

SOLIDUS uni002F	/	/	/	/	/	/	/	/
DIGIT ZERO uni0030	0	0	0	0	0	0	0	0
DIGIT ONE uni0031	1	1	1	1	1	1	1	1
DIGIT TWO uni0032	2	2	2	2	2	2	2	2
DIGIT THREE uni0033	3	3	3	3	3	3	3	3
DIGIT FOUR uni0034	4	4	4	4	4	4	4	4
DIGIT FIVE uni0035	5	5	5	5	5	5	5	5
DIGIT SIX uni0036	6	6	6	6	6	6	6	6
DIGIT SEVEN uni0037	7	7	7	7	7	7	7	7
DIGIT EIGHT uni0038	8	8	8	8	8	8	8	8
DIGIT NINE uni0039	9	9	9	9	9	9	9	9
COLON uni003A	:	:	:	:	:	:	:	:
SEMICOLON uni003B	;	;	;	;	;	;	;	;
LESS-THAN SIGN uni003C	<	<	<	<	<	<	<	<
EQUALS SIGN uni003D	=	=	=	=	=	=	=	=
GREATER-THAN SIGN uni003E	>	>	>	>	>	>	>	>
QUESTION MARK uni003F	?	?	?	?	?	?	?	?
COMMERCIAL AT uni0040	@	@	@	@	@	@	@	@
LATIN CAPITAL LETTER A uni0041	A	A	A	A	A	A	A	A
LATIN CAPITAL LETTER B uni0042	B	B	B	B	B	B	B	B
LATIN CAPITAL LETTER C uni0043	C	C	C	C	C	C	C	C
LATIN CAPITAL LETTER D uni0044	D	D	D	D	D	D	D	D
LATIN CAPITAL LETTER E uni0045	E	E	E	E	E	E	E	E
LATIN CAPITAL LETTER F uni0046	F	F	F	F	F	F	F	F
LATIN CAPITAL LETTER G uni0047	G	G	G	G	G	G	G	G
LATIN CAPITAL LETTER H uni0048	H	H	H	H	H	H	H	H
LATIN CAPITAL LETTER I uni0049	I	I	I	I	I	I	I	I
LATIN CAPITAL LETTER J								

uni004A	J	J	J	J	J	J	J	J
LATIN CAPITAL LETTER K uni004B	K	K	K	K	K	K	K	K
LATIN CAPITAL LETTER L uni004C	L	L	L	L	L	L	L	L
LATIN CAPITAL LETTER M uni004D	M	M	M	M	M	M	M	M
LATIN CAPITAL LETTER N uni004E	N	N	N	N	N	N	N	N
LATIN CAPITAL LETTER O uni004F	O	O	O	O	O	O	O	O
LATIN CAPITAL LETTER P uni0050	P	P	P	P	P	P	P	P
LATIN CAPITAL LETTER Q uni0051	Q	Q	Q	Q	Q	Q	Q	Q
LATIN CAPITAL LETTER R uni0052	R	R	R	R	R	R	R	R
LATIN CAPITAL LETTER S uni0053	S	S	S	S	S	S	S	S
LATIN CAPITAL LETTER T uni0054	T	T	T	T	T	T	T	T
LATIN CAPITAL LETTER U uni0055	U	U	U	U	U	U	U	U
LATIN CAPITAL LETTER V uni0056	V	V	V	V	V	V	V	V
LATIN CAPITAL LETTER W uni0057	W	W	W	W	W	W	W	W
LATIN CAPITAL LETTER X uni0058	X	X	X	X	X	X	X	X
LATIN CAPITAL LETTER Y uni0059	Y	Y	Y	Y	Y	Y	Y	Y
LATIN CAPITAL LETTER Z uni005A	Z	Z	Z	Z	Z	Z	Z	Z
LEFT SQUARE BRACKET uni005B	[[[[[[[[
REVERSE SOLIDUS uni005C	\	\	\	\	\	\	\	\
RIGHT SQUARE BRACKET uni005D]]]]]]]]
CIRCUMFLEX ACCENT uni005E	^	^	^	^	^	^	^	^
LOW LINE uni005F	—	—	—	—	—	—	—	—
GRAVE ACCENT uni0060	`	`	`	`	`	`	`	`
LATIN SMALL LETTER A uni0061	a	a	a	a	a	a	a	a
LATIN SMALL LETTER B uni0062	b	b	b	b	b	b	b	b
LATIN SMALL LETTER C uni0063	c	c	c	c	c	c	c	c
LATIN SMALL LETTER D uni0064	d	d	d	d	d	d	d	d
LATIN SMALL LETTER E uni0065	e	e	e	e	e	e	e	e

