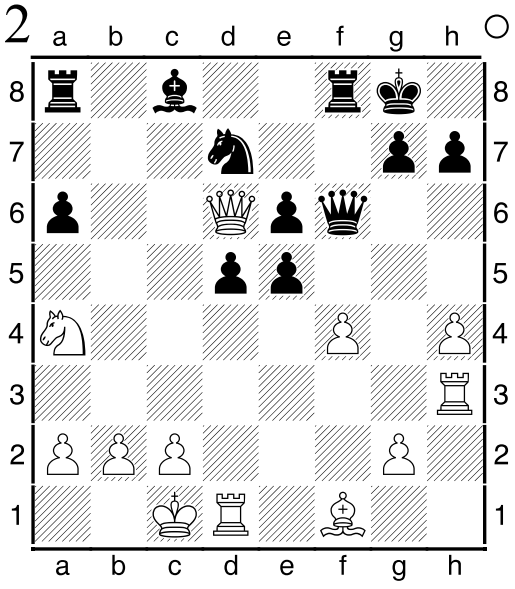


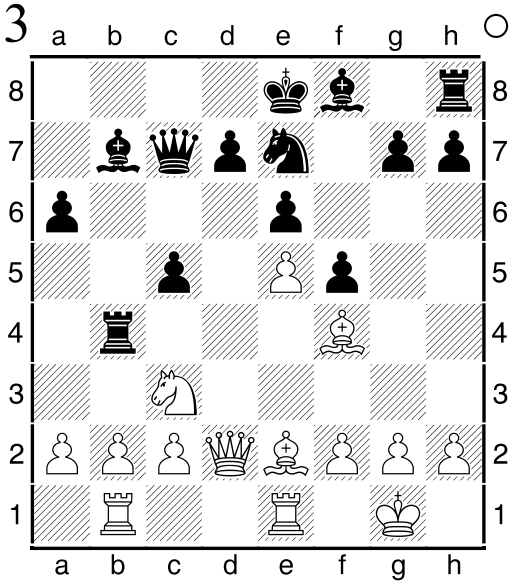
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.♘f3 e6 3.d4 cxd4 4.♘xd4 ♘c6 5.♘c3 a6 6.♘xc6 bxc6 7.e5 ♕c7 8.♗f4 f5 9.♗e2 ♖b8 10.♖b1 ♘e7 11.0-0 ♖b4 12.♕d2 c5 13.♖fe1 ♗b7 *14.♗e3 ♘g6* *15.a3 ♖h4* *16.f4 d5* *17.exd6 ♗xd6* *18.♖bd1 ♗xf4* *19.♗xf4 ♘xf4* *20.♗f1 0-0* *21.♕d7 ♕b6* *22.♘a4 ♕a7* 23.♖xe6 ♖g4 24.♖b6 ♗xg2 25.♗xg2 ♖xg2+ 26.♔f1 ♕xd7 27.♖xd7 ♖xc2 28.♖xa6 ♖e8 29.♖aa7 ♖c1+ 30.♔f2 ♘h3+ 31.♔f3 ♖f1+ 32.♔g2 ♖g1+ 33.♔f3 f4 34.♖e7 ♖xe7 35.♖xe7 g5**
**0-1**

#### 2.2. Evaluate the Position

3



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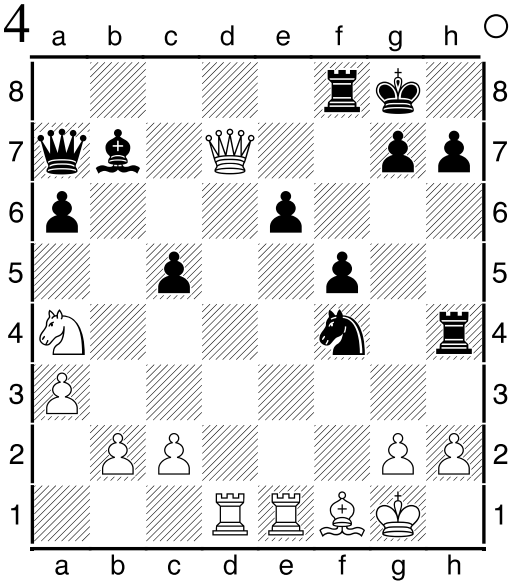
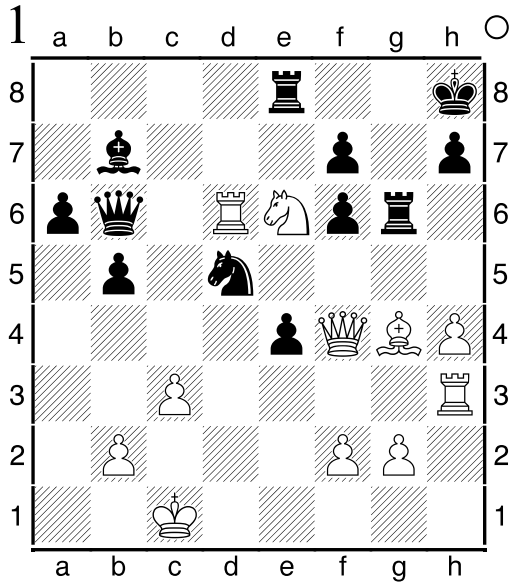


# Lesson 61

### 1. Find the Best Move

1



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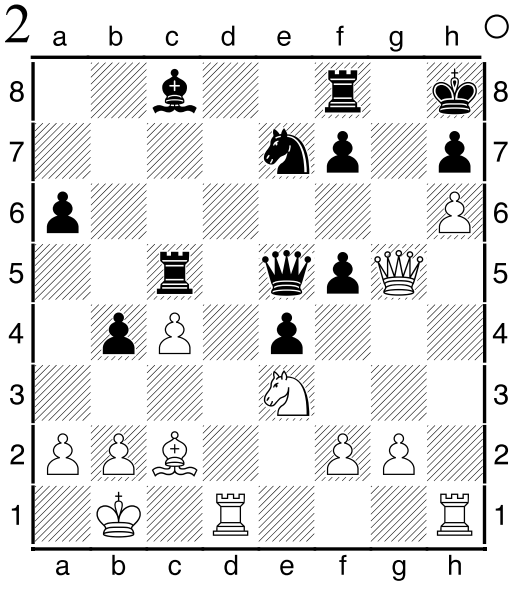


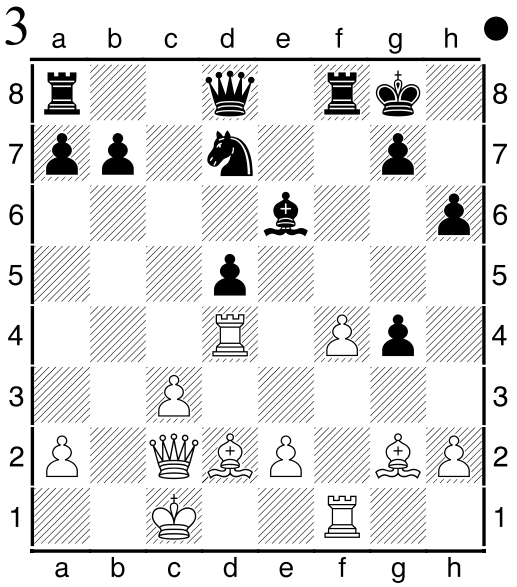
### 2. Game Analysis

#### 2.1. Find Not the Best Moves (italics)

**1.d4 ♘f6 2.c4 e6 3.♘c3 ♗b4 4.♕c2 d5 5.cxd5 exd5 6.♗g5 c5 7.♘f3 cxd4 8.♘xd4 ♘c6 9.0-0-0 ♘xd4 10.♖xd4 ♗xc3 11.bxc3 0-0 12.f3 h6 13.♗d2 ♗e6 14.g4 ♘d7 15.f4 f5 16.♗g2 fxg4 17.♖f1 *♖c8 18.f5 ♗f7 19.♖xg4 ♘f6 20.♖d4 ♕e7 21.♗f3 ♔h8 22.♖g1 ♗g8 23.♕a4 ♗h7* 24.♕b4 ♕e5 25.♔b2 ♕xf5 26.♔a1 ♖f7 27.c4 ♕e5 28.cxd5 ♘xd5 29.♗xd5 a5 30.♕b2 ♖c2 31.♗xf7 ♖xb2 32.♖d8+ 1-0**

