

(Day 6: 15:00-15:45 - Grivas)

Physical and Psychological Factors

In the summer of 1984 I participated (along with Vasilios Kotronias) in a special chess education seminar in Moscow. The sessions there were truly exhausting but very significant, laying the proper foundations for my further progress and my ascent to the grandmaster title.

Among other instructional subjects, my interest was drawn to my meetings with Dr N. Alexeev (Professor of Psychology) and Dr Y. Zmanovsky (Professor of Medicine). These two scientists introduced me to another side of chess that until then I ignored or refused to 'accept'.

In particular (among other issues) the following question was posed and discussed: which physical and psychological assets are necessary for a successful chess career? On the basis of relevant research conducted since the beginning of the previous century, these assets (according to the two prominent scientists) are split in two main categories, innate and attainable.

As innate chess assets we can mention the following:

- 1) Self-control.
- 2) Ability to think on subjects.
- 3) Intense mental activity.
- 4) Obedience of will.
- 5) Proper distribution of attention.
- 6) Perception of position dynamics.
- 7) Combinative creative skill.

The following can be classified under the header 'attainable chess assets':

- 1) Good health condition.
- 2) Strong nerves.
- 3) Perception of data conveyed by our senses.
- 4) Objective thought-process.
- 5) Powerful special memory.
- 6) High mental level.
- 7) Self-confidence.
- 8) Control of emotional urges.
- 9) Feeling for the position (combination of thought and emotions).

The innate assets can be further enhanced and developed, but the attainable ones are purely a matter of education. Endless work and systematic training in order to improve our personal traits and the 'required assets' is essential for our overall chess improvement and the climb up to the highest title, that of grandmaster.

Naturally, without the help of a specialized trainer or advisor, the trainee finds it difficult to understand or try to improve the above-mentioned assets. After all, these assets are exclusively related to chess and have no direct bearing on our other interests. For example, 'powerful special memory' may refer exclusively to chess-related matters (data), as opposed to other matters; naturally, the opposite is also possible. Each of us is unique.

Chess-players tend to grossly ignore the proper state of their health, consequently being in serious danger of suffering heart problems due to the combination of lack of physical training and daily stress stemming from preparation for and participation in competitions. Therefore, workout

or sport activities in general is essential, not only to protect our precious health but also to ensure better results over a longer period of time.

Man's first kinetic activity, walking, does not require any specialized equipment, can take place everywhere and brings several dividends. It is one of the simplest methods of aerobic training, improving cardiac and respiratory functionality, and our physical condition in general. A routine of half an hour of walking and two hours at the gym can turn our biological clock 6-8 years back. At the same time, it contributes to proper maintenance of weight and forestalls obesity. Finally, it helps reduce the amount of bad cholesterol (LDL) in our body. Research conducted by American universities has proven that this activity improves memory and mental focus, while the production of endorphins (substances that reduce physical and emotional pain, as well as creating euphoria) reaches extremely high levels.

Another topic that was addressed was the 'time-frame' of training in relation to the scale of our mental activities, and how we are able to attain maximum performance in it.

Science almost unanimously accepts the following categorization of people:

1) Larks: their mental processes are most efficient during the first half of the day, falling off during the second half. Approximately 25% of the world's population belongs in this category.

2) Owls: their mental processes are most efficient during the second half of the day and especially during the evening hours. They usually go to sleep late and wake up accordingly late. Approximately 30% of the world's population belongs in this category.

3) Arrhythmics: for these people mental processes do not display any special ups and downs during the day or night. Approximately 45% of the world's population, the largest part, belongs to this category.

In practice, all top chess-players belong to the 'Owls' category! The explanation is simple and is directly related to the standard time-frame of chess competitions, which mostly take place during the second half of the day. Therefore, the chess-player 'must' place himself in this category (as far as possible) and adapt his training schedule accordingly.

Another important topic is the chess-player's nutritional habits. In general he should not deviate from his customary diet as regards the type and quantity of food he consumes (no exertions!), as each organism has different needs and habits.

What can chessplayers do in order to improve and/or maintain healthy habits? Some very simple rules to be followed by young people are: proper lifestyle, proper sleeping patterns, consumption (in logical portions) of a variety of vegetables, fruits and natural fibres, along with one's favourite dishes involving fish, beef, chicken, ham and turkey. In other words, a healthy diet based on a variety of food, based on a weekly schedule. Soy milk, filtered water, tea (especially black or green), coffee, dairy products (such as butter, milk, eggs and cheese) should be rarely consumed within each week. In our times, one dish rarely contains sufficient amounts of vitamins and minerals. Normally, a specialized food shop can provide a nutritional supplement to meet one's specific needs. Although these supplements are costly, just consider how much harm an illness or sickness can do to your game.

Special attention must be paid to the fact that many chess-players mistakenly support the concept of the 'empty stomach' during competitions. Consumption of food should take place 60-90 minutes before the start of play, as this time ensures the possibility of adequate absorption of the food, consequently providing the brain with 'fuel'. During the game one may consume small amounts of caffeine (1-2 cups of coffee or tea) as well as chocolate, which is quickly absorbed by our metabolism (in 2-3 minutes); this does not mean that any other light food is less useful. It is self-evident that alcohol is strictly forbidden.

You may be wondering how all this is related to your chess. But think about it. When you feel healthy, full of life and in spiritual upheaval, the four main emotional attributes of self-confidence, experience, concentration and adaptability strongly come to the fore. When your body and mind are in perfect shape, so will your chess.