LATIN SMALL LETTER F
uni0066

f	f	f	f	f	<i>f</i>	<i>f</i>	f	f
g	g	g	g	g	<i>g</i>	<i>g</i>	g	g

LATIN SMALL LETTER G
uni0067

LATIN SMALL LETTER H
uni0068

h	h	h	h	h	<i>h</i>	<i>h</i>	h	h
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER I
uni0069

i	i	i	i	i	<i>i</i>	<i>i</i>	i	i
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER J
uni006A

j	j	j	j	j	<i>j</i>	<i>j</i>	j	j
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER K
uni006B

k	k	k	k	k	<i>k</i>	<i>k</i>	k	k
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER L
uni006C

l	l	l	l	l	<i>l</i>	<i>l</i>	l	l
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER M
uni006D

m	m	m	m	m	<i>m</i>	<i>m</i>	m	m
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER N
uni006E

n	n	n	n	n	<i>n</i>	<i>n</i>	n	n
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER O
uni006F

o	o	o	o	o	<i>o</i>	<i>o</i>	o	o
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER P
uni0070

p	p	p	p	p	<i>p</i>	<i>p</i>	p	p
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER Q
uni0071

q	q	q	q	q	<i>q</i>	<i>q</i>	q	q
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER R
uni0072

r	r	r	r	r	<i>r</i>	<i>r</i>	r	r
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER S
uni0073

s	s	s	s	s	<i>s</i>	<i>s</i>	s	s
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER T
uni0074

t	t	t	t	t	<i>t</i>	<i>t</i>	t	t
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER U
uni0075

u	u	u	u	u	<i>u</i>	<i>u</i>	u	u
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER V
uni0076

v	v	v	v	v	<i>v</i>	<i>v</i>	v	v
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER W
uni0077

w	w	w	w	w	<i>w</i>	<i>w</i>	w	w
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER X
uni0078

x	x	x	x	x	<i>x</i>	<i>x</i>	x	x
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER Y
uni0079

y	y	y	y	y	<i>y</i>	<i>y</i>	y	y
---	---	---	----------	----------	----------	----------	----------	----------

LATIN SMALL LETTER Z
uni007A

z	z	z	z	z	<i>z</i>	<i>z</i>	z	z
---	---	---	----------	----------	----------	----------	----------	----------

LEFT CURLY BRACKET
uni007B

{	{	{	{	{	<i>{</i>	<i>{</i>	{	{
---	---	---	----------	----------	----------	----------	----------	----------

VERTICAL LINE
uni007C

			 	 	<i> </i>	<i> </i>	 	
--	--	--	----------	----------	----------	----------	----------	----------

RIGHT CURLY BRACKET
uni007D

}	}	}	}	}	<i>}</i>	<i>}</i>	}	}
---	---	---	----------	----------	----------	----------	----------	----------

TILDE
uni007E

~	~	~	~	~	<i>~</i>	<i>~</i>	~	~
---	---	---	----------	----------	----------	----------	----------	----------

NO-BREAK SPACE
uni00A0

--	--	--	--	--	--	--	--	--

INVERTED EXCLAMATION MARK
uni00A1

!	!	!	!	!	<i>!</i>	<i>!</i>	!	!
---	---	---	----------	----------	----------	----------	----------	----------

CENT SIGN uni00A2	¢	¢	¢	¢	¢	¢	¢	¢
POUND SIGN uni00A3	£	£	£	£	£	£	£	£
CURRENCY SIGN uni00A4	¤	¤	¤	¤	¤	¤	¤	¤
YEN SIGN uni00A5	¥	¥	¥	¥	¥	¥	¥	¥
BROKEN BAR uni00A6								
SECTION SIGN uni00A7	§	§	§	§	§	§	§	§
DIAERESIS uni00A8	¨	¨	¨	¨	¨	¨	¨	¨
COPYRIGHT SIGN uni00A9	©	©	©	©	©	©	©	©
FEMININE ORDINAL INDICATOR uni00AA	ª	ª	ª	ª	ª	ª	ª	ª
LEFT-POINTING DOUBLE ANGLE QUOTATION MARK uni00AB	«	«	«	«	«	«	«	«
NOT SIGN uni00AC	¬	¬	¬	¬	¬	¬	¬	¬
SOFT HYPHEN uni00AD								
REGISTERED SIGN uni00AE	®	®	®	®	®	®	®	®
MACRON uni00AF	¯	¯	¯	¯	¯	¯	¯	¯
DEGREE SIGN uni00B0	°	°	°	°	°	°	°	°
PLUS-MINUS SIGN uni00B1	±	±	±	±	±	±	±	±
SUPERSCRIFT TWO uni00B2	²	²	²	²	²	²	²	²
SUPERSCRIFT THREE uni00B3	³	³	³	³	³	³	³	³
ACUTE ACCENT uni00B4	´	´	´	´	´	´	´	´
MICRO SIGN uni00B5	µ	µ	µ	µ	µ	µ	µ	µ
PILCROW SIGN uni00B6	¶	¶	¶	¶	¶	¶	¶	¶
MIDDLE DOT uni00B7	·	·	·	·	·	·	·	·
CEDILLA uni00B8	¸	¸	¸	¸	¸	¸	¸	¸
SUPERSCRIFT ONE uni00B9	¹	¹	¹	¹	¹	¹	¹	¹
MASCULINE ORDINAL INDICATOR uni00BA	º	º	º	º	º	º	º	º
RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK uni00BB	»	»	»	»	»	»	»	»
VULGAR FRACTION ONE QUARTER uni00BC	¼	¼	¼	¼	¼	¼	¼	¼
VULGAR FRACTION ONE HALF uni00BD	½	½	½	½	½	½	½	½