### 2.2. Evaluate the Position

3



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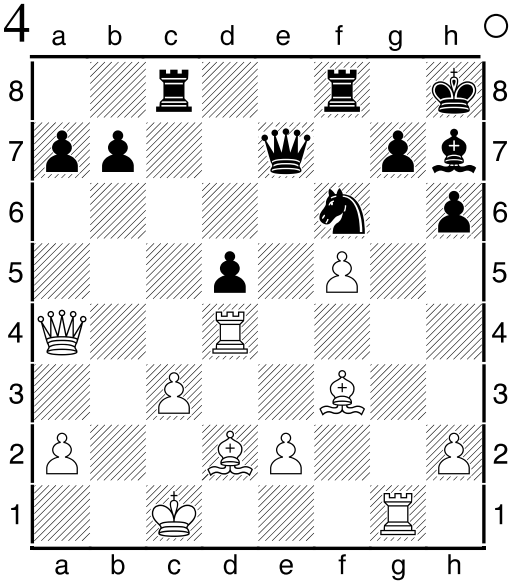
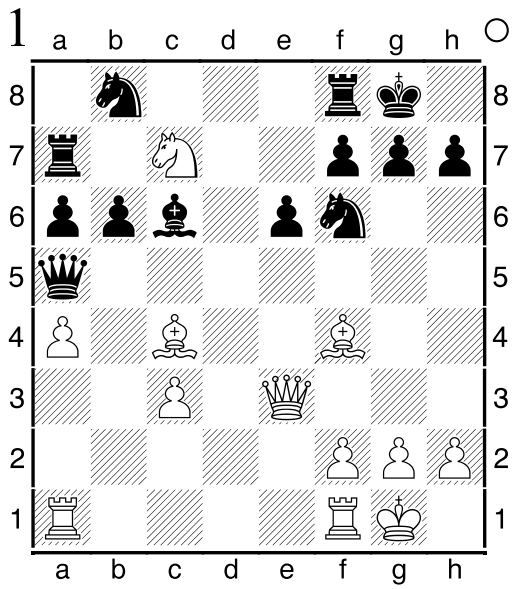


# Lesson 62

### 1. Find the Best Move

1



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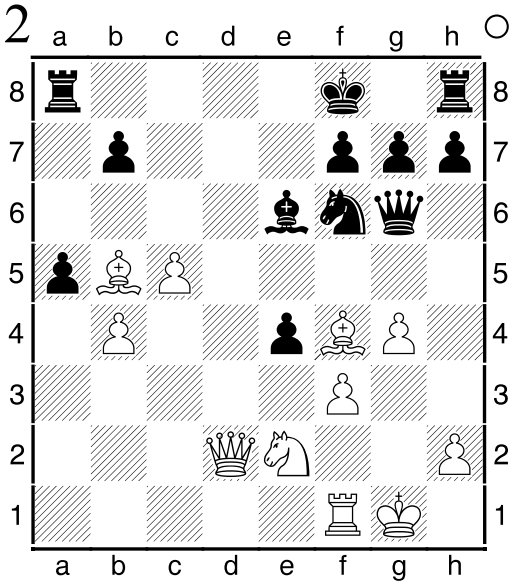


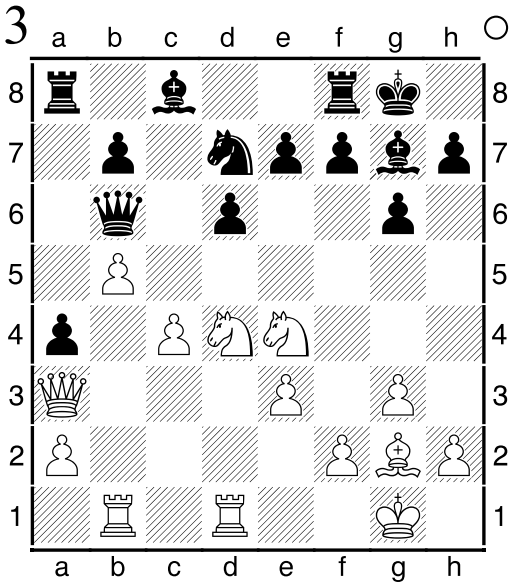
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.c4 c5 2.g3 g6 3.♗g2 ♗g7 4.♘c3 ♘c6 5.♘f3 d6 6.0-0 ♘h6 7.d4 cxd4 8.♗xh6 ♗xh6 9.♘xd4 ♘e5 10.♕b3 0-0 11.♖fd1 ♘d7 12.♕a3 a5 13.b4 ♖a6 14.b5 ♖a8 15.e3 a4 16.♖ab1 ♗g7 17.♘e4 ♕b6 *18.♘c6 ♖e8 19.♘b4 f5 20.♘c3 ♕c5* *21.♘xa4 ♕a7 22.♘a6 bxa6 23.b6 ♘xb6* *24.♖xb6 ♖b8* 25.c5 ♗e6 26.♖db1 dxc5 27.♖b7 ♖xb7 28.♖xb7 ♕a8 29.♘xc5 ♕c8 30.♕xa6 ♗f7 31.♗c6 ♖d8 32.♘d7 ♖xd7 33.♗xd7 ♕c1+ 34.♕f1 ♕xf1+ 35.♔xf1 ♗c4+ 36.♔g1 ♗xa2 37.♗a4 e5 38.f3 ♗h6 39.♗b3+**
**1-0**

### 2.2. Evaluate the Position

3



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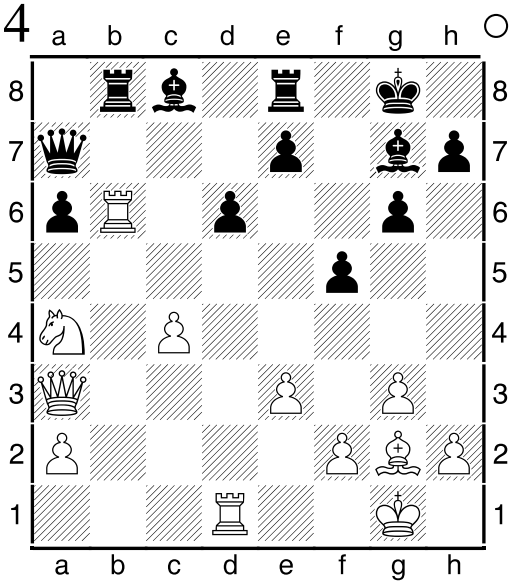
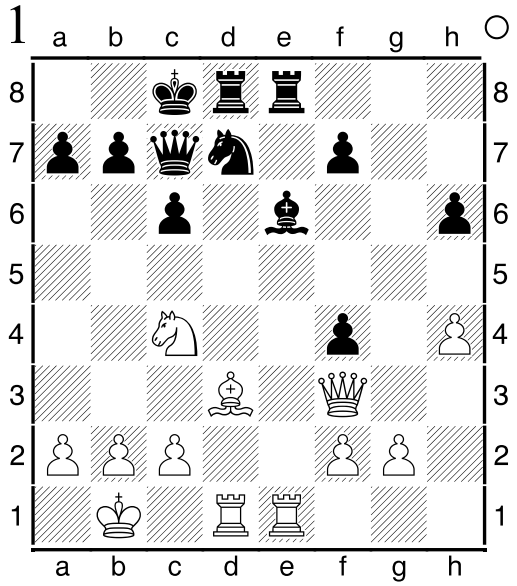


# Lesson 63

### 1. Find the Best Move

1



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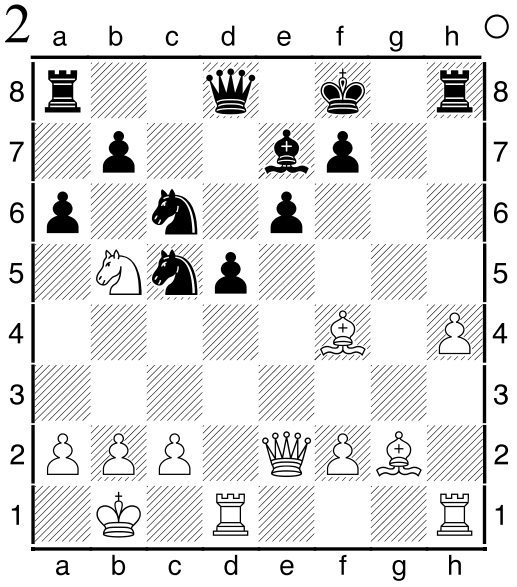