(Day 5: 16:00-16:45 - Grivas)

Literature

The question concerning every young and ambitious chess-player, apart from the selection of the proper trainer, revolves around the selection of the proper literature, through which he will be taught the secrets of chess.

The number of books available is truly immense and it is often hard to determine which ones are most worthy of study. I am convinced that every good chess-player can suggest certain books, but opinions often differ, thus making the process of selection more difficult. My subjective opinion, based on those that I personally found most useful, is as follows:

1) Opening Books: The student, after forming his own opening repertoire, would do well to get hold of the five volumes of the *Encyclopaedia of Chess Openings* (Informator). Later on he may refer to *Opening Monographs* (Informator) or to specialized books on the openings he is interested in.

2) Middlegame Books: I can suggest *Chess Fundamentals* (Jose Raul Capablanca), *Modern Ideas In Chess* (Richard Reti), *My System* (Aron Nimzowitsch), *Play like a Grandmaster, Think like a Grandmaster* and *Train like a Grandmaster* (Alexander Kotov).

3) Endgame Books: A good first choice is *Basic Chess Endings* (Reuben Fine, revised by Pal Benko) and, later on, *Exploring the Endgame* (Peter Griffiths) and *The King in the Endgame* (Edmar Mednis).

4) Books on Various Topics: Excellent books in this category are: *Zurich International Chess Tournament 1953* (David Bronstein), *The Art of Chess Analysis* (Jan Timman), *Chess for Tigers* (Simon Webb), *Montreal 1979* (Mikhail Tal), *Akiba Rubinstein* (two volumes; John Donaldson & Nikolay Minev) and *My 60 Memorable Games* (Robert Fischer).

5) Magazines: My main suggestion is *New in Chess Magazine* (8 issues per year), which I regard as the best in the world. Other good publications are the *British Chess Magazine* (12 issues per year) and the electronic *ChessBase Magazine* (6 issues per year). Finally, valuable information can be found in the Internet Site *ChessCafe.com*, in which various articles are presented.

Naturally, all the above are my personal preferences. It is these books that I was taught from and that I use myself to teach. There are of course other good books out there, some that either evade my memory or that I simply do not know of.

Just like an athlete collects his gear, a chess-player must collect those books that will help him train better, more efficiently and productively. In cooperation with his trainer he will be able to comprehend and absorb the knowledge enclosed in them. And then he is 'doomed' to improve!

Opening Preparation

The theory of the middlegame and the endgame is essential in the struggle for victory. However, just as important is our theoretical preparation in the opening, so as to lay solid and sound foundations on which to build with our knowledge of the stages that follow.

In contrast to the middlegame and the endgame, where theory is objective and accepted by everyone, in the opening each chess player makes his choices in accordance with his emotions and his personal experience. *No opening loses, no opening wins*. All other viewpoints on the openings are pointless and harmless to the progress of a chess player. Opening knowledge is important and essential, but it cannot constitute the panacea of chess education, nor can we possibly demand to win solely thanks to this knowledge.

Selection of a chess player's openings is a purely personal matter. It is his duty to study in depth and comprehend topics such as the correct move orders, the ideas behind these moves and the plans to be employed in the middlegame.

One great paradox is common among young chess players (and not only them). This phenomenon is called 'fear of the opponent's preparation' and is expressed by a disproportionate appreciation of his own abilities with regard to the openings he has chosen. In simple words, the concept of 'falling into the opponent's preparation', a concept that is so commonly encountered on a young chess player's lips, is nothing other than a deeply hidden insecurity regarding the mediocre or even weak understanding of the chosen openings.

A chess player that has studied and understood the openings he has chosen cannot possibly be afraid of his opponents in this particular field. How is it possible, after having gained so much experience and played a specific opening so many times, to be afraid that his opponent will prove more 'informed' or more competent than him? It would practically amount to 'suicide' for our opponent to enter an opening that we have mastered when he doesn't possess analogous experience.

Naturally, there are occasions when the opponent's preparation can prove deadly. It is possible even to lose games due to a specific opening discovery by the opponent; this has happened before and will surely happen again. We can however learn from our defeat and delve even deeper in our chosen openings.

Choosing which openings 'suit us' is a tricky process. Every chess player will, during his competitive career, change several of his openings or variations within them. Personal experience, difficult situations, alterations in his personality will to a great extent determine these changes, that are considered natural and desirable in his quest for his general progress.

The charts that follow offer a general overview of the desirable 'repertoire tree' that a chess player must have:

If the chess player opens the game with 1.e4, he must prepare (make a selection) in the following openings:

WHITE 1.e4
Preparation (selection) in:
Alekhine Defence
Caro-Kann Defence
French Defence
Italian Game
King's Gambit
Modern Defence
Petroff Defence

Pirc Defence
Ruy Lopez
Scandinavian Defence
Scotch Game
Sicilian Defence
Vienna Game
Various other replies

If the chess player opens the game with 1.d4, 1.c4 or 1.Nf3, then he must prepare in the following openings:

WHITE 1.d4/1.c4/1.Nf3
Preparation (selection) in:
Benoni Defence
Catalan Opening
Dutch Defence
English Opening
Grunfeld Defence
King's Indian Defence
Nimzo-Indian Defence
Old Indian Defence
Queen's Gambit Accepted
Queen's Gambit Declined
Queen's Indian Defence
Queen's Pawn Game
Slav Defence
Tarrasch Defence
Various other replies