VULGAR FRACTION THREE QUARTERS uni00BE	¾	¾	¾	¾	¾	¾	¾	¾
INVERTED QUESTION MARK uni00BF	¿	¿	¿	¿	¿	¿	¿	¿
LATIN CAPITAL LETTER A WITH GRAVE uni00C0	À	À	À	À	À	À	À	À
LATIN CAPITAL LETTER A WITH ACUTE uni00C1	Á	Á	Á	Á	Á	Á	Á	Á
LATIN CAPITAL LETTER A WITH CIRCUMFLEX uni00C2	Â	Â	Â	Â	Â	Â	Â	Â
LATIN CAPITAL LETTER A WITH TILDE uni00C3	Ã	Ã	Ã	Ã	Ã	Ã	Ã	Ã
LATIN CAPITAL LETTER A WITH DIAERESIS uni00C4	Ä	Ä	Ä	Ä	Ä	Ä	Ä	Ä
LATIN CAPITAL LETTER A WITH RING ABOVE uni00C5	Å	Å	Å	Å	Å	Å	Å	Å
LATIN CAPITAL LETTER AE uni00C6	Æ	Æ	Æ	Æ	Æ	Æ	Æ	Æ
LATIN CAPITAL LETTER C WITH CEDILLA uni00C7	Ç	Ç	Ç	Ç	Ç	Ç	Ç	Ç
LATIN CAPITAL LETTER E WITH GRAVE uni00C8	È	È	È	È	È	È	È	È
LATIN CAPITAL LETTER E WITH ACUTE uni00C9	É	É	É	É	É	É	É	É
LATIN CAPITAL LETTER E WITH CIRCUMFLEX uni00CA	Ê	Ê	Ê	Ê	Ê	Ê	Ê	Ê
LATIN CAPITAL LETTER E WITH DIAERESIS uni00CB	Ë	Ë	Ë	Ë	Ë	Ë	Ë	Ë
LATIN CAPITAL LETTER I WITH GRAVE uni00CC	Ì	Ì	Ì	Ì	Ì	Ì	Ì	Ì
LATIN CAPITAL LETTER I WITH ACUTE uni00CD	Í	Í	Í	Í	Í	Í	Í	Í
LATIN CAPITAL LETTER I WITH CIRCUMFLEX uni00CE	Î	Î	Î	Î	Î	Î	Î	Î
LATIN CAPITAL LETTER I WITH DIAERESIS uni00CF	Ï	Ï	Ï	Ï	Ï	Ï	Ï	Ï
LATIN CAPITAL LETTER ETH uni00D0	Ð	Ð	Ð	Ð	Ð	Ð	Ð	Ð
LATIN CAPITAL LETTER N WITH TILDE uni00D1	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ
LATIN CAPITAL LETTER O WITH GRAVE uni00D2	Ò	Ò	Ò	Ò	Ò	Ò	Ò	Ò
LATIN CAPITAL LETTER O WITH ACUTE uni00D3	Ó	Ó	Ó	Ó	Ó	Ó	Ó	Ó
LATIN CAPITAL LETTER O WITH CIRCUMFLEX uni00D4	Ô	Ô	Ô	Ô	Ô	Ô	Ô	Ô
LATIN CAPITAL LETTER O WITH TILDE uni00D5	Õ	Õ	Õ	Õ	Õ	Õ	Õ	Õ
LATIN CAPITAL LETTER O WITH DIAERESIS uni00D6	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö
MULTIPLICATION SIGN uni00D7	×	×	×	×	×	×	×	×
LATIN CAPITAL LETTER O WITH STROKE uni00D8	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø