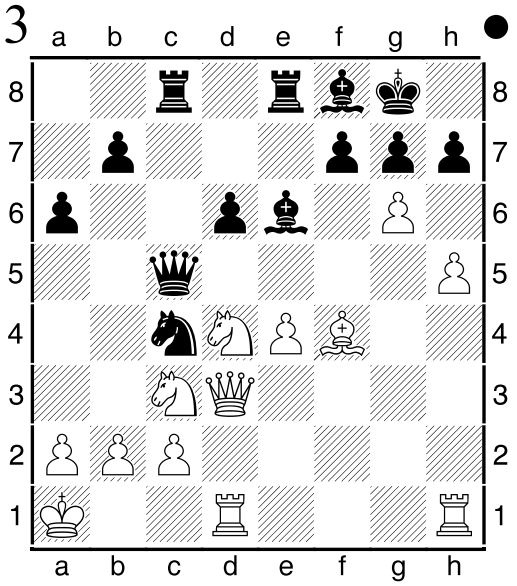
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

**1.e4 c5 2.♘f3 d6 3.d4 cxd4 4.♘xd4 ♘f6 5.♘c3 a6 6.♗e2 e5 7.♘b3 ♗e7 8.♗e3 0-0 9.g4 ♗e6 10.g5 ♘fd7 11.h4 ♘b6 12.♕d2 ♘8d7 13.f4 exf4 14.♗xf4 ♘e5 15.0-0-0 ♖c8 16.♔b1 ♕c7 17.h5 ♖fe8 18.♔a1 ♗f8 19.♘d4 ♕c5 20.g6 ♘ec4 21.♗xc4 ♘xc4 22.♕d3** ***fxg6 23.hxg6 h6 24.♕g3 ♕b6 25.♗c1 ♕a5 26.♖df1 ♘e5 27.♘d5 ♗xd5 28.exd5 ♕xd5*** **29.♗xh6 gxh6 30.g7 ♗e7 31.♖xh6 ♘f7 32.♕g6 ♘xh6 33.♕xh6 ♗f6 34.♕h8+ ♔f7 35.g8♕+ ♖xg8 36.♕xf6+ ♔e8 37.♖e1+**
**1-0**

### 2.2. Evaluate the Position

3



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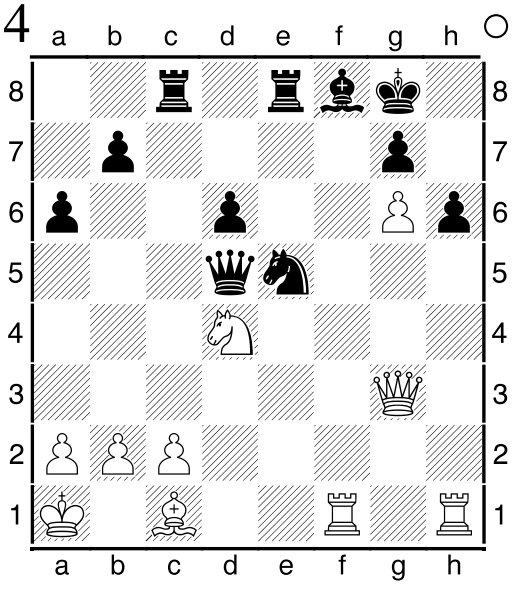
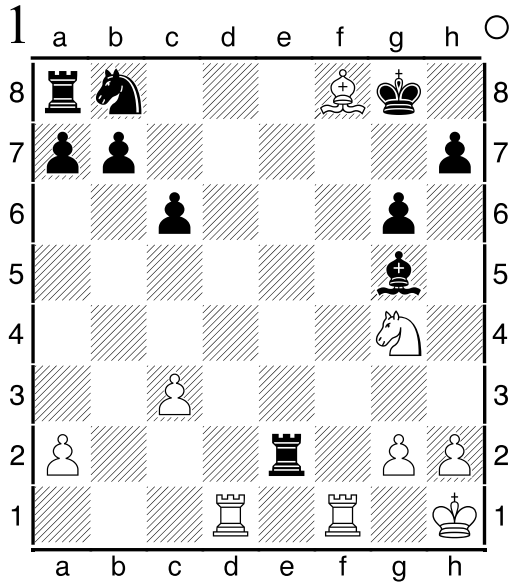


# Lesson 64

### 1. Find the Best Move

1



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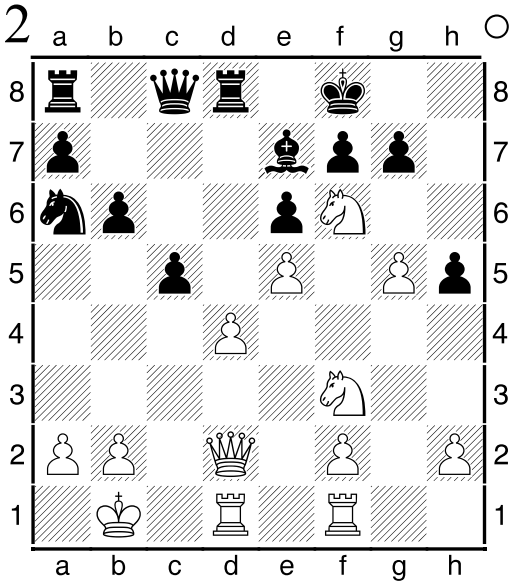


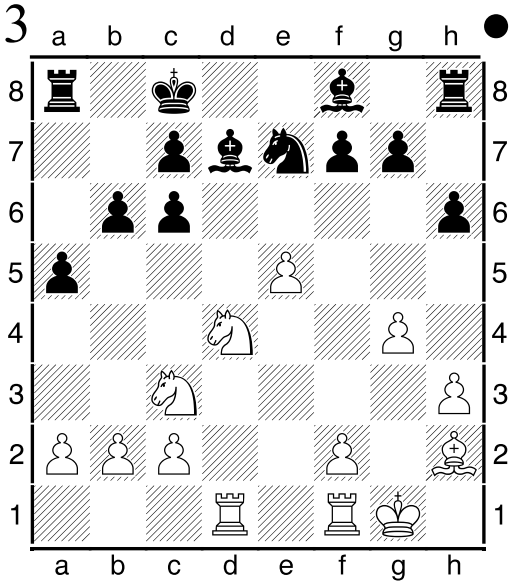
### 2. Game Analysis

### 2.1. Find Not the Best Moves (italics)

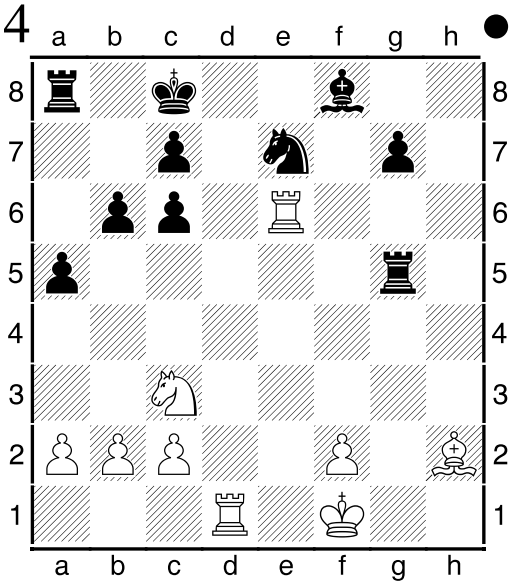
**1.e4 e5 2.♘f3 ♘c6 3.♗b5 ♘f6 4.0-0 ♘xe4 5.d4 ♘d6 6.♗xc6 dxc6 7.dxe5 ♘f5 8.♕xd8+ ♔xd8 9.♘c3 ♗d7 10.h3 b6 11.♗f4 ♔c8 12.♖ad1 h6 13.♗h2 a5 14.g4 ♘e7 15.♘d4 *h5 16.e6 fxe6 17.♖fe1 hxg4 18.hxg4 ♖h6 19.g5 ♖h5 20.♘xe6 ♗xe6 21.♖xe6 ♖xg5+ 22.♔f1* ♖f5 23.a4 ♖b8 24.♖d3 ♖f7 25.♔g2 b5 26.axb5 cxb5 27.♖a6 b4 28.♘d5 ♘xd5 29.♖xd5 b3 30.c3 ♗a3 31.♖e6 ♖e7 32.♖xe7 ♗xe7 33.♖xa5 ♔d7 34.♗e5 ♗d6 35.♗d4 ♗f4 36.♔f3 ♗c1 37.c4 g5 38.♔e4 ♖f8 39.♖d5+ ♔c6 40.♖c5+ ♔d7 41.♖d5+ ♔c6 42.♖c5+ ♔d7**
**½-½**