Naturally, preparation must continue with the black pieces as well. Against 1 e4 the chess player must select one or more openings among:

BLACK 1.e4
Preparation (selection) in:
Alekhine Defence
Caro-Kann Defence
French Defence
Italian Game
King's Gambit
Modern Defence
Petroff Defence

Pirc Defence
Ruy Lopez
Scandinavian Defence
Scotch Game
Sicilian Defence
Vienna Game
Various other replies

Likewise, against 1.d4, 1.c4 or 1.Nf3 he must select his opening(s) among:

BLACK 1.d4/1.c4/1.Nf3
Preparation (selection) in:
Benoni Defence
Catalan Opening
Dutch Defence
English Opening
Grunfeld Defence
King's Indian Defence
Nimzo-Indian Defence
Old Indian Defence
Queen's Gambit Accepted
Queen's Gambit Declined
Queen's Indian Defence
Queen's Pawn Game
Slav Defence
Tarrasch Defence
Various other replies

Openings, unlike the middlegame and the endgame, demand perpetual study, refreshment and proper information.

Why Do We Lose?

Every chess-player makes mistakes, sometimes small, sometimes very serious. But a good chess-player rarely repeats the same mistake! Thus, the difference in chess strength is determined by the frequency of mistakes in one's games.

A chess-player who wishes to improve must, learn from his mistakes. The most important lesson to be learned is not to repeat them, in the beginning at least, with the same frequency! Even the mistakes we make can, in some way, be categorized:

- **Momentary blindness:** Overlooking moves of the opponent that contain simple tactical threats.
- **Double attack:** Giving the opponent the possibility to attack two of our pieces, without having the possibility of defending both.
- **Overloaded defence:** Our pieces do not defend harmoniously, with the result that more problems are created than are solved.
- **Zwischenzugs (in-between moves):** Overlooking moves in the midst of a tactical sequence that abruptly change the evaluation in our opponent's favour.
- **Ignorance of the opening:** Our knowledge regarding the opening we have chosen is inadequate, or the opening is simply not suited to our style.
- **Theoretical novelty:** Our opponent employs a new move in the opening which either is strong and changes the overall evaluation of the variation, or to which we fail to react properly.
- **Ignorance of strategic concepts:** Our reaction to the strategic demands of the position is below par or even bad, mostly due to ignorance.
- **Ignorance of tactical concepts:** Our reaction to the tactical demands of the position is below par or even bad, mostly due to ignorance.
- **Ignorance of basic endgames:** Our handling of standard endgames is below par or even bad, mostly due to ignorance.
- **Incorrect handling of the attack:** Our handling of the attack is not governed by the relevant principles.
- **Incorrect handling of the defence:** Our handling of the defence is not governed by the relevant principles.
- **Incorrect handling of the clock:** Common and unjustified time-pressure.
- **Psychological reasons:** Fear of: losing the game, the opponent, the position, time-pressure, etc.

Consequently, in order to improve we have to learn from our mistakes and increase our knowledge.

(Day 6: 17:00-17:45 - Mikhalchishin)

Thechnique of Analysis

ANALYSING POWER THE KEY ABILITY OF THE CHESS PLAYER.

Process of thinking during the game is the same process of analyzing, just without moving the pieces. And the essence of chess training is improvement of analyzing abilities. Analysing abilities must be supported by the development of calculation abilities, knowledge of typical plans and methods of play plus knowledge of endgame exact theoretical positions. GARRY KASPAROV

I believe that analytical method of studying chess has to give enormous advantage over chess practice and self-improvement in chess is impossible without improvement of analytical abilities.

Analyse of the games (by trainers and by pupils themselves especially) plus studies of classics –key stones of Soviet chess school.

By the way it is omitted by the most modern programmes. Aleksandr Grishchuk, after instructions of his trainer Anatoly Bykhovsky started program of analysis of his own games at 14. At the beginning he produced cone page of analyses, later it was more and more. At the age of 18 some oh his analysed games had 20 pages!

My own experience-after bad tournaments nothing helps more, as deep analyse of your own games.

Modern attitude-check and analyse critical moments of the game plus DVORECKIS METHOD OF FLASH CARDS ON WHICH ARE FIXED DIFFERENT DECISIONS IN THIS MOMENTS. It means –mistakes are selected and classified. GENERAL –what are the purposes of analyse of the game.

Process of thinking during the game is the same analyse of the position on the time given (without moving the pieces_

We can deepen our understanding of every position and to transpose this knowledge into the practical game.

Spot critical moments and typical mistakes in them

Make selection of mistakes in critical moments and analyse them technically and statistically.

Fix them on flash cards. Repetition before every tournament helps to avoid these typical weaknesses in the future games. You need at least 50 examples.

Finding a proper set old exercises or classical games to eliminate certain type of mistakes.

Possible problems during the analyse

1 Not enough high quality of the analyse. It leads to a wrong evaluation of the critical moments.

2 Not deep enough analyse of very moment or move. Laziness.

3 Analyse of just own moves, but not the opponent ones, which are quite important and instructional. We must analyse the position, but not just the moves.

4Avsence of conclusions after the analyse.

5absence of selection of typical mistakes.

It is very useful to have special diary of the young player, where can be stored information oh his repertoire, technique and mistakes, discovered during the analyse of his games.

ANALYSE OF THE CLASSICAL GAMES.