LATIN CAPITAL LETTER U WITH GRAVE uni00D9	Ù	Ù	Ù	Ù	Ù	Ù	Ù	Ù
LATIN CAPITAL LETTER U WITH ACUTE uni00DA	Ú	Ú	Ú	Ú	Ú	Ú	Ú	Ú
LATIN CAPITAL LETTER U WITH CIRCUMFLEX uni00DB	Û	Û	Û	Û	Û	Û	Û	Û
LATIN CAPITAL LETTER U WITH DIAERESIS uni00DC	Ü	Ü	Ü	Ü	Ü	Ü	Ü	Ü
LATIN CAPITAL LETTER Y WITH ACUTE uni00DD	Ý	Ý	Ý	Ý	Ý	Ý	Ý	Ý
LATIN CAPITAL LETTER THORN uni00DE	Þ	Þ	Þ	Þ	Þ	Þ	Þ	Þ
LATIN SMALL LETTER SHARP S uni00DF	ß	ß	ß	ß	ß	ß	ß	ß
LATIN SMALL LETTER A WITH GRAVE uni00E0	à	à	à	à	à	à	à	à
LATIN SMALL LETTER A WITH ACUTE uni00E1	á	á	á	á	á	á	á	á
LATIN SMALL LETTER A WITH CIRCUMFLEX uni00E2	â	â	â	â	â	â	â	â
LATIN SMALL LETTER A WITH TILDE uni00E3	ã	ã	ã	ã	ã	ã	ã	ã
LATIN SMALL LETTER A WITH DIAERESIS uni00E4	ä	ä	ä	ä	ä	ä	ä	ä
LATIN SMALL LETTER A WITH RING ABOVE uni00E5	å	å	å	å	å	å	å	å
LATIN SMALL LETTER AE uni00E6	æ	æ	æ	æ	æ	æ	æ	æ
LATIN SMALL LETTER C WITH CEDILLA uni00E7	ç	ç	ç	ç	ç	ç	ç	ç
LATIN SMALL LETTER E WITH GRAVE uni00E8	è	è	è	è	è	è	è	è
LATIN SMALL LETTER E WITH ACUTE uni00E9	é	é	é	é	é	é	é	é
LATIN SMALL LETTER E WITH CIRCUMFLEX uni00EA	ê	ê	ê	ê	ê	ê	ê	ê
LATIN SMALL LETTER E WITH DIAERESIS uni00EB	ë	ë	ë	ë	ë	ë	ë	ë
LATIN SMALL LETTER I WITH GRAVE uni00EC	ì	ì	ì	ì	ì	ì	ì	ì
LATIN SMALL LETTER I WITH ACUTE uni00ED	í	í	í	í	í	í	í	í
LATIN SMALL LETTER I WITH CIRCUMFLEX uni00EE	î	î	î	î	î	î	î	î
LATIN SMALL LETTER I WITH DIAERESIS uni00EF	ï	ï	ï	ï	ï	ï	ï	ï
LATIN SMALL LETTER ETH uni00F0	ð	ð	ð	ð	ð	ð	ð	ð
LATIN SMALL LETTER N WITH TILDE uni00F1	ñ	ñ	ñ	ñ	ñ	ñ	ñ	ñ
LATIN SMALL LETTER O WITH GRAVE uni00F2	ò	ò	ò	ò	ò	ò	ò	ò
LATIN SMALL LETTER O WITH ACUTE uni00F3	ó	ó	ó	ó	ó	ó	ó	ó
LATIN SMALL LETTER O WITH CIRCUMFLEX uni00F4	ô	ô	ô	ô	ô	ô	ô	ô