### 2.2. Evaluate the Position

3



4



# Solutions

**Lesson 1**

1. Find the Best Move

Lasker E. - Marshall F., 1914 * 17.♗xa6! bxa6 18.♕xa6+ ♔b8 19.♘b5 ♘b6 20.♖d3 [1-0]

Alekhine A. - Rubinstein A.1923 * 25.♗g6! ♕e5 26.♘xf7+ ♖xf7 27.♗xf7 ♕f5 28.♖fd1! [1-0]

2. Game Analysis * Lasker E. - Steinitz W. 1894 1-0

2.1. Find Not the Best Moves (italics) * 31...c4?

2.2. Evaluate the Position * 3. -1 * 4. 0

**Lesson 2**

1. Find the Best Move

Pillsbury H. - Lasker E., 1896 * 18...♖a3! 19.exf7+ ♖xf7 20.bxa3 ♕b6+ 21.♗b5 ♕xb5+ 22.♔a1 ♖c7 23.♖d2 ♖c4 24.♖hd1 ♖c3 25.♕f5 ♕c4 [0-1]

Alekhine A. - Colle E., 1925 * 29.♗xg6! hxg6 30.♕xd7 ♖xd7 31.♖e8+ ♔h7 32.♖cc8 ♖d8 33.♖exd8 [1-0]

2. Game Analysis * Steinitz W. - Lasker E., 1894 1-0

2.1. Find Not the Best Moves (italics) * 14...dxe4?! - 17.♗c2?!

2.2. Evaluate the Position * 3. -1 * 4. 0

**Lesson 3**

1. Find the Best Move

Anderssen A. - Steinitz W., 1862 * 21...♖b5! 22.♘f5+ ♖xf5 23.♕d3 ♖ee5 24.♔h1 ♖f4 [1-0]

Capablanca J. - Alekhine A., 1927 * 34...♗c6! 35.♖e1 ♕f5 36.♖e3 c4 37.a4 a5 38.♗g2 ♗xg2 39.♔xg2 ♕d5+ 40.♔h2 ♕f5 41.♖f3 ♕c5 [1-0]

2. Game Analysis * Lasker E. - Capablanca J., 1936 0-1

2.1. Find Not the Best Moves (italics) * 28.♗xd5? - 29...♗c5? - 34.♕b4?

2.2. Evaluate the Position * 3. -1 * 4. -2

**Lesson 4**

1. Find the Best Move

Steinitz W. - Zukertort J., 1886 * 21.a5! ♘b5 22.a6 ♗xd3 23.♘xd3 [1-0]

Capablanca J. - Alekhine A., 1927 * 19.♗d3! ♕xg2 20.♗xh7+ ♔f8 21.♗e4 ♕h3 22.♕d2 [1-0]

2. Game Analysis * Alekhine A. - Lasker E., 1924 0-1

2.1. Find Not the Best Moves (italics) * 18.b5?

2.2. Evaluate the Position * 3. -1 * 4. -2

**Lesson 5**

1. Find the Best Move

Zukertort J. - Steinitz W., 1886 * 30...f5! 31.♖g6 ♗e4 32.♕b3 ♔h7 33.c5 ♖xc5 34.♖xe6 ♖c1+ [0-1]

Chigorin M. - Steinitz W., 1889 * 13.♖ab1! ♗b7 14.♘c4 ♕c5 15.♗e3 b5 16.♗xc5 bxa4 17.♖fc1 d6 18.♗xd6 cxd6 19.♘xd6+ ♔d7 20.♘xb7 [1-0]

2. Game Analysis * Euwe M. - Lasker E., 1934 0-1

2.1. Find Not the Best Moves (italics) * 22.b3?

2.2. Evaluate the Position * 3. +1 * 4. 0

**Lesson 6**

1. Find the Best Move

Steinitz W. - Pillsbury H., 1895 * 22.♗d3! ♗xd3 23.♕xd3 ♕xd3 24.cxd3 ♘xb2 25.♖b1 ♘xd3 26.♖xb7 [1-0]

Steinitz W. - Lasker E., 1895 * 13.♗g3! f4 14.♕xe4! fxg3 15.hxg3 g6 16.♕xg6 ♗d7 17.f4 ♖f7 18.g4 ♖g7 19.♕h6 ♖xg4 20.♗d3 [1-0]

2. Game Analysis * Lasker E. - Botvinnik M., 1934 ½-½

2.1. Find Not the Best Moves (italics) * 22.c4? - 23...c5?

2.2. Evaluate the Position * 3. 0 * 4. -1

**Lesson 7**

1. Find the Best Move

Capablanca J. - Alekhine A., 1927 * 30...e4! 31.♘d4 ♗xd4 32.♖d1 ♘xe3 [0-1]

Euwe M. - Alekhine A., 1937 * 34...g3! 35.♗a6 gxf2+ 36.♔xf2 ♖h6 37.♖xe4 ♖xa6 38.♖xf4 ♖xa2 [½-½]

2. Game Analysis * Botvinnik M. - Euwe M., 1938 ½-½

2.1. Find Not the Best Moves (italics) * 13.♗xc3? - 17.g3?

2.2. Evaluate the Position * 3. +1 * 4. 0

**Lesson 8**

1. Find the Best Move

Alekhine A. - Euwe M., 1937 * 41...♔f8! 42.♘c6 ♗xf2+ 43.♔h2 ♖e8 44.♕f3 ♖e2 [1-0]

Smyslov V. - Reshevsky S., 1948 * 25.♗xe6! fxe6 26.♕h4 ♕d7 27.♕d8+ ♕xd8 28.♗xd8 ♘d7 29.♗c7 [1-0]

2. Game Analysis * Smyslov V. - Botvinnik M., 1948 ½-½

2.1. Find Not the Best Moves (italics) * 14...♖ac8? - 20.♘c5?

2.2. Evaluate the Position * 3. +1 * 4. +1

**Lesson 9**

1. Find the Best Move

Petrosian T. - Korchnoi V., 1977 * 20.♕f4! ♘d6 21.♖xd6 ♕c7 22.g3 h6 23.♕e5 ♖ac8 24.♕d5 [1-0]

Hort V. - Tal M., 1966 * 25...♘e4! 26.♗d2 f5 27.cxd5 ♖xd5 28.♗e3 ♖c3 29.♖xd5 ♕xd5 [0-1]

2. Game Analysis * Botvinnik M. - Smyslov V., 1954 0-1

2.1. Find Not the Best Moves (italics) * 22...♘8d7? - 23.♗b5?

2.2. Evaluate the Position * 3. +1 * 4. +1

**Lesson 10**

1. Find the Best Move

Smyslov V. - Kotov A., 1943 * 24.♘f5! gxf5 25.gxf5 ♘c7 26.♖g1 ♘e8 27.♖g6 ♖f7 28.♖bg1 [1-0]

Smyslov V. - Botvinnik M., 1944 * 25.f4! ♕a5 26.♕b8 ♘c6 27.♕e8 ♖e7 28.♕g6+ ♔g8 29.♗a3 [0-1]

2. Game Analysis * Botvinnik M. - Tal M., 1960 ½-½

2.1. Find Not the Best Moves (italics) * 28...♖c5? - 29.♘d4?

2.2. Evaluate the Position * 3. +1 * 4. +1

**Lesson 11**

1. Find the Best Move

Korchnoi V. - Spassky B., 1977 * 30.h3! ♕a4 31.♖xd2 ♖xd2 32.♕b7 ♖dd8 33.cxd8♕ + ♖xd8 34.♖c7 ♕a1+ 35.♔h2 e4 36.♕xe4 [1-0]

Spassky B. - Bobotsov M., 1966 * 27.♕h6! g5 28.♖xg5 f6 29.♖g6 fxe5 30.d6 ♕f7 31.♘d5 [1-0]

2. Game Analysis * Petrosian T. - Botvinnik M., 1960 ½-½

2.1. Find Not the Best Moves (italics) * -

2.2. Evaluate the Position * 3. 0 * 4. 0

**Lesson 12**

1. Find the Best Move

Xie J. - Spassky B., 1995 * 19.f5! gxf5 20.exf5 ♔h8 21.♖aa1 d5 22.♗c5 ♕f6 23.♗b6 [1-0]