A1Understanding of typical plans applied by the great players. Importance of centralization. Spotting the weaknesses in every position, as the base of future plans.

3Their reactions in critical moments and even their instructive mistakes.

4Calculation of variations.

5 Technique in endgame plus very important realization of the material advantage.

VESELIN TOPALOV

Normally, when you lose the game, you learn much more better lesson, than when you win. This position reminds me of a game, I lost 10 years ago.

Against Kasparov in Amsterdam. I had White and my Knights on b3 and g3 were placed terribly badly. Since then I have known that some squares are not very good for Knights!

Everybody knows about famous Botvinniks School.

How did this school worked?

20 most talented juniors from all over the Soviet Union were selected. There were three generations of BOTVINNIK School

1Karpovs generation of 60 ies.

2Kasparovs generation of 70 ies

3 Kramniks generation of 80 ies.

It looks that it is precisely 12 years average age difference between players of these generations!

Botvinnik demanded that every pupil annotates two of his most complicated games (instructional, we say, but juniors don't feel it on the beginning

). During the session every pupil had to defend his work in the presence of PATRIARCH and other young and curious. Such analysis teaches a lot and at the end Botvinnik gave his recommendations, what pupils have to do, where there are weaknesses. Usually he said, to understand this kind of position you must analyse game for example Ragozin-Levenfish from certain Soviet Championship. Botvinnik remembered every classical example! It just

shows how deeply he studied the games of his contemporaries.

In sixties GM Leonid Stein stated -we all studied from Botvinnik. It is true for all generations of Soviet players (not just for Botvinniks school-Karpov, Kasparov, Kramnik.

There are few players and books, about whom we can say that they are best annotators in chess.

1 P. Keres Match tournament Hague-Moscow 1948

2Botvinnik. Tournament for absolute Soviet Championship 1941

3D. Bronstein Candidates tournament, Zurich 1953

4R. J. Fischer My 60 memorable games.

5Botvinnik, Analytical works

All others are on lower level, except A. Nikitin, With Kasparov move after move.

And Kramniks selected games by J. Damski Plus Tals annotation of his matches and tournaments. But they are available just in his old Magazine SAHS>

What is completely different with Botvinniks annotations (1941 and Analytical Works) is, that he gives less variations, than other annotators. He prefers simple and useful recommendations, like-in this position it is necessary to avoid exchanges. They are so clear and instructive, that nobody in the history of chess was close to him. Except Lasker, who tried to be philosophical.

(Day 6: 18:00-18:45 - Mikhalchishin)

The Role of Prophylactic Thinking

Chess is the game of the choices! If we can make the right choice -we can succeed.

The theory of critical moment in the chess game was explained once by IGM Iosif Dorfman, who suggested that every game has 5 or 6 “forks” at which the important decisions are made. Accordingly, all major erroneous decisions are made at these moments where there are multiple possible choices. Mihalcisin describes different critical moments in detail and explains how to react correctly. Understanding the play in critical moment is the key to improving one’s results and general understanding of chess. Critical moment is characterized by the presence of 2—4 different possibilities—exchange of pieces, calculation of the long variation, positional solution or transposition into an endgame. Mihalcisin shows how to perform correctly in the above situations.

STRATEGY OF STOPPING THE MOVES<WHICH FREE THE POSITION

Opening of the position with c6-c5 is not only opening the important Bishop, but obtaining the space advantage on the Queens flank. We can stop it radically with b2-b4. It is not always coordinated with the plans in the center or on the opposite side. But these prophylactical measures are sometimes essential.

Vyzmanavin,A - Mikhalchishin,A
Lvov , 1990

13.b4 a5

Maybe attack in the center 13...e5 was preferable..

14.Rb1 axb4 15.axb4 Nd5 16.e4!!

Knight left the flank and White can concentrate on the attack..

16... Nxb4 17.Qb3 Na6

Against threats e4-e5 and Bc1-a3 no other defence.

18.Bxb5!

FIDE Trainers’ Course – Antalya 2009

With small tactics White returns the pawn..

18... Rab8

After 18...cxb5 follows 19.Nxb5 Qb8 20.Nxd6 Qxd6 21.Ba3 and so on.

19.Bc4 Ba8 20.Qa2 Rxb1 21.Qxb1 Rb8 22.Qa2 Nb4 23.Qe2 Nb6 24.Bb3 Bb7

Still it is no time for c6-c5.

25.Ng5!

Another sac for attack.

25...Bxb2+ 26.Kh1 Bf4 27.Qh5 Bxg5

Bad is 27...h6 28.Nxf7! Bxc1 29.Bxe6

28.Qxg5 Nd7 29.Bf4 Qd8 30.Qg3 Ra8 31.Bd6

Stop c6-c5 forever!

31...Na6 32.Rb1 Bc8 33.Ba4 Nf6 34.Bxc6

Ra7 35.d5 exd5 36.exd5 Bf5 37.Re1 Nc7

38.Qe5 Bg6 39.Be7 Qc8 40.Bxf6 gxf6

41.Qxf6

1-0

Szabo,L - Sigurjonsson,G

Reykjavik , 1968

Sometimes it is possible to break with sacrifices

13...e5 14.Rae1 Rac8 15.Ng5 h6 16.Nge4 Bb8 17.Ng3

Better would be to keep jin in the bottle 17.f4!?

17...Rfe8 18.Nf5 Qe6 19.dxe5 Nxe5 20.Nd4 Qd7 21.Nb3

Knight goes to c5 and Bishop b7 is dead.