LATIN SMALL LETTER O WITH TILDE uni00F5	Õ	õ	Õ	õ	Õ	õ	Õ	õ
LATIN SMALL LETTER O WITH DIAERESIS uni00F6	Ö	ö	Ö	ö	Ö	ö	Ö	ö
DIVISION SIGN uni00F7	÷	÷	÷	÷	÷	÷	÷	÷
	Ø	ø	Ø	ø	Ø	ø	Ø	ø
LATIN SMALL LETTER O WITH STROKE uni00F8								
LATIN SMALL LETTER U WITH GRAVE uni00F9	Ù	ù	Ù	ù	Ù	ù	Ù	ù
LATIN SMALL LETTER U WITH ACUTE uni00FA	Ú	ú	Ú	ú	Ú	ú	Ú	ú
LATIN SMALL LETTER U WITH CIRCUMFLEX uni00FB	Û	û	Û	û	Û	û	Û	û
LATIN SMALL LETTER U WITH DIAERESIS uni00FC	Ü	ü	Ü	ü	Ü	ü	Ü	ü
LATIN SMALL LETTER Y WITH ACUTE uni00FD	Ý	ý	Ý	ý	Ý	ý	Ý	ý
LATIN SMALL LETTER THORN uni00FE	þ	þ	þ	þ	þ	þ	þ	þ
LATIN SMALL LETTER Y WITH DIAERESIS uni00FF	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı	ı	ı	ı	ı	ı
LATIN CAPITAL LIGATURE OE uni0152	Œ	Œ	Œ	Œ	Œ	Œ	Œ	Œ
LATIN SMALL LIGATURE OE uni0153	œ	œ	œ	œ	œ	œ	œ	œ
LATIN CAPITAL LETTER S WITH CARON uni0160	Š	š	Š	š	Š	š	Š	š
LATIN SMALL LETTER S WITH CARON uni0161	š	š	š	š	š	š	š	š
LATIN CAPITAL LETTER Y WITH DIAERESIS uni0178	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ
LATIN CAPITAL LETTER Z WITH CARON uni017D	Ž	ž	Ž	ž	Ž	ž	Ž	ž
LATIN SMALL LETTER Z WITH CARON uni017E	ž	ž	ž	ž	ž	ž	ž	ž
LATIN SMALL LETTER F WITH HOOK uni0192	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ
MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	^	^	^	^	^	^	^	^
CARON uni02C7	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ
BREVE uni02D8	˘	˘	˘	˘	˘	˘	˘	˘
DOT ABOVE uni02D9	˙	˙	˙	˙	˙	˙	˙	˙
RING ABOVE uni02DA	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ
OGONEK uni02DB	˛	˛	˛	˛	˛	˛	˛	˛
SMALL TILDE uni02DC	˜	˜	˜	˜	˜	˜	˜	˜

DOUBLE ACUTE ACCENT uni02DD	¨	¨	¨	¨	¨	¨	¨	¨
HEBREW POINT SHEVA uni05B0								
HEBREW POINT HATAF SEGOL uni05B1								
HEBREW POINT HATAF PATAH uni05B2								
HEBREW POINT HATAF QAMATS uni05B3								
HEBREW POINT HIRIQ uni05B4								
HEBREW POINT TSERE uni05B5								
HEBREW POINT SEGOL uni05B6								
HEBREW POINT PATAH uni05B7								
HEBREW POINT QAMATS uni05B8								
HEBREW POINT HOLAM uni05B9								
HEBREW POINT HOLAM HASER FOR VAV uni05BA								
HEBREW POINT QUBUTS uni05BB								
HEBREW POINT DAGESH OR MAPIQ uni05BC								
HEBREW POINT METEG uni05BD								
HEBREW PUNCTUATION MAQAF uni05BE	-	-	-	-	-	-	-	-
HEBREW POINT SHIN DOT uni05C1								
HEBREW POINT SIN DOT uni05C2								
HEBREW POINT QAMATS QATAN uni05C7								
HEBREW LETTER ALEF uni05D0	א	א	א	א	א	א	א	א
HEBREW LETTER BET uni05D1	ב	ב	ב	ב	ב	ב	ב	ב
HEBREW LETTER GIMEL uni05D2	ג	ג	ג	ג	ג	ג	ג	ג
HEBREW LETTER DALET uni05D3	ד	ד	ד	ד	ד	ד	ד	ד
HEBREW LETTER HE uni05D4	ה	ה	ה	ה	ה	ה	ה	ה
HEBREW LETTER VAV uni05D5	ו	ו	ו	ו	ו	ו	ו	ו
HEBREW LETTER ZAYIN uni05D6	ז	ז	ז	ז	ז	ז	ז	ז
HEBREW LETTER HET uni05D7	ח	ח	ח	ח	ח	ח	ח	ח
HEBREW LETTER TET								