Polgar J. - Spassky B., 1993 * 19.dxe5! ♘xe4 20.♗xe4 ♗xe4 21.♖xe4 gxh4 22.♖d4 ♖e7 23.e6 fxe6 24.♘e5 [1-0]

2. Game Analysis * Spassky B. - Larsen B., 1979 0-1

2.1. Find Not the Best Moves (italics) * 14.♘d4? - 17...♘g4?

2.2. Evaluate the Position * 3. 0 * 4. 0

**Lesson 13**

1. Find the Best Move

Petrosian T. - Spassky B., 1966 * 55...♗e3! 56.♖e2 ♗d4 57.♔h3 ♖f8 58.♖c1 ♖aa8 59.♔g2 ♖g8 [½-½]

Petrosian T. - Spassky B., 1966 * 29.♖xg7! ♕xg7 30.♖g1 ♕e5 31.♘f3 exd3 32.♘xe5 dxc2 33.♗d4 dxe5 34.♗xe5+ ♔h7 35.♖g7+ [½-½]

2. Game Analysis * Fischer R. - Spassky B., 1972 ½-½

2.1. Find Not the Best Moves (italics) * 34...♕xd5? - 36.♖xh5? - 40...♔b6?

2.2. Evaluate the Position * 3. 0 * 4. +2

**Lesson 14**

1. Find the Best Move

Byrne D. - Fischer R., 1956 * 11...♘a4! 12.♕a3 ♘xc3 13.bxc3 ♘xe4 14.♗xe7 ♕b6 [0-1]

Fischer R. - Keres P., 1959 * 34.♕h4! ♕f6 35.♕xf6+ ♖xf6 36.♔f2 ♔g7 37.♖c7 ♖f7 38.♔e2 f4 39.♖a7 [1-0]

2. Game Analysis * Karpov A. - Khalifman A., 1995 1-0

2.1. Find Not the Best Moves (italics) * 23...bxc4?

2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 15**

1. Find the Best Move

Fischer R. - Spassky B., 1992 * 27.♖xc1 ♔d6 28.♖d1+ ♔e5 29.e7 a5 30.♖c1 ♗d7 31.♖c5+ ♔d4 32.♖xa5 [1-0]

Fischer R. - Spassky B., 1992 * 36...♖f8! 37.♗xe5+ ♔g6+ 38.♔e4 ♔xh7 39.♗xh2 ♖e8+ [½-½]
2. Game Analysis * Karpov A. - Kasparov G., 1985 1-0
2.1. Find Not the Best Moves (italics) * 31...♘e4? - 35...h5+?
2.2. Evaluate the Position * 3. 0 * 4. +2

**Lesson 16**
1. Find the Best Move
Gligoric S. - Fischer R., 1959 * 21...♗d7! 22.♖d6 ♘xg4 23.♖xg4 ♕xf5 24.♖xg8+ ♖xg8 25.♖xf6 ♕d5 [½-½]
Fischer R. - Uhlmann W., 1960 * 21...g4! 22.hxg4 f5 23.g5 ♖e7 24.♗g3 ♗e8 [0-1]
2. Game Analysis * Anand V. - Kramnik V., 2008 ½-½
2.1. Find Not the Best Moves (italics) * 21...gxf4? - 23.a4?
2.2. Evaluate the Position * 3. -1 * 4. -1

**Lesson 17**
1. Find the Best Move
Anand V. - Ivanchuk V., 1987 * 27.e5! ♖e8 28.♘g4 g5 29.♕d5 ♖d8 30.♕e4 [1-0]
Topalov V. - Paduch A., 1990 * 13.e5! dxe5 14.♘xe5 ♘d4 15.♖ad1 a6 16.♗d3 [1-0]
2. Game Analysis * Ponomariov R. - Adams M., 2002 1-0
2.1. Find Not the Best Moves (italics) * 23...♗b4?
2.2. Evaluate the Position * 3. +2 * 4. +3

**Lesson 18**
1. Find the Best Move
Kamsky G. - Anand V., 1994 * 18...♗xd5! 19.♗xc8 ♖xc8 20.♖xd5 exd5 21.♕f5 ♕a6 [0-1]
Anand V. - Kamsky G., 1995 * 50.♕e6+! ♔h5 51.♕e8+ ♔g4 52.♕e1 ♗xd5 53.♖e8 [1-0]
2. Game Analysis * Kasparov G. - Ponomariov R., 2002 1-0
2.1. Find Not the Best Moves (italics) * 25...♖a7?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 19**
1. Find the Best Move
Anand V. - Kamsky G., 1995 * 18.♕c1! ♖ac8 19.♗c3 c5 20.d5 ♕e7 21.♘f1 ♘h7 22.♗xg7 ♔xg7 23.♘e3 [1-0]
Anand V. - Kamsky G., 1995 * 12.♕b6! ♕xb6 13.♗xb6 [1-0]
2. Game Analysis * Ponomariov R. - Adams M., 2003 ½-½
2.1. Find Not the Best Moves (italics) * 30.♖e5?
2.2. Evaluate the Position * 3. +1 * 4. 0

**Lesson 20**
1. Find the Best Move
Short N. - Topalov V., 1995 * 19...♗xc3! 20.bxc3 ♖b7 21.♖d4 ♖c8 22.♔d2 ♕c7 23.♕d3 d5! [0-1]
Anand V. - Kasparov G., 1995 * 17.b4! ♕c718.b5 [1-0]
2. Game Analysis * Ponomariov R. - Van Wely L., 2003 1-0
2.1. Find Not the Best Moves (italics) * 20...♘xf6?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 21**
1. Find the Best Move
Topalov V. - Timman J., 1996 * 17.♗xh6! ♗xf3 18.gxf3 ♗h4 19.♔h1! f5 20.♖g1 ♖f7 21.♗xg7! ♖xg7 22.♕h6 ♗g5 23.♕xe6+ ♔h8 24.♕xf5 [1-0]
Anand V. - Lobron E., 1996 * 35.♖d5! ♕h4 36.♘f6! [1-0]
2. Game Analysis * Ponomariov R. - Radjabov T., 2003 0-1
2.1. Find Not the Best Moves (italics) * 26.♖f5?
2.2. Evaluate the Position * 3. +1 * 4. -1

**Lesson 22**
1. Find the Best Move
Topalov V. - Kramnik V., 1996 * 20.♘e3! ♘xe4 21.♗xe4 [1-0]
Anand V. - Adams M., 1996 * 21.b5! ♗xd4 22.♖xd4 [1-0]
2. Game Analysis * Anand V. - Ponomariov R., 2003 1-0
2.1. Find Not the Best Moves (italics) * 29...♖d8?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 23**
1. Find the Best Move

Anand V. - Tiviakov S., 1996 * 20.♗f1! ♖d8 21.♕b3 ♗f8 22.♗e3 ♖c8! 23.♖c2 ♕b7 24.♗d3 [1-0]
Anand V. - Leko P., 1996 * 29.b6! ♖b8 30.♘c5 ♗e7 31.♕c3 [1-0]
2. Game Analysis * Ponomariov R. - Sasikiran K., 2004 1-0
2.1. Find Not the Best Moves (italics) * 28...♘xe4?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 24**
1. Find the Best Move
Galego L. - Topalov V., 1996 * 11...c6! 12.♘f3 h6 13.♗xf6 ♘xf6 14.♘d2 ♗e6 15.0-0 a4 [0-1]
Korchnoi V. - Topalov V., 1997 * 28...f5! 29.exf5 gxf5 30.♖d2 h5! 31.♗f2 ♘h6 [0-1]
2. Game Analysis * McShane L. - Ponomariov R., 2004 1-0
8.1. Find Not the Best Moves (italics) * 23...♗xf3?
2.2. Evaluate the Position * 3. -1 * 4. +1

**Lesson 25**
1. Find the Best Move
Kramnik V. - Anand V., 1997 * 19...h5! 20.♗h3 ♗h6 21.♔h1 ♗g5 22.♕c2 ♖g7 23.♕e2 ♗a8! 24.♕xh5 ♖f8 25.♘e4 c5! [0-1]
Anand V. - Lautier J., 1997 * 21.♗g6! ♘e7 22.♕xd4 ♖xd4 23.♖d3! ♖d8 24.♖xd8+ ♔xd8 25.♗d3 [1-0]
2. Game Analysis * Ponomariov R. - Bacrot E., 2004 1-0
2.1. Find Not the Best Moves (italics) * 29.♘f5?- 29...♖e8?
2.2. Evaluate the Position * 3. 0 * 4. +1