21...c5!! 22.Nxc5 Rxc5! 23.bxc5 Nf3+ 24.Bxf3 Bxf3 25.Ne2

After 25.gxf3 follows 25... Qh3.

25...Ne4! 26.Ng3

or 26.Bc1 Ng5!! 27.Nf4 Qg4+.

26...Nxd2 27.gxf3 Nxf3+ 28.Kg2 Qc6 29.e4 Nxe1+ 30.Rxe1 Bxg3 31.hxg3 Re5

With material advantage

Polgar,Z - Cramling

1.d4 d5 2.c4 e6 3.Nf3 c6 4.Qc2 dxc4 5.Qxc4 b5 6.Qc2 Bb7 7.e4

Interesting would be 7.g3

7...Nd7 8.Nbd2 Ngf6 9.a3 Qb6 10.b4! a5
 11.Rb1 axb4 12.axb4 Ra4 13.Qc3 Bd6?
 Better 13...Nb8 with the idea 14... Na6
 14.Bd3 e5!? 15.dxe5 Ng4 16.0-0 Ngxe5
 17.Bc2 Ra8
 18.Nd4 Ng6 19.N2f3 Nde5 20.Nf5 Nxf3+
 21.Qxf3 Be5 22.Be3! Qc7 23.Bc5 Bc8
 24.Rbd1 Bxf5 25.exf5 Ne7 26.Rfe1 Rd8
 After 26...0-0 27 follows .Qe3 f6 28.Bxe7
 Qxe7 29.f4.
 27.Bxe7 Rxd1 28.Bxd1 Kxe7 29.Qg3 Kf6
 30.Qh4+ g5 31.Qh6+ Kxf5
 or 31...Ke7 32.Qg7.
 32.Bc2+ Kf4 33.Re4+ Kf5 34.g4#;

(1) Sveshnikov,E (2540) – Sokolov,A (2550) [B22]

Moskva (open), 1991
[Sveshnikov,E]

17.Rad1 Bc6 18.Bxc6 bxc6 19.Rxd8+ Rxd8 20.Rxd8+ Kxd8 21.f3!± ⊥
 21...Nd7 [21...c5 22.Nb5 a6 23.Nd6 Ke7 24.Nb7 Nd7 25.Kf2 Δ a3, b4±] 22.Kf2 f5
 23.Ke3 Ke7 24.b4 e5 25.a4 Kd6 26.Kd3 Nf6 27.c5+ Ke6? [27...Kc7
 28.Kc4 (28.b5?! Nd5=) 28...a6] 28.b5!
 [28.Kc4 Nd5!]=] 28...Kd7? [28...Nd5
 29.bxc6 Nb4+ 30.Kc4 Nxc6 31.Kb5 Kd7
 32.Ka6±] 29.Kc4 Kc7 30.a5! Δ a6, bc6,
 ♠b5+- 30...a6 31.b6+ [31.bxa6? Kb8]
 31...Kb7 32.g3 h5? [32...Nd7±]
 33.h4!+- Nd7 34.f4 exf4 [34...e4
 35.Kd4] 35.gxf4 Nf8 36.Ne2 Ng6
 37.Nd4 Nxh4 [37...Nxf4 38.Nxf5 g6
 39.Ne7 ⊙ 39...g5 40.hxg5 h4 41.Nf5 h3
 42.Ng3 h2 43.Nh1 Kc8 44.Kc3 Kd7
 45.Kd2 Ne6 46.g6 Nxc5 47.g7 Ne4+
 48.Ke3 Nf6 49.Kf3 c5 50.Kg2 c4 51.Nf2
 c3 52.Nd3] 38.Ne6 Kc8 39.Nxg7 Ng6
 40.Nxh5 Kd7 41.Kd3 Kc8 42.Ke3 Ne7
 43.Ng7 Nd5+ 44.Kf3 Ne7 45.Ne6 Nd5
 46.Nd4 [46.Nd4 Ne7 47.Kg3 Δ h4-g5]
 1-0

(2) OZTURK,K – SAVINA

ANTALYA

[Mihalcsin,A]

1.Rd1? [1.h4 Prevent h5-h4] 1...h4
 2.Qc4 h3+ 3.Kxh3 Qf3! ♣ [3...Qxf2
 4.Rf1] 0-1

(3) REPINA – OZTURK [D21]

ANTALYA

[Mihalcsin,A]

1.d4 d5 2.c4 dxc4 3.Nf3 c5 4.d5 e6
 5.Nc3 exd5 6.Nxd5 Ne7 7.e4 Nxd5
 8.exd5 Bd6 9.Bxc4 0-0 10.0-0 Bg4
 11.Qd3? [11.h3! pREVENTING
 ATTACK ON H2] 11...Bxf3 12.gxf3
 [12.Qxf3 Qh4] 0-1

(4) Advanced prophylactic

Moskva (open)

[Mihalcsin,A]