uni05D8	ט	ט	ט	ט	ט	ט	ט	ט
HEBREW LETTER YOD uni05D9	י	י	י	י	י	י	י	י
HEBREW LETTER FINAL KAF uni05DA	ך	ך	ך	ך	ך	ך	ך	ך
HEBREW LETTER KAF uni05DB	כ	כ	כ	כ	כ	כ	כ	כ
HEBREW LETTER LAMED uni05DC	ל	ל	ל	ל	ל	ל	ל	ל
HEBREW LETTER FINAL MEM uni05DD	ם	ם	ם	ם	ם	ם	ם	ם
HEBREW LETTER MEM uni05DE	מ	מ	מ	מ	מ	מ	מ	מ
HEBREW LETTER FINAL NUN uni05DF	ן	ן	ן	ן	ן	ן	ן	ן
HEBREW LETTER NUN uni05E0	נ	נ	נ	נ	נ	נ	נ	נ
HEBREW LETTER SAMEKH uni05E1	ס	ס	ס	ס	ס	ס	ס	ס
HEBREW LETTER AYIN uni05E2	ע	ע	ע	ע	ע	ע	ע	ע
HEBREW LETTER FINAL PE uni05E3	ף	ף	ף	ף	ף	ף	ף	ף
HEBREW LETTER PE uni05E4	פ	פ	פ	פ	פ	פ	פ	פ
HEBREW LETTER FINAL TSADI uni05E5	ץ	ץ	ץ	ץ	ץ	ץ	ץ	ץ
HEBREW LETTER TSADI uni05E6	צ	צ	צ	צ	צ	צ	צ	צ
HEBREW LETTER QOF uni05E7	ק	ק	ק	ק	ק	ק	ק	ק
HEBREW LETTER RESH uni05E8	ר	ר	ר	ר	ר	ר	ר	ר
HEBREW LETTER SHIN uni05E9	ש	ש	ש	ש	ש	ש	ש	ש
HEBREW LETTER TAV uni05EA	ת	ת	ת	ת	ת	ת	ת	ת
HEBREW PUNCTUATION GERESH uni05F3	׳	׳	׳	׳	׳	׳	׳	׳
HEBREW PUNCTUATION GERSHAYIM uni05F4	״	״	״	״	״	״	״	״
EN DASH uni2013	—	—	—	—	—	—	—	—
EM DASH uni2014	—	—	—	—	—	—	—	—
LEFT SINGLE QUOTATION MARK uni2018	‘	‘	‘	‘	‘	‘	‘	‘
RIGHT SINGLE QUOTATION MARK uni2019	’	’	’	’	’	’	’	’
SINGLE LOW-9 QUOTATION MARK uni201A	‚	‚	‚	‚	‚	‚	‚	‚
LEFT DOUBLE QUOTATION MARK uni201C	“	“	“	“	“	“	“	“
RIGHT DOUBLE QUOTATION MARK uni201D	”	”	”	”	”	”	”	”

DOUBLE LOW-9 QUOTATION MARK uni201E	”	”	”	”	”	”	”	”
DAGGER uni2020	†	†	†	†	†	†	†	†
DOUBLE DAGGER uni2021	‡	‡	‡	‡	‡	‡	‡	‡
BULLET uni2022	•	•	•	•	•	•	•	•
HORIZONTAL ELLIPSIS uni2026
PER MILLE SIGN uni2030	‰	‰	‰	‰	‰	‰	‰	‰
SINGLE LEFT-POINTING ANGLE QUOTATION MARK uni2039	<	<	<	<	<	<	<	<
SINGLE RIGHT-POINTING ANGLE QUOTATION MARK uni203A	>	>	>	>	>	>	>	>
FRACTION SLASH uni2044	/	/	/	/	/	/	/	/
NEW SHEQEL SIGN uni20AA	₪	₪	₪	₪	₪	₪	₪	₪
EURO SIGN uni20AC	€	€	€	€	€	€	€	€
TRADE MARK SIGN uni2122	™	™	™	™	™	™	™	™
INTEGRAL uni222B	∫	∫	∫	∫	∫	∫	∫	∫
NOT EQUAL TO uni2260	≠	≠	≠	≠	≠	≠	≠	≠
LATIN SMALL LIGATURE FI uniFB01	fi	fi	fi	fi	fi	fi	fi	fi
LATIN SMALL LIGATURE FL uniFB02	fl	fl	fl	fl	fl	fl	fl	fl
HEBREW LETTER SHIN WITH SHIN DOT uniFB2A	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ
HEBREW LETTER SHIN WITH SIN DOT uniFB2B	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ
HEBREW LETTER SHIN WITH DAGESH AND SHIN DOT uniFB2C	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ
HEBREW LETTER SHIN WITH DAGESH AND SIN DOT uniFB2D	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ
HEBREW LETTER ALEF WITH PATAH uniFB2E	אֲ	אֲ	אֲ	אֲ	אֲ	אֲ	אֲ	אֲ
HEBREW LETTER ALEF WITH QAMATS uniFB2F	אָ	אָ	אָ	אָ	אָ	אָ	אָ	אָ
HEBREW LETTER ALEF WITH MAPIQ uniFB30	אֻ	אֻ	אֻ	אֻ	אֻ	אֻ	אֻ	אֻ
HEBREW LETTER BET WITH DAGESH uniFB31	בּ	בּ	בּ	בּ	בּ	בּ	בּ	בּ
HEBREW LETTER GIMEL WITH DAGESH uniFB32	גּ	גּ	גּ	גּ	גּ	גּ	גּ	גּ
HEBREW LETTER DALET WITH DAGESH uniFB33	דּ	דּ	דּ	דּ	דּ	דּ	דּ	דּ
HEBREW LETTER HE WITH MAPIQ uniFB34	הֻ	הֻ	הֻ	הֻ	הֻ	הֻ	הֻ	הֻ
HEBREW LETTER VAV WITH DAGESH								