**Lesson 26**
1. Find the Best Move
Anand V. - Polgar J., 1997 * 42.♗b6! ♖f7 43.♖c8+ ♘f8 44.♘e7+ ♔g7 45.♗c5! [1-0]
Anand V. - Shirov A., 1997 * 31.♕h1! ♕d8 32.♗f4 ♖cb6 33.♖b8 ♖xb8 34.♖xb8 ♕d7 35.♕g2 [1-0]
2. Game Analysis * Ponomariov R. - McShane L., 2004 ½-½
2.1. Find Not the Best Moves (italics) * 35...♔f8?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 27**
1. Find the Best Move
Anand V. - Gelfand B., 1997 * 20.♘d2! ♗xg2 21.♗xg2 ♖xe1+ 22.♕xe1 ♖xa2 23.♖a1 [1-0]
Anand V. - Illescas M., 1997 * 18.♖b1! ♖a2? 19.b4 cxb4 20.♖xb4 ♖c2 21.♕d1 ♖c7 22.♖b3 [1-0]
2. Game Analysis * Hracek Z. - Ponomariov R., 2004 0-1
2.1. Find Not the Best Moves (italics) * 27.♘b5? - 27...♖f5?
2.2. Evaluate the Position * 3. +1 * 4. 0

**Lesson 28**
1. Find the Best Move
Illescas M. - Anand V., 1997 * 21...♗e4! [0-1]
Illescas M. - Anand V., 1997 * 19...f6 20.♗b3 ♔h8 21.♗e3 ♗g4 22.♘b6 ♕xd2 23.♘xd2 ♖ad8 [0-1]
2. Game Analysis * Ponomariov R. - Topalov V., 2005 1-0
2.1. Find Not the Best Moves (italics) * 26.♖d8?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 29**
1. Find the Best Move
Gelfand B. - Topalov V., 1997 * 18...♗e3! 19.♗xe3 ♖xe3 20.♔f2 d4 [0-1]
Anand V. - Karpov A., 1998 * 25...♗xd4! 26.cxd4 fxe6 [1-0]
2. Game Analysis * Ponomariov R. - Kramnik V., 2005 1-0
2.1. Find Not the Best Moves (italics) * 22.♗b5+? - 23...♖c8?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 30**
1. Find the Best Move
Anand V. - Topalov V., 1998 * 54.♗h3+! g4 55.♗f1 ♗b7 56.♗g2 ♗a6 57.♖h5 ♔e6 58.♔c3 [1-0]
Anand V. - Granda Z., 1998 * 21.c5! ♖fd8 22.b4 ♖d7 23.♖a3 ♕d8 24.♖dd3 ♗e7 25.♕d1 ♗f8 26.g4 [1-0]
2. Game Analysis * Ponomariov R. - Izoria Z., 2005 1-0
2.1. Find Not the Best Moves (italics) * 25...g6?
2.2. Evaluate the Position * 3. 0 * 4. +1

**Lesson 31**
1. Find the Best Move
Anand V. - Illescas M., 1998 * 17.♖e1! ♗xf3 18.♗xf3 ♘d7 19.e5 [1-0]
Anand V. - Topalov V., 1998 * 18.♗xf7+! ♔xf7 19.♖xe4! ♖xe4 20.♘g5+ ♔g8 21.♘xe4 [1-0]
2. Game Analysis * Tiviakov S. - Ponomariov R., 2005 ½-½
2.1. Find Not the Best Moves (italics) * 26...a5?
2.2. Evaluate the Position * 3. -1 * 4. -1

**Lesson 32**
1. Find the Best Move
Nijboer F. - Anand V., 1998 * 13...♗d7! 14.♕e3 ♖ac8 [0-1]
Anand V. - Khalifman A., 2000 * 26...d3! 27.cxd3 ♘xd3? (27...♘c6! 28.♕xf7 ♘d4 29.♗f3 ♘xf3+ 30.♕xf3 ♘xd3) [1-0]
2. Game Analysis * Ponomariov R. - Rublevsky S., 2006 1-0
2.1. Find Not the Best Moves (italics) * 29...♔a7?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 33**
1. Find the Best Move
Anand V. - Adams M., 2000 * 27.♖b6! ♖bd8 28.♕xf4 ♕e7 29.♖ab1 ♘c8 30.♖b7 ♕e6 31.♕g5 [1-0]
Anand V. - Bologan V., 2003 * 15.♕f5! ♗g7 16.h4! ♔f8 17.♕h3 ♖h8 18.hxg5 hxg5 19.♕g4 c5 20.♗xg5! cxd4 21.♖ad1! [1-0]
2. Game Analysis * Svidler P. - Ponomariov R., 2006 1-0
2.1. Find Not the Best Moves (italics) * 19...♖c8?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 34**
1. Find the Best Move
Naiditsch A. - Anand V., 2003 * 16...e5! 17.♘f5 ♗xf5 18.exf5 ♘xb3 19.cxb3 b4 20.axb4 ♖xb4 [0-1]
Anand V. - Leko P., 2003 * 10.♕b3! a6 11.♗e2 [1-0]
2. Game Analysis * Ponomariov R. - Grischuk A., 2006 1-0
2.1. Find Not the Best Moves (italics) * 15...exd4?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 35**
1. Find the Best Move
Anand V. - Gomez Esteban J., 2003 * 28.♖h1! ♗g7 29.♕h4 d4 30.♗g5 [1-0]
Gomez Esteban J. - Anand V., 2003 * 44...♖a4! 45.♖b8+ ♔g7 46.♖b6 b4 47.g4 a5 48.♖b7 hxg4 49.fxg4 b3 50.♖xb3 ♖xg4 [0-1]
2. Game Analysis * Ponomariov R. - Morozevich A., 2006 1-0
2.1. Find Not the Best Moves (italics) * 48...♔xc5?
2.2. Evaluate the Position * 3. +1 * 4. +1

**Lesson 36**
1. Find the Best Move
Anand V. - Akopian V., 2004 * 21...e5! [1-0]
Anand V. - Bareev E., 2004 * 20.♘xf7! ♔xf7 21.♕g6+ ♔f8 22.♕xg7+ ♔e8 23.♖e1 [1-0]
2. Game Analysis * Aronian L. - Ponomariov R., 2007 1-0
2.1. Find Not the Best Moves (italics) * 27...♗h6?
2.2. Evaluate the Position * 3. +2 * 4. +2

**Lesson 37**
1. Find the Best Move
Anand V. - Timman J., 2004 * 25.♖xh7! ♔xh7 26.♕h2+ ♔xg7 27.♘xg6 ♖xe3 28.♘e7+ ♔f8 29.♘xc8 [1-0]
Topalov V. - Anand V., 2004 * 27.♔g2! ♕f7 28.♖h3 ♗e7 29.b4 [1-0]
2. Game Analysis * Ponomariov R. - Sokolov I., 2007 1-0
2.1. Find Not the Best Moves (italics) * 21.♖fd1? - 22...♕a6?
2.2. Evaluate the Position * 3. 0 * 4. +1

**Lesson 38**
1. Find the Best Move
Topalov V. - Anand V., 2004 * 22...♗f5! 23.g4 ♗g6 24.h4 h5 25.♗e6+ ♔b8 26.♗f5 ♗f7 27.♗e4 hxg4 28.fxg4 ♗e6 [0-1]
Akopian V. - Anand V., 2004 * 36...♘e1! 37.♖xb5 ♘xf3 38.♖d5 g5 39.♗c5 g4 40.hxg4 hxg4 41.b4 g3 42.♔b3 f5 43.♗b6 f4 44.b5 ♖b8 45.♖d6 ♔f7 [0-1]
2. Game Analysis * Sargissian G. - Ponomariov R., 2007 1-0

2.1. Find Not the Best Moves (italics) * 30...♖hg8?
2.2. Evaluate the Position * 3. 0 * 4. 0

**Lesson 39**
1. Find the Best Move
Topalov V. - Kharlov A., 2004 * 9.♕xd4! ♕xd4 10.♗xd4 0-0 11.a3 ♗xc3+ 12.♗xc3 [1-0]
Topalov V. - Najer E., 2004 * 28.♖fb3! b5 29.cxb6 ♗xb4 30.♖xb4 [1-0]
2. Game Analysis * Ponomariov R. - Hou Y., 2007 1-0
2.1. Find Not the Best Moves (italics) * 37.e4?
2.2. Evaluate the Position * 3. 0 * 4. +1