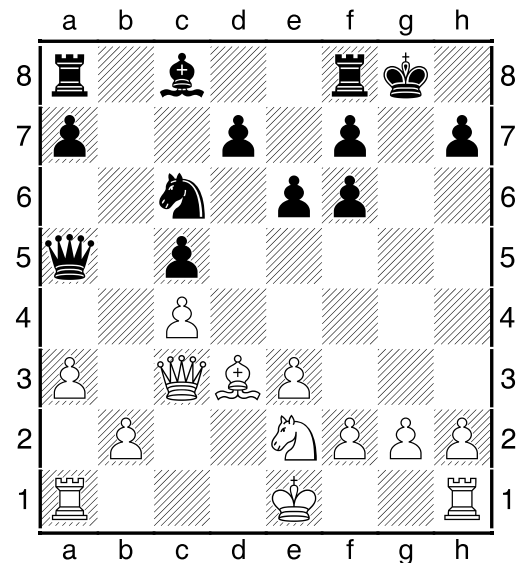
1.Kh3! Line

(5) Zhu Chen (2497) – Khurtsidze,N

(2425) [E32]

FIDE-Wch k.o. (Women) Moscow (4.7),
 05.12.2001

1.d4 Nf6 2.c4 e6 3.Nc3 Bb4 4.Qc2 0-0
 5.a3 Bxc3+ 6.Qxc3 b6 7.Bg5 c5 8.dxc5
 bxc5 9.e3 Nc6 10.Bd3 Qa5 11.Bxf6
 gxf6 12.Ne2 Diagram



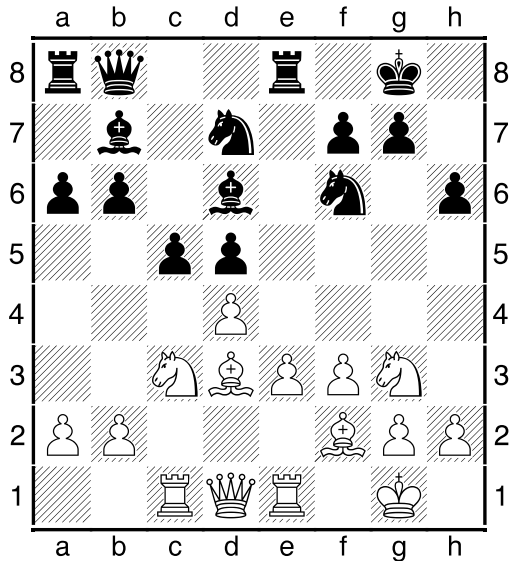
12...Ba6 13.b4 cxb4 14.axb4 Qxb4
 15.Rxa6 Qxc3+ 16.Nxc3 Nb4 17.Rd6
 Rfc8 18.Be2 a5 19.Kd2 Rc7 20.Ra1
 Kf8 21.Rb6 Nc6 22.Nb5 Rcc8 23.Rb7
 Ke7 24.Kc3 Ra6 25.Rd1 Rd8 26.Nc7
 Ra7 27.Rxa7 Nxa7 28.Nb5 Nc6 29.Ra1
 Rc8 30.f4 d5 31.cxd5 exd5 32.Kd2 Rb8
 33.Ra2 Rb6 1-0

(6) Botvinnik,M – Pilnik,H [D54]

Budapest Budapest (17), 1952

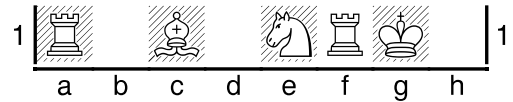
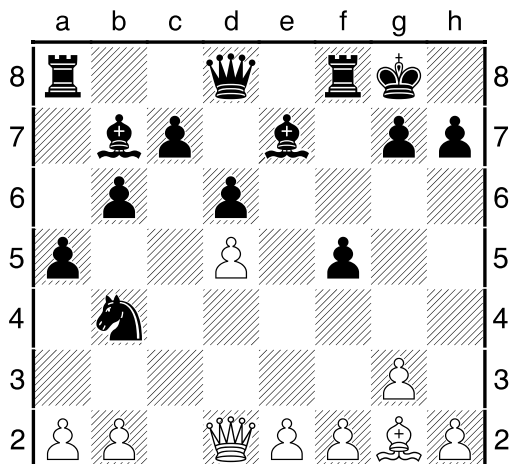
1.d4 Nf6 2.c4 e6 3.Nc3 d5 4.Bg5 Be7

5.e3 0-0 6.Rc1 h6 7.Bh4 b6 8.cxd5
 exd5 9.Bd3 Bb7 10.f3 c5 11.Nge2
 Nbd7 12.0-0 Re8 13.Bf2 Bd6 14.Re1 a6
 15.Ng3 Qb8 Diagram



16.Kh1 cxd4 17.exd4 Rxe1+ 18.Qxe1
 Nf8 19.Nce2 Ne6 20.Nf5 Bf8 21.Be3
 Ne8 22.Qh4 Qd8 23.Qg4 Kh8 24.Nf4
 Qg5 25.Nxe6 Qxg4 26.fxg4 fxe6
 27.Nh4 Kg8 28.Ng6 Bd6 29.g5 hxg5
 30.Bxg5 Nf6 31.Kg1 Rc8 32.Rf1 Rc7
 33.Bxf6 gxf6 34.Rxf6 Rc1+ 35.Rf1 Rc7
 36.g3 b5 37.Re1 Bc8 38.Ne5 Kg7
 39.Kg2 b4 40.h4 a5 41.g4 1-0

(7) Lilienthal,A – Botvinnik,M [E19]
 URS–ch12 Moscow, 1940
 1.d4 Nf6 2.c4 e6 3.Nf3 b6 4.g3 Bb7
 5.Bg2 Be7 6.0-0 0-0 7.Nc3 Ne4 8.Qc2
 Nxc3 9.Qxc3 d6 10.Qc2 f5 11.Ne1 Nc6
 12.d5 exd5 13.cxd5 Nb4 14.Qd2 a5
 Diagram