the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.6 billion, and the number of people aged 65 and over has increased from 0.2 billion to 0.5 billion (United Nations, 1999). The United Nations predicts that by the year 2025, the number of people aged 65 and over will have increased to 1.1 billion, and the number of people under 15 years of age will have decreased to 1.4 billion.

There are a number of factors that are likely to contribute to the increase in the number of people aged 65 and over. One of the main factors is the increase in life expectancy. In 1990, the average life expectancy at birth was 72 years, and by 2025, it is predicted to be 78 years. This increase in life expectancy is due to a number of factors, including improvements in medical care, better nutrition, and a more active lifestyle.

Another factor that is likely to contribute to the increase in the number of people aged 65 and over is the decrease in the number of people in the working age population. In 1990, the number of people aged 15-64 years was 1.1 billion, and by 2025, it is predicted to be 1.0 billion. This decrease is due to a number of factors, including a decrease in the birth rate and a decrease in the number of people who are employed.

The increase in the number of people aged 65 and over is a global phenomenon. In 1990, there were 0.2 billion people aged 65 and over in the world, and by 2025, it is predicted that there will be 1.1 billion people aged 65 and over. This increase is particularly pronounced in developed countries, where the number of people aged 65 and over is predicted to increase from 0.1 billion in 1990 to 0.6 billion in 2025.

The increase in the number of people aged 65 and over has a number of implications for society. One of the main implications is the need for more social security and healthcare services. As the number of people aged 65 and over increases, the number of people who are dependent on social security and healthcare services will also increase. This will place a greater burden on governments and society as a whole.

Another implication of the increase in the number of people aged 65 and over is the need for more housing and care services. As the number of people aged 65 and over increases, the number of people who need housing and care services will also increase. This will place a greater burden on governments and society as a whole.

The increase in the number of people aged 65 and over is a challenge for society, but it is also an opportunity. As the number of people aged 65 and over increases, the number of people who are experienced and skilled will also increase. This will be a valuable asset for society, and it will be important to ensure that these people are able to contribute to society in a meaningful way.

In conclusion, the number of people aged 65 and over is predicted to increase significantly in the coming decades. This increase is due to a number of factors, including improvements in life expectancy and a decrease in the number of people in the working age population. The increase in the number of people aged 65 and over has a number of implications for society, including the need for more social security and healthcare services, more housing and care services, and the need to ensure that these people are able to contribute to society in a meaningful way.

the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1995). The public sector has also become an important employer of women, with 4.5 million women employed in the public sector in 1995, compared with 3.5 million in 1980. The public sector has also become an important employer of young people, with 1.5 million young people employed in the public sector in 1995, compared with 1 million in 1980.

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the 1990s, the number of people in the world who are undernourished has increased from 600 million to 800 million (FAO 2001). The number of people who are obese has increased from 100 million in 1975 to 300 million in 2000 (WHO 2000).

Obesity is a complex condition, and the aetiology of obesity is multifactorial. The most commonly cited aetiological factors are genetic, environmental and behavioural (Bouchard & Tremblay 1993; Bjorntorp & Rosmond 1996; Bjorntorp *et al.* 1997; Bjorntorp & Rosmond 1998; Bjorntorp & Rosmond 1999).

Genetic factors are thought to account for 40–70% of the variance in body mass index (BMI) (Bouchard & Tremblay 1993; Bjorntorp & Rosmond 1996; Bjorntorp *et al.* 1997; Bjorntorp & Rosmond 1998; Bjorntorp & Rosmond 1999). Environmental factors are thought to account for 20–30% of the variance in BMI (Bouchard & Tremblay 1993; Bjorntorp & Rosmond 1996; Bjorntorp *et al.* 1997; Bjorntorp & Rosmond 1998; Bjorntorp & Rosmond 1999).

Behavioural factors are thought to account for 10–20% of the variance in BMI (Bouchard & Tremblay 1993; Bjorntorp & Rosmond 1996; Bjorntorp *et al.* 1997; Bjorntorp & Rosmond 1998; Bjorntorp & Rosmond 1999). The most commonly cited behavioural factors are diet and physical activity (Bouchard & Tremblay 1993; Bjorntorp & Rosmond 1996; Bjorntorp *et al.* 1997; Bjorntorp & Rosmond 1998; Bjorntorp & Rosmond 1999).