**Lesson 40**
1. Find the Best Move
Anand V. - Bacrot E., 2004 * 17.♘d5! ♕d8 18.♘c6 exd5 19.♘xd8 ♖axd8 20.b4 ♖fe8 21.e6 ♘f6 22.exf7+ ♔xf7 23.♕e6+ ♔f8 24.♕xb6 [1-0]
Nyback T. - Anand V., 2004 * 23...c5! 24.♗c3 c4 25.♘d2 cxb3 26.♘xb3 ♘c4 27.a4 ♖ad8 [0-1]
2. Game Analysis * Andriasian Z. - Ponomariov R., 2007 0-1
2.1. Find Not the Best Moves (italics) * 33.♕d3?
2.2. Evaluate the Position * 3. 0 * 4. 0

**Lesson 41**
1. Find the Best Move
Kanep M. - Anand V., 2004 * 42...♕b3! 43.♕h6+ ♔g8 44.♖h1 ♕e3 45.♕h7+ ♔f8 46.♕h6+ ♔e8 [0-1]
Anand V. - Ivanchuk V., 1987 * 32.h4! h5 33.♘gh2 g4 34.♘g5 ♖h6 35.e6! fxe6 36.♘xe6 ♕e7 37.♖e1! [1-0]
2. Game Analysis * Polgar J. - Ponomariov R., 2007 0-1
2.1. Find Not the Best Moves (italics) * 31.♕d4?
2.2. Evaluate the Position * 3. 0 * 4. -1

**Lesson 42**
1. Find the Best Move
Topalov V. - Paduch A., 1990 * 18.♗d6! ♘f6 19.♘e4 ♕xd2 20.♖xd2 ♘xe4 21.♗xe4 ♗f8 22.♗xf8 ♖xf8 23.b4 ♘f5 24.bxc5 [1-0]
Kamsky G. - Anand V., 1994 * 24...d4! 25.♗xd4 ♗b4+ 26.axb4 ♖xe5 27.♖xe5 ♕c4 [0-1]
2. Game Analysis * Karpov A. - Ponomariov R., 2007 0-1
2.1. Find Not the Best Moves (italics) * 27.f5?
2.2. Evaluate the Position * 3. 0 * 4. 0

**Lesson 43**
1. Find the Best Move
Anand V. - Kamsky G., 1995 * 34.♖a7! ♖c7 35.♗a6 ♖b8 36.e5 ♘e8 37.♖xb7 ♖cxb7 38.♗xb7 ♖xb7 39.♕d8 [1-0]
Anand V. - Kamsky G., 1995 * 14.e5! d5 15.f5! ♗d7 16.♗g4! [1-0]
2. Game Analysis * El Gindy E. - Ponomariov R., 2007 1-0
2.1. Find Not the Best Moves (italics) * 47...gxh4?
2.2. Evaluate the Position * 3. -1 * 4. -1

**Lesson 44**
1. Find the Best Move
Short N. - Topalov V., 1995 * 26...e5! 27.♖d6 ♘f4 28.♗xf4 exf4 [0-1]
Anand V. - Kasparov G., 1995 * 19.♖ab1! axb5 20.♘xb5 ♗xb5 21.♕xb5 [1-0]
2. Game Analysis * Ponomariov R. - Tomashevsky E., 2007 1-0
2.1. Find Not the Best Moves (italics) * 17...f6?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 45**
1. Find the Best Move
Topalov V. - Timman J., 1996 * 25.♕g4! ♘xe5 26.dxe5 ♕xe5 27.♖be1 ♕f4 28.♕h5+ ♔g8 29.♖xg5! [1-0]
Anand V. - Polgar J., 1996 * 26.♘fxe5! fxe5 27.♖xe5+ ♔d7 28.♖d5+ ♔c8 29.♖xf8! ♖dxf8 30.♖xc5+ [1-0]
2. Game Analysis * Ponomariov R. - Sasikiran K., 2007 1-0
2.1. Find Not the Best Moves (italics) * 26...♗xg4?
2.2. Evaluate the Position * 3. 0 * 4. -1

**Lesson 46**
1. Find the Best Move
Topalov V. - Kramnik V., 1996 * 22.♕d3! ♕f7 23.f3 ♘xe3 24.♕xe3 ♗h6 25.♗e1! [1-0]

Anand V. - Adams M., 1996 * 23.♗d7! ♗xd7 24.♖xd7 ♕a3 25.♖c2 ♕a4 26.♖d5 [1-0]
2. Game Analysis * Sasikiran K. - Ponomariov R., 2007 ½-½
2.1. Find Not the Best Moves (italics) * 44...♘d5?
2.2. Evaluate the Position * 3. 0 * 4. +1

**Lesson 47**
1. Find the Best Move
Anand V. - Tiviakov S., 1996 * 25.♕a4! ♗xc4 26.♖xc4 ♖xc4 27.♗xc4 ♘d5! 28.♗d2! [1-0]
Galego L. - Topalov V., 1996 * 16...♗xc4! 17.♕xc4 ♖a5 [0-1]
2. Game Analysis * Ponomariov R. - Kamsky G., 2007 ½-½
2.1. Find Not the Best Moves (italics) * 31.g4?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 48**
1. Find the Best Move
Kramnik V. - Anand V., 1997 * 26...♗d5!! 27.♘f3 cxb4 28.axb5 axb5 [0-1]
Anand V. - Illescas M., 1997 * 28.♖c1! ♘f6 29.h3 ♘d7 30.♖c7 ♘e5 31.♕d1 h5 32.♕c2! [1-0]
2. Game Analysis * Kamsky G. - Ponomariov R., 2007 1-0
2.1. Find Not the Best Moves (italics) * 25...♖h6?
2.2. Evaluate the Position * 3. 0 * 4. +2

**Lesson 49**
1. Find the Best Move
Gelfand B. - Topalov V., 1997 * 26...h6! 27.♕h4 dxc3 28.♖d8 cxb2! 29.♖xe8+ ♔g7 30.♖d1 ♕c2+ 31.♖d2 b1♕ 32.♕xh3 ♕cc1 [0-1]
Anand V. - Karpov A., 1998 * 27...♗c6! 28.♘g6 ♕d8? [28 ♖xg6! 29.♗xg6 ♗xf3 30.♕xf3 dxe5 31.dxe5 ♕xb4 32.♕f6 ♕d4+ 33.♔h1 ♖d8 34.♗xh5 ♘c6 35.♕xe6 ♘xe5]
[1-0]
2. Game Analysis * Gashimov V. - Ponomariov R., 2008 1-0
2.1. Find Not the Best Moves (italics) * 27...g5?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 50**
1. Find the Best Move
Anand V. - Illescas M., 1998 * 20.e6! fxe6 21.♖xe6 ♘f6 22.♖xe7 ♕c2 23.d6 ♕xd1+ 24.♖xd1 [1-0]
Anand V. - Topalov V., 1998 * 26.♘xg7! ♔xg7 27.♕d4+ ♔f8 28.♗h6+ ♔e8 29.♖e1 [1-0]
2. Game Analysis * Ponomariov R. - Riazantsev A., 2008 1-0
2.1. Find Not the Best Moves (italics) * 38.e6? - 38...♖d5?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 51**
1. Find the Best Move
Nijboer F. - Anand V., 1998 * 17... ♖xc3! 18.♗d3 ♖xd3 19.cxd3 ♘g4 20.♕h3 ♘h6 21.gxh6 ♕xe5 22.♖de1 ♕g5 23.hxg7 ♕xg7 24.♖e3 ♗g5 25.♖g3 f6 [0-1]
Anand V. - Leko P., 2003 * 44.♖xd8! ♖xd8 45.♖c7+ ♔e6 46.♖xb7 ♖ed5 47.♖xh7 [1-0]
2. Game Analysis * Alekseev E. - Ponomariov R., 2008 ½-½
2.1. Find Not the Best Moves (italics) * 34...♕b4?
2.2. Evaluate the Position * 3. +1 * 4. 0