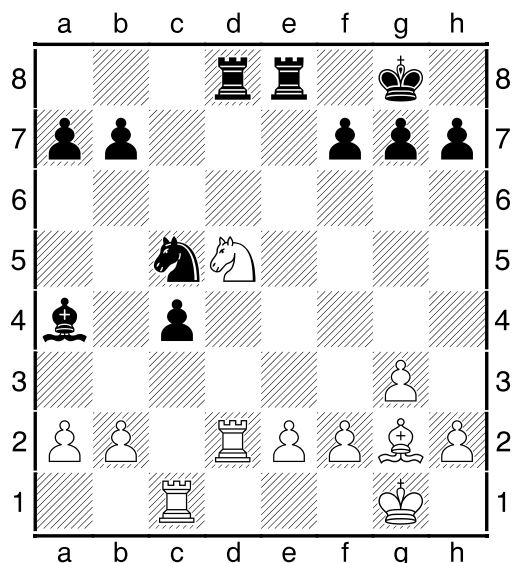
15.a3 Na6 16.b4 Bf6 17.Bb2 Qd7
 18.Bxf6 Rxf6 19.Nd3 a4 20.Rac1 Qf7
 21.Nf4 Bc8 22.Rc3 Bd7 23.Rfc1 h6
 24.h4 Ra7 25.h5 Ra8 26.Re3 Kh7
 27.Rcc3 Rb8 28.Qd3 Ra8 29.Ng6 Rxg6
 30.hxg6+ Kxg6 31.Re6+ Kh7 32.g4 c5
 33.b5 Nc7 34.gxf5 Nxb5 35.f6+ Kg8
 36.Rc4 Re8 37.Rg4 g5 38.Rxe8+ Bxe8
 39.Re4 Kf8 40.Re7 Qg6 41.Be4 Qh5
 42.Bf3 Qg6 43.Rxe8+ 1-0

(8) Beliavsky,A (2630) – Korchnoi,V
 (2630) [E20]

Reggio Emilia 45/680 Reggio Emilia
 45/680, 1987

[Mikhalchishin,A]

Chess Informant 1.d4 Nf6 2.c4 e6 3.g3
 c5 4.Nf3 cxd4 5.Nxd4 Bb4+ 6.Nc3 0-0
 7.Bg2 d5 8.0-0 dxc4 9.Qa4 Na6
 10.Ndb5 Nd5 11.Rd1 Nc5 12.Qc2 N
 [12.Rxd5 Ue 44/(677)] 12...Qa5
 [12...Qb6 13.Nxd5 exd5 14.Nc3 Bxc3
 15.bxc3 Ne4!]=] 13.Bd2 Bd7 [13...Nxc3
 14.bxc3 Qxb5 15.cxb4 Na4 16.Rdc1 c3
 17.Bxc3 Nxc3 18.Qxc3 Qxe2 19.a4♞]
 14.Nxd5 exd5 15.Bxb4 Qxb4 16.Nc7
 Ba4 [16...Rad8 17.Nxd5 Qb5 18.Rd4±]
 17.Qd2 Qxd2 18.Rxd2 Rad8 19.Nxd5±
 Rfe8?! [19...f6 20.Rd4±; 19...Ne6!]?
 20.Rc1 Bb5 21.Ne7+ Kh8 22.Rxd8 Rxd8
 23.Bxb7 Rd2♞] 20.Rc1 Diagram



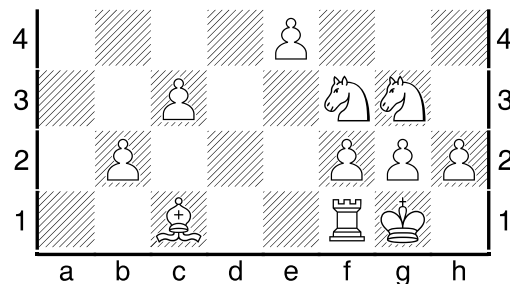
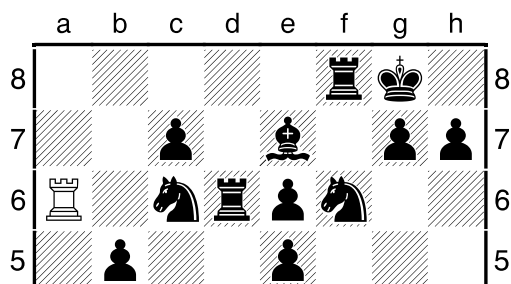
20...b5? [20...Bb5] 21.b4!!± [21.b3?