The purpose of this paper is to review the literature on the aetiology of obesity, with a particular emphasis on the role of genetic, environmental and behavioural factors. The paper will also discuss the implications of the findings for the development of interventions to prevent and treat obesity.

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Obesity is a condition characterized by an excessive accumulation of adipose tissue in the body. It is a complex condition, and the aetiology of obesity is multifactorial. The most commonly cited aetiological factors are genetic, environmental and behavioural (Bouchard & Tremblay 1993; Bjorntorp & Rosmond 1996; Bjorntorp *et al.* 1997; Bjorntorp & Rosmond 1998; Bjorntorp & Rosmond 1999).

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the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.5 billion, and the number of people aged 65 and over has increased from 0.5 billion to 0.7 billion (United Nations 2002). The number of people aged 65 and over is projected to increase to 1.2 billion by 2050 (United Nations 2002).

There is a growing awareness of the need to address the needs of older people in the workplace. The World Health Organization (WHO) has identified the need for a 'healthy ageing' approach to the workplace (WHO 2002). The WHO defines 'healthy ageing' as 'the process of developing and maintaining the functional ability that enables older people to live the lives they want' (WHO 2002, p. 1).

The WHO has identified a number of factors that contribute to healthy ageing, including: (1) a healthy body; (2) a healthy mind; (3) a healthy social environment; and (4) a healthy environment (WHO 2002). The WHO has also identified a number of strategies for promoting healthy ageing, including: (1) promoting a healthy lifestyle; (2) providing social support; and (3) creating a healthy environment (WHO 2002).

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the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.2 million (Office for National Statistics 2000). The number of people aged 65 and over is projected to increase to 6.5 million by 2020, and the number of people aged 75 and over to 4.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (2000) has set out a strategy for the NHS to meet the needs of older people. The strategy is based on the following principles: (1) to ensure that older people have access to the services they need; (2) to ensure that older people are treated with respect and dignity; (3) to ensure that older people are able to live independently; and (4) to ensure that older people are able to participate in the decisions that affect their lives.

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The Department of Health (2000) has also set out a number of key priorities for the NHS to meet the needs of older people. These priorities are: (1) to improve the health and social care of older people; (2) to ensure that older people have access to the services they need; (3) to ensure that older people are treated with respect and dignity; (4) to ensure that older people are able to live independently; and (5) to ensure that older people are able to participate in the decisions that affect their lives.

the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.2 million (Office for National Statistics 2000). The number of people aged 65 and over is projected to increase to 6.5 million by 2020, and the number of people aged 75 and over to 4.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (2000) has set out a strategy for the NHS to meet the needs of older people. The strategy is based on the following principles: (1) to ensure that older people have access to the services they need; (2) to ensure that older people are treated with respect and dignity; (3) to ensure that older people are able to live independently; and (4) to ensure that older people are able to participate in the decisions that affect their lives.

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The Department of Health (2000) has also set out a number of key actions for the NHS to meet the needs of older people. These actions are: (1) to improve the health and social care of older people; (2) to ensure that older people have access to the services they need; (3) to ensure that older people are treated with respect and dignity; (4) to ensure that older people are able to live independently; and (5) to ensure that older people are able to participate in the decisions that affect their lives.

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the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion (United Nations 1999). The number of children in the world who are under 5 years of age has increased by 0.6 billion in the same period. The number of children in the world who are under 15 years of age is projected to increase by 1.2 billion by the year 2020 (United Nations 1999).

There is a growing concern that the rapid increase in the number of children in the world is leading to a decline in the quality of life for children. This is because the rapid increase in the number of children is leading to a decline in the resources available to each child. This is particularly true in developing countries, where the resources available to each child are already limited. This is a major concern for the world's leaders, who are trying to find ways to improve the quality of life for children in the world.

One of the ways to improve the quality of life for children is to provide them with access to education. Education is a key factor in improving the quality of life for children. It helps them to learn about the world around them, and it helps them to develop the skills they need to live a good life. Education is also a key factor in improving the quality of life for children in developing countries, where the resources available to each child are already limited.

Another way to improve the quality of life for children is to provide them with access to health care. Health care is a key factor in improving the quality of life for children. It helps them to stay healthy, and it helps them to live a longer life. Health care is also a key factor in improving the quality of life for children in developing countries, where the resources available to each child are already limited.

There are many other ways to improve the quality of life for children. For example, we can provide them with access to clean water and sanitation. We can provide them with access to nutritious food. We can provide them with access to safe housing. We can provide them with access to a safe environment. We can provide them with access to a safe world.

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