**Lesson 52**
1. Find the Best Move
Anand V. - Bologan V., 2003 * 22.♖xe6! fxe6 23.♗e7+! ♔xe7 24.♕xg7+ ♔d6 25.♘xd4 ♕c5 26.♗f5 [1-0]
Anand V. - Leko P., 2003 * 12.d4! ♕d6 13.♗f3 g6 14.♗d2 ♕f6 15.d6 ♕xd6 16.♖fe1 [1-0]
2. Game Analysis * Ponomariov R. - Onischuk A., 2006 1-0
2.1. Find Not the Best Moves (italics) * 14...d5?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 53**
1. Find the Best Move
Anand V. - Akopian V., 2004 * 22...♕b4! 23.b3 ♘xf4 24.♗e1 ♕c5 [1-0]
Anand V. - Akopian V., 2004 * 36.g6! fxg6 37.hxg6 h6 38.♗h3 [1-0]
2. Game Analysis * Wang Y. - Ponomariov R., 2005 1-0
2.1. Find Not the Best Moves (italics) * -

2.2. Evaluate the Position * 3. +1 * 4. 0

**Lesson 54**

1. Find the Best Move

Anand V. - Bareev E., 2004 * 29.♗c2! ♔f7 30.♖g6! ♕f4 31.♖eg1 e5 32.♖g7+! ♔e6 33.♖1g6 ♖ab8 34.♕g8+! [1-0]

Topalov V. - Anand V., 2004 * 37.♕g1!♗c4 38.♕g6 [1-0]

2. Game Analysis * Kotsur P. - Ponomariov R., 2005 ½-½

2.1. Find Not the Best Moves (italics) * 18... ♘c4? - 21.♕a3?

2.2. Evaluate the Position * 3. 0 * 4. +1

**Lesson 55**

1. Find the Best Move

Topalov V. - Anand V. Sofia 2004 * 29... a5! 30.♕e4 ♖xd1+ 31.♖xd1 ♖xh4 32.♖d8+ ♗c8 [0-1]

Short N. - Topalov V., 1995 * 29...f3! 30.♕f4 ♕e7 31.h4 ♗e2 32.♖1d5 ♖bc7 33.♘d4 ♗c4! [0-1]

2. Game Analysis * Solak D. - Ponomariov R., 2005 ½-½

2.1. Find Not the Best Moves (italics) * 34.♔f2?- 34...♖hc8?

2.2. Evaluate the Position * 3. +1 * 4. -1

**Lesson 56**

1. Find the Best Move

Anand V. - Kasparov G., 1995 * 31.♕d7! ♖g5 32.♖g1! e3 33.d6 ♖g3 34.♕xb7 ♕e6 35.♔h2! [1-0]

Topalov V. - Kramnik V., 1996 * 26.♗d2! ♖f6 27.♕d3 g4?! 28.♗xh6 ♕xh6 29.fxg4 ♗xg4 30.♖xf6 ♕xf6 31.♖f1 ♕g7 32.h3 ♗d7 33.♕f3 ♗e8 34.♕f5 [1-0]

2. Game Analysis * Ponomariov R. - Kramnik V., 2003 1-0

2.1. Find Not the Best Moves (italics) * -

2.2. Evaluate the Position * 3. +1 * 4.+2

**Lesson 57**

1. Find the Best Move

Fischer R. - Reshevsky S., 1961 * 18.h3! g3 19.♖hg1 ♕d6 20.♗xd5 exd5 21.♘xd5 [1-0]

Keres P. - Fischer R., 1962 * 24...♗h6! 25.♕a2+ ♔h8 26.♕e6 ♘d5 27.♘h2 ♘e3 [½-½]

2. Game Analysis * Anand V. - Kramnik V., 2008 ½-½

2.1. Find Not the Best Moves (italics) * -

2.2. Evaluate the Position * 3. 0 * 4. +1

**Lesson 58**

1. Find the Best Move

Portisch L. - Fischer R., 1966 * 11...♕d7! 12.♗a3 ♖e8 13.♗d3 f5 14.♕xa8 ♘c6 15.♕xe8+ ♕xe8 [0-1]

Fischer R. - Geller E., 1967 * 19.♕f1! ♘xe4 20.a3? [20.♕f4!] ♕b7 21.♕f4 ♗a4 22.♕g4 ♗f6 23.♖xf6 ♗xb3 [0-1]

2. Game Analysis * Nakamura H. - Anand V., 2011 ½-½

2.1. Find Not the Best Moves (italics) * -

2.2. Evaluate the Position * 3. 0 * 4. 0

**Lesson 59**

1. Find the Best Move

Larsen B. - Fischer R., 1967 * 28...h5! 29.♖d5 ♔f6 30.h4 ♔e7 31.♗c4 c6 32.♖d2 ♘d4 [0-1]

Fischer R. - Spassky B., 1972 * 29.♖bd1! ♖e7 30.♗xf7+ ♖xf7 31.♕xf7+ ♕xf7 32.♘xf7 ♗xe4 33.♖xe4 ♔xf7 34.♖d7+ ♔f6 35.♖b7 [1-0]

2. Game Analysis * Khalifman A. - Leko P., 2000 ½-½

2.1. Find Not the Best Moves (italics) * 21.♗xf6? - 22...♖xc6?

2.2. Evaluate the Position * 3. -1 * 4. 0

**Lesson 60**

1. Find the Best Move

Timman J. - Kasparov G., 1982 * 27...♕c6! 28.♔c2 ♖d2+ [½-½]

Kasparov G. - Short N., 1994 * 18.f5! ♕h6+ 19.♔b1 ♖xf5 20.♖f3 ♖xf3 21.gxf3 ♕f6 22.♗h3 ♔f7 23.c4 [1-0]

2. Game Analysis * Kasimdzhanov R. - Bruzon L., 2006 0-1

2.1. Find Not the Best Moves (italics) * 14.♗e3? - 20...0-0 - 21...♕b6?

2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 61**

1. Find the Best Move

Kasparov G. - Kramnik V., 1994 * 27.h5! ♘xf4 28.hxg6 ♕xd6 29.♖xh7+ ♔g8 30.gxf7+ ♔xh7 31.fxe8♕ ♘xe6 32.♗f5+ [1-0]

Kasparov G. - Lautier J., 1994 * 27.♖h5! ♖g8 28.♘g4 [1-0]
2. Game Analysis * Kasimdzhanov R. - Korchnoi V., 2007 1-0
2.1. Find Not the Best Moves (italics) * 17...♖c8? - 19...♘f6? - 20.♖d4?
2.2. Evaluate the Position * 3. -1 * 4. -1

**Lesson 62**
1. Find the Best Move
Karpov A. - Lautier J., 1997 * 18.♘xe6! ♘d5 19.♕g3 fxe6 20.♗xb8 ♖af7 21.♗d6 [1-0]
Kasimdzhanov R. - Karpov A., 2007 * 21.♗b8! ♘d5 22.♘f4 ♕h6 23.♘xe6+ ♕xe6 24.♗d6+ ♔g8 25.♗c4 [1-0]
2. Game Analysis * McShane L. - Carlsen M., 2010 1-0
2.1. Find Not the Best Moves (italics) * 20.♘c3? - 20...♕c5?
2.2. Evaluate the Position * 3. +1 * 4. +2

**Lesson 63**
1. Find the Best Move
Kasparov G. - Anand V., 1998 * 22.♗f5! ♘f8 23.♕h5 ♔b8 24.♗xe6 ♘xe6 25.a4 [1-0]
Kasparov G. - Karpov A., 2001 * 21.♘c7! ♖c8 22.♗xd5 exd5 23.♖xd5 ♕xc7 24.♗xc7 ♖xc7 25.♖f5 [1-0]
2. Game Analysis * Carlsen M. - Nakamura H., 2011 1-0
2.1. Find Not the Best Moves (italics) * 22...fxg6? - 25...♕a5?
2.2. Evaluate the Position * 3. +1 * 4. +3

**Lesson 64**
1. Find the Best Move
Khalifman A. - Fishbein A., 1998 * 22.h4! ♗d2 23.♖xd2 ♖xd2 24.♘h6+ [1-0]
Topalov V. - Lautier J., 2000 * 20.g6! fxg6 21.♕f4 gxf6 22.exf6 ♗d6 23.♕h6+ ♔e8 24.♘e5 ♖d7 25.dxc5 [1-0]
2. Game Analysis * Vachier-Lagrave M. - Carlsen M., 2011 ½-½
2.1. Find Not the Best Moves (italics) * -
2.2. Evaluate the Position * 3. 0 * 4. 0

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