Bxb3 22.axb3 Nxb3 21...Nd7 22.Nc3!
Nb6 23.Rxd8 [23.Rb2 Rd6 24.Kf1 Red8
 25.Ke1 f5] 23...Rxd8 24.Kf1 Rd2
25.Be4! Kf8 26.Ke1 Rd6 [26...Rb2
 27.Rb1 Rxb1+ 28.Bxb1 Ke7 29.e4+–]
27.h4 Ke7 28.Rb1! h6 29.Rb2 g5
30.hxg5 hxg5 31.Rd2 Re6 32.Rd4 Re5
33.Kd2 f5 34.Bc6 g4 [34...Re6
 35.Bxb5+–] 35.e4 Kf6 36.exf5 Rxf5
37.Ke3 Re5+ 38.Re4 Rg5 [38...a6
 39.Bb7+–] 39.Re8 Rg6 40.Be4 [40.Bxb5
 Bxb5 41.Nxb5 Nd5+ 42.Kd4 Nxb4
 43.Kxc4±] 40...Rg7 41.Rh8 Kg5 42.Rf8
Rd7 43.Rg8+ Kf6 44.Rxg4+– Re7
45.Rg6+ Kf7 46.Rh6 Kg8 47.Kd2 Rd7+
48.Kc1 Rf7 49.f4 Rd7 50.g4 Rd4 51.g5
Nc8 52.Bd5+ 1-0

(9) Fischer,R – Smyslov,V [C77]

Capablanca Memorial Havana (2), 1965
 [ChessBase]

1.e4 e5 2.Nf3 Nc6 3.Bb5 a6 4.Ba4 Nf6
5.d3 Steinitz,W 5...d6 [5...b5 6.Bb3 Be7
 7.a4; 5...Bc5 6.c3 b5 7.Bc2 0-0 8.0-0 d5
 9.exd5 Nxd5 10.h3 h6 11.d4 exd4
 Anderssen,A–Morphy,P Paris 1858]
6.c3 Be7 [6...g6 7.Nbd2 (7.Bg5
 Bronstein,D) 7...Bg7 8.Nf1 0-0 9.h4]
7.Nbd2 0-0 8.Nf1 Δ e3; g3; h2–h3,
 g2–g4, g3 → **8...b5 9.Bb3 d5** [9...Na5
 10.Bc2 c5 11.Ne3 Re8 12.0-0 Bf8=]
10.Qe2 dxe4 [10...d4 11.Ng3 dxc3
 12.bxc3 b4 13.Bb2; 10...Be6 11.Ng3
 (11.Ng5 Bg4 12.f3 Bc8! 13.exd5 Na5!)
 11...h6] **11.dxe4 Be6! 12.Bxe6 fxe6**
13.Ng3 Qd7 [13...Bd6 Δ c6–e7–g6
 14.0-0 Ne7 15.c4! c6 16.Rd1+– Qc7
 17.Ng5] **14.0-0** [14.a4 14...Rad8
 (14...bxa4 15.Qc4 a3 16.b4; 14...b4!)
 15.axb5 axb5 16.Ra6 b4 17.0-0↑]
14...Rad8 15.a4 Qd3! 16.Qxd3 Rxd3
17.axb5 axb5 18.Ra6! [18.Be3 Ng4]
18...Rd6 □ Diagram



19.Kh1! [19.Be3 Nd4!] **19...Nd7** [19...b4
 20.cxb4 Nxb4 21.Ra7 Rc6 22.Nxe5
 Rc2] **20.Be3 Rd8** [20...b4] **21.h3**
 [21.b4] **21...h6 22.Rfa1 Ndb8 23.Ra8**
Rd1+ 24.Kh2 [24.Rxd1 Rxd1+ 25.Kh2
 Bd6 26.Ba7? Ra1!] **24...Rxa1 25.Rxa1**
Nd7? [25...b4 26.cxb4 Bxb4 27.Nf1]
26.b4! Smyslov,V: ± / +– **26...Kf7**
27.Nf1 Bd6 28.g3 Nf6 29.N1d2 Ke7
30.Ra6! Nb8 [30...Kd7 31.Ne1 Nb8
 32.Ra5 Kc6±] **31.Ra5! c6** □ **32.Kg2**
Nbd7 33.Kf1 Δ e2, f3–e1–d3
33...Rc8? [33...Ne8! Δ c7, a8;
 34.Ra6 a)34.Ne1 Nc7 35.Nd3 Ra8
 36.Nb3 Rxa5 37.Nxa5 Nb8 38.Ba7 Nca6
 39.c4 Bc7; b)34.Nb3! Nc7 35.Ra7 Ra8
 36.Na5 Nb8 37.Rxa8 (b)37.Rb7 Kd7)
 37...Nxa8 38.Ba7 Kd7 39.Nb7±;
 34...Rc8 35.Nb3 c5 36.bxc5 Bxc5!]
34.Ne1! Ne8 35.Nd3 Nc7 36.c4! bxc4
 [36...Ra8? 37.c5!+–] **37.Nxc4 Nb5**
 [37...Ra8 38.Rxa8 Nxa8 39.Na5 Nb8
 40.Ba7 Kd7 41.Nc4+– e5] **38.Ra6 Kf6**
 [38...Nb8 39.Ra8 Nc7 40.Nxd6 Kxd6
 41.Bc5+–] **39.Bc1! Bb8 40.Bb2** Δ f2–
 f4 **40...c5 41.Nb6!** [41.Ra5! cxb4
 42.Ncxe5!+–] **41...Nxb6 42.Rxb6 c4**
 [42...Nd4 43.Nxc5 Ba7 44.Nd7+ Kg5
 45.h4+ Kh5 46.Rb7 Rc2 47.Rxa7 Rxb2
 48.Nxe5 Rxb4 49.Rxg7+–] **43.Nc5 c3**
 [43...c3 44.Bc1 Nd4 45.Nd7+ Ke7
 (45...Kf7 46.Rxb8 Rxb8 47.Nxb8 Nb3
 48.Ba3 c2 49.Nc6+–) 46.Nxb8 Nb3
 47.Rb7+ Kd8 48.Rd7+ Ke8 49.Rxg7!+–]
1-0